Written Direct and Indirect Comprehensive Feedback's Influence on Kuwaiti Undergraduate University Students' Writing Accuracy

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Abstract

This study explored the influence of instructor's written direct/ indirect comprehensive corrective feedback on intermediate Kuwaiti university students' writing accuracy. It also examined the subjects' opinions regarding the impact of the provided types of feedback on their motivation. In order to reach this end, a mix of qualitative and quantitative methods were implemented. The informants of the current study were 134 intermediate undergraduate Kuwaiti university students. The participants were randomly divided into five groups. These five groups involved a control group and four treatment groups. The control group did not receive any type of feedback. The treatment groups received different types of treatment. The participants of the first treatment group received direct feedback. The participants of the other three treatment groups received different types of indirect feedback, underlining only, underlining in addition to metalinguistic comments and underlining in addition to face to face conference. All the participants had to generate 7 writing tasks in nine weeks. After submitting each writing task, the treatment was provided then each participant had to generate a new draft of the same writing. In week nine the participants had to generate a new piece of writing. The Findings of the current study highlighted the importance of direct written comprehensive corrective feedback in improving the writing accuracy in revision tasks. In addition, a significant short- and long-term effects of direct written comprehensive on improving the grammatical accuracy of the participants of the current study were found. Furthermore, the participants of the current study have reported their dire need to receive written direct comprehensive feedback as they believed it was the most effective type of feedback and it had a great impact on their motivation.

Keywords: direct, indirect, written comprehensive, corrective feedback

INTRODUCTION

Writing is an essential skill in learning foreign and second language. For some learners, it is very challenging to use writing to express their ideas and feelings fluently in English. As some linguists such as Hossain M. (2015) believes that it is imperative for any learner who wishes to master this skill to have a good knowledge of grammar and vocabulary. According to Harmer (2004), encompassing many other steps such as planning, outlining,

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drafting, editing, and generating a final draft is what makes teaching and learning writing the most difficult skill to learn. Hyland (2003) claimed that providing feedback to learners is an essential component of the editing phase. Despite the fact that the efficiency of the provision of feedback in helping language learners to enhance their writing accuracy is not decisively proven, there is not a single writing course does not involve the implementation of any type of corrective feedback Schmidt (1990). Kang and Han (2015) stated that the significance of feedback in enhancing learners' accuracy has been a topic of heated debate since Truscott's (1996) claim regarding the insignificance of the implementation of feedback and his emphasis on how harmful it could be and the need for abandoning this practice. On the other hand, the proponent of the implementation of feedback such as Ferris (1999) stated that giving the fact that the current body of literature does not provide a conclusive evidence for or against the efficiency of feedback in enhancing grammatical accuracy for second language learners, it is premature to reach a conclusion regarding this matter. She added that there is a dire need for more research studies with a better design to be conducted.

LITERATURE REVIEW

Since errors have become a sign of the occurrence of language learning Corder (1967) or language acquisition, a great emphasis has been laid upon how to deal with errors. Dealing with errors entailed providing a feedback to highlight the wrong form in the utterance generated by language learners Harmer (2004). However, the importance of providing negative proof, feedback, in helping language learners to improve their writing accuracy was debated. Before Truscott's (1996) allegation that corrective feedback is useless, inefficient and harmful, feedback was believed to be very efficient. Due to his doubt in the learners' ability to understand the provided feedback and efficiently make the best use of it and the teachers' capability to provide a consistent feedback, he called for the urgency of abandoning this act. Truscott's (1996) claim has initiated a heated debate. Accordingly, many linguists, researchers, and educationists have taken the burden to dig deep to find some evidence for/ against the effectiveness of the provision of feedback Ferris (1999). Nonetheless, language instructors are still implementing feedback in their classrooms.

Definition of feedback

As far as the term feedback is concerned, Lightbown and Spada (1999) defined corrective feedback as a hint to language learners that they exploited the target language inappropriately. Hattie, Timperley (2007) claimed that the objective of feedback provision to language learners is to bridge the mismatch between the interlanguage of the learner and the target language. Mack (2009) defines feedback as any comments, error corrections or questions that are provided on student's assignment. Written feedback comprises different forms such as any word of praise, questions, error corrections and so on.

Methods of providing feedback

There are two ways through which feedback is provided oral and written feedback. To highlight the dichotomy between the two methods, Manchon (2011) stated that the main

difference between written and oral feedback is the limited chances for uptake in the case of oral feedback in comparison with written feedback. Santos et al (2010) added that the lasting nature of the written medium doubles the benefits the learners could procure from written feedback as the learners will be having enough time to notice the difference between their interlanguage and the target language. In his comment, Sheen (2010) stated that written corrective feedback is clearer and individualized while the oral feedback despite being directed and clear to a certain learner is still available and, in some cases, confusing to other learners. Septina et al (2016) mentioned that teacher's written corrective feedback is the most preferred type of feedback due to the fact that oral feedback is sometimes provided globally to the learners and that might bring embarrassment to them.

Theoretical foundation for the use of feedback

The main support for the argument for the use of corrective feedback is based on the nature of output which is characterized by inadequacy and the need for the learners to pay more attention to form. For language learners to attain native like proficiency, Ellis (2005) claimed that more attention should be paid to form so as for the learners to notice the gaps in their interlanguage. Since then many approaches such as Swain' (1995) Output Hypothesis, Long's (2000) Focus on Form Hypothesis, and Schmidt (2001) Noticing Hypothesis supported this tendency. The role played by corrective feedback in language acquisition has been supported by output Hypothesis for Swain (1995). He believes that output plays three main functions in second language acquisition as follows: it helps the learners to notice the gaps in their interlanguage and that results in producing a tailored output which could be taken as a proof that the learners are consolidating their knowledge. In addition, he claimed that the output involves the learners in a metalinguistic reflection on their knowledge because they will be able to reflect on their target language. Finally, he claimed that the output will enable the learners to test their hypothesis about the target language. In their model that illustrates the relationship between written output and corrective feedback, Housen and Pierrard (2005) mentioned that it involved the following three phases, knowledge internalization, knowledge restructuring and knowledge consolidation. Schmidt (2001) laid some emphasis on the importance of the Hypothesis of Noticing in language acquisition because he believed that it could raise learners' awareness of the mismatch between the target language and their output. Long (2009) claims that providing any intervention that focuses on the form like written or oral corrective feedback is very effective as it helps the learners notice their errors.

Theoretical foundation against the use of feedback

Truscott (1996) based his belief in the ineffectiveness of feedback in improving learners' accuracy on Krashen's (1982) Hypothesis of Natural Order and Pienemann's (1989) Hypothesis of Teachability and Learnability. Krashen (1982) has based his approach on five different hypotheses, Natural Order, Monitor, Learning and Acquisition, Input, and Affective Filter Hypothesis. Regarding the Natural Order Hypothesis, Krashen believes that there is a certain manner for the grammatical forms to be acquired. He vehemently believes that the natural order cannot be replaced by teaching the forms explicitly to the

learners. His second Hypothesis is Learning and Acquisition which highlights two different methods through which learners of a language could enhance their proficiency, learning and acquisition. According to him, learning is the conscious and formal knowledge while acquisition is similar to that what happens to the children while they acquire their first language. He added for acquisition to take place, learners need to receive natural, implicit and informal learning. Accordingly, he believed that the natural order cannot be replaced by formal teaching of the linguistic forms that learners are not ready to acquire. The third Hypothesis is Monitor Hypothesis in which he demonstrates the relation between learning and acquisition. The fourth Hypothesis is Input. In this hypothesis, Krashen stated that input could be effective if it is provided at a level just above the current level of normal development of the learner. Feedback opponent counted on this hypothesis in their debate against the use of corrective feedback. As they believe that feedback that is supposed to correct the deviated forms that occur in the learners writing might be of a level higher than their natural ability to acquire these linguistic forms so it will not help them acquire these linguistic forms. The last hypothesis for Krashen is the Affective Filters Hypothesis. According to him, there are certain factors that affect the learners' ability to acquire the language such as motivation, stress, self-confidence and others. He mentioned that language learners differ in the level of affective filters in the sense that input is less accessible to learners with high levels of affective filters. Regarding Krashen concerns about feedback, he believed that the provision of feedback could activate learners' affective filter as they will resort to the avoidance of difficult structures and mistakes in addition they will focus on form which would finally activate the monitor as they would be very much concerned with the gap between their output and the target language.

Implicit and explicit Knowledge

In highlighting the difference between explicit and implicit knowledge, Dekeyser (2003) believed that explicit knowledge is the conscious knowledge provided to the learners such as grammar knowledge while implicit knowledge involves the knowledge that is unconsciously acquired. According to him explicit like the provision of feedback has minimum effect on output while implicit knowledge helps them speak spontaneously. Truscott (1996) based his claim of the inefficiency of feedback on the belief that explicit knowledge can never transform into implicit knowledge. On the other hand, some linguists and researchers such as Dekeyser (1998) believed that there is a point where explicit and implicit knowledge could meet. He added that written output help learners to transform explicit knowledge to be part of the used language. Notwithstanding his belief that language learners are incapable of transforming explicit knowledge to implicit one, he still believes in the significance of providing the explicit knowledge to language learners who at a certain level focus on declarative knowledge of grammar rules.

List of Types of corrective feedback

According to Ellis (2010), there are three different types of corrective feedback, direct written feedback, indirect written feedback and metalinguistic written feedback.

Direct feedback

Ferris (2006) defines feedback as a method used frequently by language instructors to highlight the errors that might occur on the leaners writing and to provide the correct forms as an attempt to help them improve their writing accuracy. Bitchener et al (2005) stated that once the instructor notices any deviated forms, he/she provides the correct forms near or above the wrong ones. Ellis et al (2008) mentioned that direct feedback could be afforded to the learners via crossing out the deviated forms and providing the correct forms near the erroneous forms. Speaking of the merits of direct feedback, direct feedback advocates such as Bitchener, and Knock (2010) claimed that direct feedback gives the learners a chance to instantly internalize the correct forms that are offered by the teacher. He added that the afforded explicit knowledge enables the learners to test their hypothesis about the target language. Conversely, in addition to other researchers, Ellis (2008) believed that direct corrective feedback could be of feeble benefit because it does not require much effort from the learners' side.

Indirect feedback

Ferris, Roberts (2001) believed that indirect feedback is a method utilized by language instructor to provide feedback to language learners to help them correct their errors. While using indirect corrective feedback, the instructor provides some indications of the occurrence of errors without providing the correct forms to the learners. Lee (2005) stated that for the instructor to provide indirect corrective feedback, he/ she has to highlight the error by underlining, circling or via any mark. Consequently, the learners should count on themselves to correct these errors. According to Pollard (1990), indirect feedback is cognitively challenging to the learners as they are required to reflect on the provided indication by the instructors. Regarding the advantages of indirect feedback, Ferris (2004) stated that this type of feedback is useful in fostering long-term learning. She added that it could help learners develop their metalinguistic knowledge and second language competency.

Metalinguistic Feedback

It is a method used by language teachers to provide feedback to the language learners to enable them to correct their errors. To reach this end, the instructor only provides the learners with some information to inform them about the nature of the highlighted errors and then learners have to cognitively analyze the given comments to be able to correct these errors. According to Ellis (2008) metalinguistic corrective feedback is classified based on how it is provided. Accordingly, he added that there are two types of metalinguistic corrective feedback. The first type is coding and the second one is metalinguistic comments. While the first one counts on a group of symbols, each symbol represent a specific type of error, the second one is based on the tutors' comments that highlight the nature of the committed error.

Focused or comprehensive feedback

Focused feedback also known as selective feedback involves highlighting a specific type of errors and disregard the rest types of errors that occur in the learners' writing. On the

other hand, comprehensive feedback also known as extensive feedback refers to providing feedback to all error types that occur in the learners' writing. In their paper, Sheen et al (2009) presented a comparison between both types. According to them, comprehensive feedback could overburden the learners because it is provided in a confusing way. On the other hand, Sheen et al (2009) believes that focused feedback is more beneficial to language learners because it augments the learners' ability to notice the mismatch between their interlanguage and the target language. Moreover, it provides the learners with an efficient way to test their hypothesis about the target language.

Research Questions

According to the aforementioned facts, the current study attempts to answer the following questions:

1) What is the impact of instructors direct/ indirect written comprehensive feedback on Kuwaiti undergraduate university students' writing accuracy?

2) Does providing a specific type of feedback have any positive/ negative impact on Kuwaiti undergraduate university students' writing accuracy?

3) Is there any relationship between the efficiency of the provided feedback and errors' type (grammatical and non-grammatical)?

4) What are the Kuwaiti undergraduate university students' beliefs about the overall efficiency of the provided type of corrective feedback?

5) What are the Kuwaiti undergraduate university students' beliefs about the provided corrective feedback's learning impact?

6) What is the impact of providing direct/indirect written feedback on Kuwaiti undergraduate university students' motivation?

7) Which type of written corrective feedback, direct/indirect, do Kuwaiti undergraduate university students think is the most effective?

RESEARCH METHOD

The current study involved the use of both quantitative and qualitative methods to help answering the research questions.

The Participants

The participants of the current study were 134 intermediate Kuwaiti undergraduate university students, 66 female students and 68 male students who were registered in an English course in a private university in Kuwait. The rationale behind selecting this university is that it was available to the researcher as he works as a part-time lecturer in this university. The researcher selected intermediate students because he believed that they had acquired enough writing proficiency and that would empower them to generate the writing tasks. Intermediate students are most likely to generate more errors and to attempt the target language. Regarding their education, 4 participants reported that they had completed a bachelor degree at various universities, 78 of them had finished high school, and 52 completed vocational education. The participants age rage between (18-

30) years old. The 134 participants were full-time registered students in EL111, English Language course, at the Arab Open University, Kuwait branch. They all have to pass this course to be able to start their major studies. The participants were informed that their participations were confidential and would only be exploited for research purposes.

Treatment groups

The participants of the current study were divided randomly into four treatment groups and a control group. Each of the experimental groups received a different type of corrective feedback as follows:

-The First Group: It comprised of 29 subjects. The errors that appeared in the subjects of this group were all underlined and the correct forms were provided above and sometimes under or near the erroneous forms.

- The Second Group: It consisted of 32 informants. All the deviated forms that were detected in the learners' writing were underlined only.

-The Third Group: It involved 24 participants. The erroneous forms that occurred in the writing tasks of the participants of this group were underlined and some metalinguistic comments about the nature of the highlighted errors were provided.

- The Fourth Group: It consisted of 26 participants. All the wrong forms that appeared in the writing tasks of the participants of the current study were underlined. Then the participants of the current study were afforded a face to face conference with the researcher of the current study to guide them while they were attempting to correct the erroneous errors.

-The Control Group: It consisted of 23 participants. They did not receive any type of corrective feedback other than some comments on the organization and the content of their writing tasks. However, the participants of this group counted on themselves to self-edit their errors.

Writing Tasks

The writing tasks for the current study were seven tasks about 7 different topics related to the syllabus assigned by the university to the participants of the current study. In addition to the seven writing tasks, the participants had to generate 6 revisions for the six writing tasks during the revision sessions. Each writing task had a prompt and a couple of questions to guide the participants' generation of ideas and writing. The 7 writing tasks varied in the level of difficulty and the number of words required to be written. Each writing task was allocated an hour. During the revision tasks, the participants were allowed 20 minutes to go through the corrective feedback treatment provided to them, and forty minutes to reproduce their writing tasks.

Writing Task 1:

　　Write a 100-word paragraph about the best holiday you have ever had.

Writing Task 2:

　　Write a 100-word essay about your best friend.

Writing Task 3:

Write a 150-word essay about a famous festival in your country.

Writing Task 4:

Write a 150-word essay about a famous character, this character could be an inventor, a writer, a politician, etc.

Writing Task 5:

Write a 150-word essay about an invention you cannot live without.

Writing Task 6:

Some people believe that a smart phone could help the students in the classroom, others disagree. Discuss in a 200-word essay.

Writing Task 7:

Write a 150-word essay about a person who had a great impact on your life.

The researcher created special forms for both writing and revision tasks. These forms had enough space between the lines for the provision of feedback. In addition, a grid was provided at the bottom of the page to enable the writer to classify and tally the number of the errors that occurred on the writing tasks of the participants.

Treatment procedure

The current study lasted for 9 weeks. During the nine weeks, the participants had to attend 13 sessions. These sessions followed the following order:

Week 1: Writing Task 1 and Revision 1 were completed.

Week 2: Writing Task 2 and Revision 2 were completed.

Week 3: Writing Task 3 and Revision 3 were completed.

Week 4: Writing Task 4 and Revision 4 were completed.

Week 5: Writing Task 5 and Revision 5 were completed.

Week 6: Writing Task 6 and Revision 6 were completed.

Week 9: Writing Task 7 was completed.

After generating the first writing task in the first week of the study, their work was collected by the researcher. The respective treatment was provided to all the erroneous forms, grammatical and non-grammatical errors, that appeared in the writing tasks of the participants of each treatment group. After two days, the writing tasks were returned to the participants. They were allowed 20 minutes to go through the provided feedback so as to notice their errors and make the best use of the provided feedback Santos et al (2010), Manchón (2011). Additionally, each participant was asked to generate another draft from the same writing. Regarding the control group, only some comments regarding the content and the organization of their writing were provided. Accordingly, they had to count on themselves to identify and correct the errors that occurred on their writing

tasks. Concerning group 1 that received direct corrective feedback, the submitted writing tasks were copied before the provision of feedback. During the revision sessions and after revising the provided feedback, the researcher collects the writing tasks that has the provided treatment on them from the participants of group 1 and the copies of the respective writing tasks were distributed to avoid the possibility that the participants might only copy the treatment. With reference to the fourth treatment group, the researcher provided face to face conference with the participants of this group during their attempt to edit and regenerate a new draft from each writing task. After 3 weeks from the last treatment session the participants received in week 6, all the participants had to generate a new piece of writing about a different topic to enable the researcher to gauge the long-term effects of providing different types of feedback.

Processing the quantitative data

All the writing and the revision tasks generated by the participants of the current study were given a specific code. In addition, the participants' questionnaires were given the same codes to identify the participants and to keep their identity anonymous. All the writing and the revision tasks were collected and marked by the researcher of the current study.

Similar to most of the former studies that focused on the effectiveness of feedback specially on improving the writing accuracy such as Chandler (2003), Truscott & Hsu (2008), van Benuingen et al (2012), and Karim K. (2013), error ratio was implemented to enable gauging the grammatical, non-grammatical, and over-all accuracy gains. To reach this end, the researcher followed the following formula:

{(Errors Total No/ Written words per task Total No) x100}

As long as one of the main objective of the current study was to explore the impact of written comprehensive direct and indirect corrective feedback on the writing accuracy of Kuwaiti undergraduate university students, the researcher of the current study had to classify the errors that occurred in the writing tasks of the participants of the current study into grammatical and non-grammatical errors. On one hand, grammatical errors encompassed verb form, subject verb agreement, missing subject, missing verb, articles, prepositions, plural forms, and pronoun. On the other hand, non-grammatical errors involved spelling, capital, comma, apostrophe, wrong word, and full stop. In some cases, the researcher encountered some errors that did not fit under any of the given categories. Accordingly, he enlisted them under a new category called others.

In order to gauge the grammatical, non-grammatical, and over-all errors ratio, the following formulae were used:

- {(Total No. of grammatical errors per task/ total No. of words per task) x 100}
- {(Total No. of non-grammatical errors per task/ total No. of words per task) x 100}
- {(Total No. of all errors per task/ total No. of words per task) x 100}

For the researcher to be able to gauge the different effects of the provided types of feedback, a quantitative analysis of the collected data took place. To examine the impact of written corrective feedback on the revision tasks, a comparison was made between the

accuracy gains of the five groups in the revision tasks. Furthermore, the researcher gauged the influence of the provided types of written comprehensive corrective feedback on a new piece of writing via comparing the accuracy gains from one writing task to the succeeding writing task. Regarding the scores of the revision tasks, They were tallied by utilizing the following formulas:

The Scores of the Revision Task Accuracy gains = Total rate of errors in The Writing Task - Total rate of errors in The Revision Task.

Concerning the scores of accuracy gains in the writing tasks, the researcher used the following formula:

The score of accuracy gains in Writing Task 2= Total rate of errors in Writing Task 2-Total rate of errors in Writing 1

The same formulas were used to measure the scores of accuracy gains in the other writing tasks. Accordingly, the values could be interpreted as follows: If the value of the accuracy gains is positive that implies that the participants decreased their errors and that means better accuracy gains in the consecutive writing tasks. Conversely, showing a negative value suggests that the participants increased more errors and that shows that the accuracy gains of the participants went down.

Questionnaires

Two different questionnaires were utilized in the process of collecting the qualitative data from the participants of the current study. In other words, they were used to explore the subjects' beliefs regarding the negative and the positive influence of the provided types of feedback. In addition, they helped exploring the possible relation between error types (grammatical-non-grammatical) and the efficiency of the provided types of feedback. Moreover, they helped investigating the informants' beliefs regarding the impact of feedback on their motivation. Finally, they helped examining the participants' beliefs regarding which type of feedback they think is the most effective. During the second session of week 9, a 12-question questionnaire was used to collect the qualitative data from 59 participants from the treatment groups. On the other hand, a 3-question questionnaire was conducted to collect qualitative data from 18 participants from the control group. Prior to that, the researcher used a power point presentation to present the different types of feedback that was used with the four treatment groups. In addition, some writing tasks in addition to their revisions were distributed to the respective participants. Some errors in addition to the participants' correction to these errors were highlighted in their writing and revision tasks so as to bring the memory back to the participants to enable them to reflect clearly on their learning experience. The researcher spent the first 10 minutes explaining the content of the questionnaires and how to approach them. Also, he replied to the participants inquires. The collected raw data was transferred and saved in a Microsoft Excel file on the researcher's laptop. Finally, SPSS program was used to analyse the data.

THE FINDINGS

Regarding the finding of the analysis of the qualitative data, the current study attempted to investigate three different effects for the provided types of comprehensive direct and indirect written corrective feedback on the grammatical, non-grammatical and over-all accuracy gains as follows: a) the impact of revision on the grammatical, non-grammatical, and over-all accuracy gains. b) the short-term impacts from one writing task to a new writing task. c) long-term transfer effects from the last revision session to the last writing task on grammatical, non-grammatical and over-all accuracy gains.

Regarding the impact of revision on grammatical errors, the analysis of the quantitative data revealed that direct written comprehensive feedback outperformed indirect written comprehensive feedback in helping the participants improve their grammatical, non-grammatical and over-all accuracy gains during the revision tasks. Additionally, it was also found the participants of the treatment groups have significantly outperformed the participants of the control group in improving their grammatical, non-grammatical, and overall accuracy gains. Table 1 presents the descriptive and ANOVA test results.

Table 1. Reduction in non-grammatical errors' ratio in Revision Tasks

	Direct feedback (n = 29) (Mean ± SD)	If underlining (n = 32) (Mean ± SD)	If + metalinguistic (n = 24) (Mean ± SD)	If underlining + conference (n = 26) (Mean ± SD)	Control group (n = 23) (Mean ± SD)	P
NGr_R1	18.26 ± 9.31	10.66 ± 8.88	13.34 ± 7.79	14.87 ± 11.29	5.48 ± 5.89	<0.001*
NGr_R2	6.06 ± 5.05	2.4 ± 3.44	2.49 ± 3.3	2.37 ± 4.78	0.6 ± 4.06	<0.001*
NGr_R3	4.74 ±1 5.91	2.14 ± 2.7	1.94 ± 4.61	1.91 ± 2.95	-1.01 ± 2.27	<0.001*
NGr_R4	3.26 ± 4.01	1.84 ± 2.46	2.38 ± 2.05	1.9 ± 4.3	0.56 ± 2.37	0.054
NGr_R5	3.72 ± 4.1	1.3 ± 3.05	2.79 ± 2.34	1.64 ± 5.23	0.34 ± 2.54	0.010*
NGr_R6	2.89 ± 3.96	1.36 ± 3.81	0.93 ± 2.73	1.63 ± 3.95	-0.31 ± 2.72	0.031*

Concerning the short-term impact of the provided feedback from one writing to the succeeding piece of writing, the influence was categorised into three groups, grammatical, non-grammatical, and over-all accuracy. Concerning the short-term grammatical transfer effects, the findings of the current study revealed that providing feedback had a significant impact on the reduction of grammatical errors. Furthermore, written direct comprehensive corrective feedback enabled the participants to retain the highest grammatical accuracy gains than any indirect comprehensive corrective feedback did. Check Table 2 for more information relevant to the descriptive details and ANOVA test results for the short term effects on the participants' grammatical accuracy.

Table 2. Short Term effects on Grammatical Accuracy from writing to another writing

		Sum of Squares	Df	Mean Square	F	Sig
W1-W2 Grammatical Accuracy Gains	Between Groups	248.119	4	62.030	1.579	.184
	Within Groups	5067.271	129	39.281		
	Total	5315.390	133			
W2-W3 Grammatical Accuracy Gains	Between Groups	359.573	4	89.893	3.747	.006*
	Within Groups	3094.804	129	23.991		
	Total	3454.377	133			
W3-W4 Grammatical Accuracy Gains	Between Groups	196.105	4	49.026	2.079	.087
	Within Groups	3041.586	129	23.578		
	Total	3237.691	133			
W4-W5 Grammatical Accuracy Gains	Between Groups	87.543	4	21.886	1.026	.396
	Within Groups	2751.332	129	21.328		
	Total	2838.875	133			
W5-W6 Grammatical Accuracy Gains	Between Groups	21.122	4	5.281	.370	.830
	Within Groups	1841.115	129	14.272		
	Total	1862.237	133			

Regarding the short-term non-grammatical accuracy gains, it was revealed that the provision of feedback did not help the participants to improve their non-grammatical accuracy gains. With reference to the short-term effects on the accuracy gains of the overall errors, the findings of the current study revealed that the provision of feedback had helped the participants to reduce their over-all errors. Additionally, written direct comprehensive feedback was found the most effective in helping the participants improve their over-all accuracy gains.

Regarding the long-term effects on grammatical, non-grammatical, and over-all accuracy gains, the findings of the current study highlighted the significance of providing feedback in helping the participants of the treatment group retain a better grammatical accuracy gains than the participants of the control group. Additionally, the participants of the group that received written direct comprehensive corrective feedback could retain a better grammatical accuracy gains after three weeks from the last treatment session. Regarding the non-grammatical and over-all accuracy gains, despite the fact that the provision of feedback enabled the participants of the current study to reduce their non-grammatical and over-all errors in writing seven, the non-grammatical accuracy gains in writing seven did not vary significantly. That means the provision of feedback did not have a significant long-term impact on the non-grammatical and the over-all accuracy gains of the participants of the current study. Table 3 presents descriptive analysis and ANOVA test results.

Table 3. Long-Term grammatical accuracy gains by group

	Direct feedback (n = 29) (Mean ± SD)	If underlining (n = 32) (Mean ± SD)	If + metalinguistic (n = 24) (Mean ± SD)	If underlining + conference (n = 26) (Mean ± SD)	Control group (n = 23) (Mean ± SD)	P
Wr6-Wr7	± 3.39 5.45	± 0.67 3.75	± 0.88 3.11	±-0.57 2.91	0.23 ± 4.44	0.004*

With reference to the findings of the analysis of the qualitative data, the subjects of the current study have reported some pedagogical effects for the provided corrective feedback such as noticing the errors, learning from the errors, and avoiding the repetition of these errors in future writing tasks. On the other hand, the participants of the current study have reported some negative aspects for the provided types of feedback such as forgetting the provided feedback, the ambiguity of the provided feedback, and confusion that is sometimes result from the provision of some types of written indirect comprehensive corrective feedback. In addition, the participants of the current study reported that the provision of feedback is very effective in enhancing their writing accuracy. Moreover, direct written comprehensive corrective feedback was found more effective in treating both grammatical and non-grammatical errors. Furthermore, the participants of the current study reported the positive influence of the provided types of feedback on their motivation. Finally, the participants of the current study reported direct written comprehensive corrective feedback as the most effective in improving their writing accuracy.

DISCUSSION OF THE FINDINGS

Regarding the effects of revising the provided feedback, it was found that the revision of the provided feedback helped the participants of the four treatment groups correct more grammatical, and non-grammatical errors than the control group. In addition, direct written comprehensive corrective feedback was found to have a stronger influence on diminishing grammatical and non-grammatical errors during the revision phases than the indirect written comprehensive corrective feedback. Unlike the previous studies that provided feedback in only one occasion such as van Beuningen et al., (2012) that found significant impact of providing feedback on revision tasks, the participants of the current study were afforded treatment in six occasions and the attained accuracy in the six subsequent revisions was explored. The findings that providing feedback ensued improvement in the accuracy gains in revision tasks are in line with Karim K's. (2013), Beuningen et al's (2012), and Truscott and Hsu's (2008). While the findings of Karim K. (2013) agree with the findings of the current study regarding the role of providing direct comprehensive written corrective feedback in reducing grammatical errors in revision tasks, Truscott and Hsu (2008) stated that indirect feedback, underlining only was more efficient in rectifying errors during the revision tasks.

Despite the fact that direct comprehensive written feedback resulted in higher rates of improvement in reducing grammatical and non-grammatical errors over the other types of indirect feedback did in the revision tasks, the findings of the current study highlighted the advantages of receiving any form of corrective feedback compared to not receiving any feedback in improving the participants grammatical and non-grammatical accuracy. These findings corroborate the findings of the analysis of the qualitative data of the current study which showed that 97% of the participants expressed their desperate need to receive comprehensive feedback to enable them improve their overall accuracy gains and only 3% reported no desire to receive feedback.

Concerning the short-term grammatical transfer effects, unlike some of the previous studies such as Truscott and Hsu (2008) who found some improvement in the accuracy gains in the revised writing tasks only, the current study found some positive transfer effects on the grammatical accuracy gains which occurred in W3. In the highlighted occasion, W3, where some traces of grammatical accuracy improvement were found, the direct feedback group outperformed the other treatment groups, indirect (underlining only), indirect with metalinguistic comments, and indirect with face to face conference, in transferring the improvement effects to a new piece of writing.

Regarding the short term non-grammatical transfer effects, it was found that providing feedback did not have short term transfer impact on non-grammatical errors. Unlike Karim K.'s (2013), the current study found that the overall effects of providing feedback were transferred and extended to W3 only. Comparing the impact of the four different treatment provided, the positive effects of direct written comprehensive corrective feedback was more evident than the other types of the treatment provided. That is to say direct written comprehensive corrective feedback was more efficient in improving the overall accuracy gains in a new piece of writing, W3.

Regarding the grammatical delayed transfer effects from Wr6 in week6 to Wr7 in week 9, there were some transfer effects on the grammatical accuracy gains. Regarding the delayed transfer effects from W1 to W7, it has been noted that there were no transfer effects on the grammatical accuracy gains. With respect to the transfer effects on non-grammatical accuracy gains Wr6 to Wr7, it was found that there were no non-grammatical transfer effects on any of the of the groups, treatment or control. In addition, there were no delayed transfer effects on non-grammatical accuracy gains from Wr1 to Wr7.

Despite the fact that Truscott and Hsu (2008) claimed that the ability to diminish errors in revision tasks cannot be considered as an evidence of learning, the above findings could help us reach the conclusion that direct written comprehensive feedback has the potentiality to foster short term improvement in grammatical accuracy in revision tasks and from one writing to a new piece of writing as was shown in section (4.3.2) and section (4.4.1.2). Additionally, direct written comprehensive feedback enabled the participants to retain a long-term grammatical accuracy after three weeks from the last treatment they received. The functionality of corrective feedback to enhance grammatical accuracy gains in revision tasks and in a new piece of writing contradicts Truscott's (2007) hypothesis that providing corrective feedback is not useful in rectifying grammatical errors. It also contradicts Sheen et al's (2009) claim that comprehensive feedback had a very limited importance to grammatical accuracy.

The fact that delayed durable effects of providing written corrective feedback were very limited in the current study could be justified by various possible reasons. One of these reasons could be rectifying all the generated errors for the participants which was repeatedly debated by many researchers such as Sheen (2007), and Ellis et al (2008). They claimed that focused feedback is more efficient than comprehensive feedback. They

believed that second language learner has a very limited capacity and using comprehensive feedback in correcting his/her errors might be very challenging as that could have overloaded him/her and prevented him/her from processing the feedback (van Beuningen, 2011). Moreover, erroneous linguistic forms ossification could be another reason for the limited delayed effects of providing corrective feedback van Beuningen (2011). He stated that profound fossilization might affect the participants' retention. Another possible reason could be attributed to the fact that the participants of the current study are from English as a foreign language background, where teacher centered classroom is dominating and the participants are used to receive a specific type of feedback. Most probably, participants with such a background are accustomed to receive direct feedback. Receiving different types of feedback could be challenging and sometimes frustrating and might have dramatically affected the occurrence of delayed durable effects. That also could justify the effectiveness of direct corrective feedback in helping the participants of the respective group retain more grammatical accuracy from w6 to w7 than the participants of the other treatment groups could. Moreover, this reason verifies the findings of the qualitative data of the current study which showed direct comprehensive written corrective feedback as the most effective type of feedback. That was stated by 86% of the participants who expressed their strong beliefs in the efficiency of direct comprehensive feedback to help them improve their writing accuracy.

With reference to the analysis of the quantitative data, receiving direct comprehensive corrective feedback enabled the participants of the group to correct more errors in the revision tasks than indirect feedback, underlining only, underlining with metalinguistic comments, or underlining with face to face conference. These findings are in concordance with Chandler's (2003). In his study, the participants who received direct feedback were capable of correcting more errors than the participants of the other three treatment groups. Likewise, Bitchener and Knoch (2010) stated the direct feedback group showed significant difference in their short-term accuracy gains.

In their reflection on their ability to correct some of the highlighted errors in their writing tasks, most of the participants of the current study reported the usefulness of receiving feedback in helping them correct the highlighted errors. As far as the first group is concerned, they reported direct corrective feedback was helpful as it showed them the errors they committed and the correct forms of these errors. The direct corrective feedback participants' comments line with Jodaie et al's. (2011), who stated that direct feedback makes the errors clear and help them avoid these errors in future writing tasks. Regarding the second treatment group, some of the participants reported that underlining the errors helped them notice that there was a problem with the underlined form and initiated a series of cognitive processes. That also helped some of them successfully correct some of the errors they made in their writing tasks. In concordance with the second group, the participants of the third group that received another type of indirect feedback, underlining in addition to meta-linguistic comments have reported the usefulness of receiving this type of feedback. They mentioned it offered them some comments about the nature of the committed errors. These comments acted as the trigger that enabled them to effectively correct some of the errors in their writing during the

revision process as they mentioned in their comments. The participants' comments line with Sheen's (2007) belief regarding the usefulness of indirect feedback, especially the one accompanied with metalinguistic comments, in helping the participants recognize the rule for the corrected forms. Regarding the fourth group that received indirect feedback followed by face to face conference with the researcher, some participants shed some light on the functionality of the role played by the provided feedback in helping them identify the errors and sometimes correct them. In short, the four groups that received treatment reported that receiving feedback was generally helpful as it fostered the learning support, they needed to help them improve their writing accuracy. Accordingly, providing feedback was found to have some significant pedagogical influences on the participants such as helping them notice the deviated forms in their output, learning the correct forms for these wrong forms. After testing their assumptions about the target language, the participants will be alerted not to generate these deviated forms in their future writing tasks. Providing feedback enables the language learners to internalize the correct forms relevant to the target language van Beuningen (2011).

Regarding the negative impact of receiving a specific type of written corrective feedback, the participants of each group reflected on the disadvantages they perceived in each type of feedback while they were trying to correct their errors using the provided feedback. According to the first group, they mentioned forgetting the correct forms as the researcher had to take their original writing that has the corrections explicitly demonstrated and provided them with a copy of their original writing with no correction. Regarding the participants of the second group, it was a hard job to categorize the underlined deviated forms into specific types of errors and it was even harder to find the correct forms due to the lack of knowledge. In short, the ambiguity of the provided type of feedback and the lack of knowledge stood as a hindrance in the way of some participants of the second group to successfully correct some of their errors and in some occasions led them to generate more deviated forms instead of generating the correct ones. According to Hyland and Hyland's (2006), indirect feedback might not be useful for second language learners as they do not have adequate awareness to enable them to self-edit their errors. In respect with the participants of the third group that received another type of indirect corrective feedback, where the errors were underlined and some metalinguistic comments were given to show the nature of the errors to the participants, some participants unequivocally stated that they did not know the correct answer. Other participants mentioned that the feedback was difficult and could not understand it. Other participants remarked that the feedback was not clear enough. Consequently, ambiguity of the feedback played a significant role in creating difficulty to the participants of the third group and that deterred them from correcting some of their errors. In addition, the information about the nature of errors provided to the participants caused some confusion as they could not sometimes interpret it into a meaningful information. With reference to the fourth group that received indirect feedback in addition to face to face conference with the researcher, failing to know the correct answer was the repeated response by most of the participants of the group which could be justified by their inability to analyze underlining the errors or make use of the guidance provided by the researcher during the conference. In justifying the learners' failure to rectify their errors

using the provided indirect feedback, van Beuningen (2011) claimed that the learners could not correct the grammatical errors because they could not decide whether their hypothesis about the errors were accurate or not and that could have hindered them from internalizing the correct forms and retain it in the long run.

Regarding the relation between the efficiency of feedback and error type, the participants of the first group expressed their satisfaction with the type of feedback they received. They indirectly reiterated their opinions and supported it via reporting positive beliefs regarding the easiness they felt while they were attempting to correct their grammatical and non-grammatical errors. In contrast, the majority of the participants of the second group, that received indirect feedback, underlining only, found rectifying the grammatical and non-grammatical errors a challenging task despite the provision of feedback. According to them, it was confusing to think about the perfect replacement for the underlined errors which could have been one of many other options that came across their minds. The beliefs of the participants of the second group concur with van Beuningen's (2011) findings concerning his analysis for learners' inability to correct grammatical feedback due to their incapability to decide on the veracity of their hypothesis about the errors. Regarding the participants of the third group that received meta-linguistic comments in addition to underlining the errors, 71 % encountered difficulty in correcting grammatical errors. On the other hand, 71% found it easy to correct non-grammatical errors. According to the participants of the fourth group, the efficiency of the received feedback played a considerable role in helping them correct grammatical errors than non-grammatical errors.

Accordingly, grammatical and non-grammatical errors were easy to rectify via receiving direct corrective feedback. However, non-grammatical errors were more treatable than grammatical errors for the groups that received indirect feedback, underlining only, or with metalinguistic comments. These findings are in concordance with the findings of the qualitative data of the current study that highlighted the impact direct written comprehensive corrective feedback had on the reduction of the grammatical and non-grammatical errors from a writing to a new piece of writing.

With reference to the reported findings from the analysis of the qualitative data, some relations between the type of feedback and the type of errors could be highlighted. In case of the grammatical errors, it has been found that the greater the explicitness of the intervention of the tutor was found in the provided type of feedback, the stronger the beliefs the participants had in the effectiveness of the type of feedback they received in helping them correct grammatical errors. That is to say, 92% of the participants of the direct feedback group which received the most explicit intervention from the researcher side via providing direct corrective feedback to the errors believed that correcting grammatical errors easier than non-grammatical errors.

85% of the participants of the current study reported their entire satisfaction with the type of feedback they have received. Regarding the participants of the direct feedback group, underlining in addition to providing the correct form above the deviated forms, 12 participants had reported their satisfaction with the type of feedback they had received. Regarding the second group that received indirect feedback, underlining only, 13

participants reported their contentment with underlining their errors. For them, that was the spark that helped them recognize their errors and involved them in a cognitive process to work on correcting these errors. According to them, without the simple line provided by the teacher under these errors, they would not have been able to recognize their deviated forms in the output, would not have tried to correct them, would not have learnt anything, and would not have improved their skills as a result. With respect to the third group, underlining in addition to some meta-linguistic comments, 11 participants reported their partial satisfaction with this type of feedback as some of the 11 participants reported their need to receive further elaboration such as examples to afford them a full comprehension of the error and its nature in order for them to be able to correct the errors and learn from them. Despite that concern, they expressed their gratitude regarding the provided type of feedback. Concerning the group that received indirect feedback, underlining, in addition to face to face conference, 88 % of the participants of this group believed that this type of feedback was very much satisfactory and guided them to learn from their errors.

All in all, most of the participants of the current study were satisfied with the type of feedback they received all through the study and felt that it assisted them with learning from their errors.

Regarding the participants' beliefs about the learning impact of receiving feedback, there was a consensus amongst the participants of the first group on the effectiveness of receiving feedback on the improvement of their writing accuracy as some of them mentioned identifying errors, learning from the feedback, avoiding the repetition of the same errors as examples of the efficient learning impact of receiving that type of feedback. There was semi-unanimity amongst the members of the second group which received indirect feedback, underlining only, on the functionality of receiving feedback on the improvement of their writing accuracy. They nearly repeated the same reasons in their responses but in different words (learning errors, improve in the future, avoid errors). Regarding the underlining, meta-linguistic comments group, 11 participants were satisfied with the feedback they received and reported the positive impact of receiving feedback on their writing accuracy improvement. Some of them mentioned how feedback taught and could help them settle any misunderstanding and confusion they might have regarding their errors. Some praised this type of feedback because it differs from the other in its link with the memory and future improvement as quoted from their responses "it will stuck in the memory and help in the future". In short, they believed in the short- and long-term learning impact of receiving this type of feedback on their learning. Regarding the fourth group, underlining in addition to face to face conference, the majority of the participants believed that receiving feedback enabled them to avoid the repetition of some errors in the future.

All in all, if there were not any conceivable learning influence of receiving feedback on the participants' writing accuracy, it would not be possible that 90 % of the participants who had no background about the current sophisticated theories relevant to second language writing to notice and report them.

Regarding the impact of providing feedback on the participants' motivation, it was highlighted before in section 5.3 that the answer to that question was derived from 5 questions which were imbedded to the body of the questionnaire that was utilized in the current study to collect the data. These questions investigated the following matters, the participants' need to receive feedback, their preferences regarding the feedback to receive, comprehensive, or mark only, their beliefs regarding the impact of providing feedback on their mood, their willingness to learn, and their motivation.

With reference to the participants' beliefs about their need to receive feedback, 97 % of the participants expressed their need to receive feedback for various reasons such as their desire to be able to identify the errors, learn from the feedback, improve their writing skills and other personalized reasons. This high percentage reflects the deep desire of the participants of the current study to receive feedback. In addition, it shows that in the context of the current study, EFL, the participants are very much dependent on the teacher to guide them not only to learn the new forms of the target language but also to find out the errors in their output.

Concerning the participants' preferences regarding what they prefer to receive, comprehensive feedback, or the mark only, it was found that the mark does not matter much to most of the participants. Only 10 % of the participants were obsessed with receiving the mark, 2% would like to receive both the mark and a comprehensive feedback, while 88% were very much concerned about improving their levels of accuracy in writing via knowing their errors and learning the correct forms for their deviated ones and expressed their desire to receive comprehensive feedback. Taking the findings of this question in consideration could prove the pedagogical significance of providing feedback in general and the efficiency of providing comprehensive feedback in particular. These findings are in line with Lyster et al's (2013) claim that learners have a great inclination that goes beyond the teachers' expectation to receive feedback.

With respect to the impact of receiving feedback on the mood of participants of the current study, it is obvious that most of the participants, 85 %, are very much aware of the functionality of receiving tutor's feedback in the learning process so that they believed it had a very positive impact on their mood. That was overtly mentioned in their responses in which they stated that the need to improve their writing accuracy requires receiving feedback from a trust worthy source and that what could make them in a better mood.

With reference to the participants' beliefs regarding the impact of feedback on their desire to learn or write, 87 % of the participants reported positive influence of receiving feedback on their willingness to learn or write. In their responses, participants from the 4 groups mentioned the enthusiasm that was conveyed to them via receiving feedback and how it was interpreted into a greater desire to learn and improve.

Regarding the fifth facet which is directly relevant to the main question, the participants' beliefs regarding the impact of receiving feedback on their motivation, the findings lined with the rest of the findings of the other four questions. 97 % of the participants reported that receiving tutor's feedback affected their motivation positively.

Concerning the findings of the 5 pertinent questions, it is impossible to claim that 97 % of participants who were in need of receiving feedback, 88% of the participants who would like to receive a very much detailed feedback, the 85 % of the participants who knew that feedback was for their best interest and positively reported the impact of receiving feedback on their mood, 87 % of the participants who believed that feedback, for them, was part and parcel of their learning process consequently they positively reported its impact on their desire to learn and write, and 97% of the participants who felt and reported various positive influences of receiving feedback on their motivation were wrong. Five different questions to reach one destination and all of the responses take us in one direction towards the belief that receiving feedback had a great impact on the motivation of the learners of the current study. How could it be otherwise? If they voluntarily showed their dire need to receive feedback so as to know what to do and how to do it to improve their levels of writing accuracy. Not only were they aware of the significance of receiving feedback in improving their writing accuracy but also, they were clear about how it should be provided to them as most of them expressed their desire to receive comprehensive feedback not a mark. Why not, if they reported receiving feedback as a main factor that impacted their desire to learn and write positively. In addition, according to them, receiving feedback was the driving force that boosted their mood and put them on the required mood for learning the target language.

Regarding the type of feedback, the participants believed is the most useful, the scrutiny of the data showed that 86 % of the participants believed that direct feedback was the most effective. On the other hand, 14% would like to receive indirect feedback. According to the participants of the group that received direct feedback, 92% of the participants believed that direct feedback was the most efficient as they reported the importance of feedback in helping them identify and correct their errors. Regarding the second group that received indirect feedback, underlining only, 75% of the participants of this group believed that direct feedback was the most useful. According to them, direct feedback was straight forward and would help them correct their errors easier and faster. Regarding the third group that received indirect feedback in addition to metalinguistic comments, 92 % of the participants have reported direct feedback as the most effective. In their responses, the participants found some useful characteristics such as clarity, simplicity that convinced them to select direct feedback. With respect to the fourth group that received indirect feedback followed by face to face conference, 87% of the participants believed that direct feedback was the most efficient type of feedback. In congruent with the participants of the other groups, the participants of group four reported the same advantages of direct feedback that was mentioned by the members of the other groups. It is evident that the participants' beliefs that direct written corrective feedback corroborate the findings of the quantitative data of the current study which highlighted the significance of direct written comprehensive feedback in improving the grammatical and non-grammatical accuracy gains in revision tasks. These findings are in line with Almasi, E., & Tabrizi, A. R. N. (2016). They claim that the direct corrective feedback group outperformed the indirect group. Additionally, these findings verify corrective feedback proponents such as Chandler (2003), Bitchener& Knock's (2010) claim that direct corrective feedback renders the learner a chance to immediately internalize the correct

forms afforded by the instructor. In addition, it renders the explicit knowledge required to check hypotheses about target language.

Taking in consideration that the participants of the current study were from EFL context, that could help us justify the fact that direct feedback was selected by the majority of the participants of the four groups as the most efficient in helping them find, correct, and learn from their errors to improve their writing accuracy. There is a growing body of literature that EFL context differs from ESL context in many aspects. In the former context, the leaner has a very limited exposure to the target language which maximize his/her need to receive an explicit input in the classroom to facilitate and improve the process of language learning Shirahata (2015). On the other hand, the learner in the latter context has a better chance to be exposed to the language and use it more often than the learner in English as a foreign langue context which affords ESL learner more than one source for receiving input to confirm his/her hypothesis about the target language.

CONCLUSION

According to the findings of the current study, providing feedback is potentially important for EFL learners because it could help the participants reduce their errors, grammatical, and non-grammatical. Moreover, in congruent with Almasi, E., & Tabrizi, A. R. N. (2016), the current study's findings showed that direct written comprehensive feedback outperformed indirect written comprehensive corrective feedback as the former was found to be more helpful in improving grammatical and non-grammatical accuracy gains in the revision tasks than the latter. Moreover, direct written comprehensive corrective feedback was found to have a potential effect on improving grammatical accuracy gains in a new piece of writing than indirect feedback. On the other hand, there was no evidence of any impact of providing any type of feedback on improving the non-grammatical accuracy in a new piece of writing. Regarding the delayed impact of providing feedback, it was evident that providing feedback was found effective in retaining grammatical accuracy after three weeks from the last time of receiving treatment. It was also found that the direct corrective feedback group could help learners retain better grammatical accuracy gains than the indirect feedback groups could. Conversely, there was no trace of any retention of non-grammatical accuracy gains after three weeks from the last time of receiving treatment. Regarding the retention of improvement in grammatical and non-grammatical accuracy from week 1 to week 9, providing feedback treatments did not show any significant differences. Conversely, Tawfeeq H. (2018) findings showed that indirect corrective feedback group outperformed direct feedback group in the long-term effects.

In addition to the aforementioned findings and according to the findings of the analysis of the qualitative data, the current study found that providing feedback was reported to be effective as the participants believed it had positive pedagogical impact on improving their writing accuracy. According to the findings of the current study, direct feedback was reported to have a strong impact on improving both grammatical and non-grammatical errors. On the other hand, the group that received indirect feedback, underlining only, reported correcting grammatical and non-grammatical errors as a very challenging task.

Likewise, the indirect feedback in addition to metalinguistic comments group reported that the feedback was more useful in helping them correct non-grammatical errors than grammatical errors. Regarding the indirect treatment, in addition to face to face conference, to some extent it helped the participants of the respective group correct more grammatical errors than non-grammatical errors. Generally, direct feedback was more beneficial as it provided the participants with the correct forms and did not prerequisite any level of proficiency to enable them to correct their errors. In contrast, the different types of indirect feedback required a certain level of knowledge to enable the learners to rectify the committed errors. In addition, some weaknesses were reported regarding each type of feedback. Direct feedback group reported forgetting the provided feedback as a negative side for this type of feedback. Conversely, indirect feedback group reported the ambiguity of this type feedback as it was not direct and required a certain level of knowledge. Moreover, they mentioned confusion as another weakness that affected their ability to correct errors. According to them, their uncertainty of the veracity of their hypothesis about the wrong linguistic form they made led them sometimes to generate another incorrect form. Accordingly, direct feedback was found and reported to be more effective than indirect feedback in helping the Kuwaiti undergraduate university students improve their writing accuracy. Concerning the impact of receiving feedback on the participants' motivation, it was reported that receiving feedback had a positive impact on their motivation to learn, write more and improve their writing accuracy. According to the majority of the participants, direct feedback was the most effective feedback because it suited them and could help them improve their accuracy.

PEDAGOGICAL AND THEORETICAL CONTRIBUTIONS

Because the current study was conducted in a real context, real classroom, and the writing tasks used in the study were part of the actual assessment system of the participants of the current study, the findings of the current study might provide some beneficial pedagogical contributions to the design of any writing syllabus to students belonging to a similar context.

The first pedagogical contribution pertinent to the findings of the current study is that direct written comprehensive corrective feedback manifested significant effects via being able to help learners diminish more grammatical and non-grammatical errors during the revision of each writing task than indirect written comprehensive corrective feedback did. Having the language learners to revise and correct their errors utilizing teachers' feedback could increase their opportunities to improve their writing accuracy. According to Swain (2005), generating free of error revisions could be taken as a sign of pushed output and accordingly could be considered as a sign of acquiring the language via noticing the difference between the generated forms and the target language. In the current study, the participants who received direct written comprehensive corrective feedback were able to reduce the number of the generated errors in the six revision tasks which consequently could be considered as a pushed output. In their responses, the participants of the direct feedback group mentioned that the provided feedback enabled them to correct their errors. Accordingly, that could corroborate Swain's (2005) claim that gaining accuracy in revision tasks could be considered as pushed output and

eventually could enhance language learning via noticing the difference between the generated output and the target language.

The second pedagogical contribution is relevant to one of the findings of the current study concerning the fact that not only did providing direct comprehensive written corrective feedback enhance accuracy gains during the revision of the writing tasks, but it also empowered the participants to retain delayed accuracy gains in a new piece of writing. That is to say affording direct written comprehensive feedback could be useful in improving the writing accuracy of the language learners. Consequently, English language instructors could consider providing direct written comprehensive feedback to English language learners to help them improve their writing accuracy. According to the previous studies, Karim K. (2013), and van Beuningen et al. (2012), providing comprehensive feedback has a great impact on helping the learners retain accuracy gains in a new piece of writing.

According to the findings of the analysis of the qualitative data, the participants of the treatment groups have reported their adamant beliefs regarding the importance of receiving feedback to enhance their writing skills. This is in line with Jakobson (2015), Karim K. (2013) and Ferris's (1999) findings. According to them, learners reported their preference to receive corrective feedback so as to be able to rectify their errors. That kind of preference could be considered as a support in the debate over the importance of providing corrective feedback for language learners. In addition, the findings of the analysis of the qualitative data showed that not only were the participants of the current study aware of the importance of receiving direct written comprehensive feedback, but they also reported their preference to receive direct written comprehensive corrective feedback as they believed it was the most effective in helping them improve their writing accuracy which lined with the analysis of the quantitative data regarding the impact of written direct comprehensive corrective feedback on reducing grammatical and non-grammatical errors. That proves that if the learners receive the type of feedback they expect that will help them improve their writing accuracy. According to Amrhein and Nassaji (2010), if the preferences and the expectations of the learners were disregarded that might result in demotivating the learners. Accordingly, it is advisable that English language instructors consider the preference of their learners before providing corrective feedback Hyland (2003) to ensure that the provided feedback is not what they think is the best but rather what the learners need to receive to help them know where they need to be Hattie (2012).

Concerning the contribution of the findings of the current study to the existing theoretical debate of the effectiveness of providing comprehensive feedback versus focused feedback, many researchers believed that providing comprehensive feedback is not effective in reducing grammatical and non-grammatical errors as they believed that providing correction to all the occurring errors in the learners' writing might overburden the learners because it does not give them a chance to notice the gap in their interlanguage, it does not provide them with a systematic chance to test their hypothesis about the target language, and it does not help them improve their writing accuracy Ellis et al (2008), Sheen et al (2009), Bitchener& Ferris (2012). In addition, some of them

considered comprehensive feedback as a possible hindrance for feedback to prove its potentiality in helping language learners to improve their writing accuracy. The findings of the current study not only highlighted the significance of providing direct comprehensive feedback in enhancing the participants' grammatical and non-grammatical accuracy gains in revision tasks, but it also helped them improve their short-term grammatical accuracy gains in a new piece of writing. More importantly, the provision of comprehensive feedback was found to have a delayed long-term impact on the participants' capability to retain grammatical accuracy gains three weeks after the last treatment received. The findings of the current study, accordingly, refuted the claim that comprehensive feedback is cognitively challenging to be comprehended by the learners.

Concerning the contribution to the theoretical debate regarding the significance of providing negative proof to language learners to enhance language learning Schmidt (2001), the findings of the current study emphasized the importance of providing negative proof to enable the learners to notice the mismatch between their interlanguage and the target language. These findings challenge Krashen's (1985) belief that negative evidence could result in activating the affective filters which entailed that learners will resort to avoiding difficult structure and will focus on form and that would finally influence their fluency negatively. Evidently, the findings of both the qualitative and the quantitative data analysis of the current study emphasized that the provision of negative proof is of a great importance to improve the writing accuracy of the participants of the current study.

With reference to the ongoing debate concerning Truscott's (1996) hypothetical claim that the provision of feedback will result in a feeble acquisition of linguistic structure, it is evident that Truscott has founded this claim on the vehement belief that conscious explicit knowledge will never turn into unconscious implicit knowledge. However, the findings of the current study accentuated the possibility of the transformation of the conscious explicit knowledge such as the one provided by the teacher, instructor feedback, into implicit unconscious knowledge that became part of the the used language of the learners and was perceived in their delayed writing task. As shown in the findings of the quantitative data analysis, it is evident that the provision of feedback which is considered as an explicit knowledge enabled the participants to retain long-term grammatical accuracy gains after three weeks from the last time of receiving the treatment. That simply means that the explicit knowledge provided to the participants became part of their subconsciously used language. According to Dekeyser (1998), output practice is a good tool to get the explicit conscious knowledge to gradually be part of the used language. Correspondingly, Manchón (2010), Ellis (2010), etc. have stated that the main objective of language output and corrective feedback particularly the written one is to reinforce second language learners' linguistic knowledge and simplify explicit knowledge and accuracy improvement.

LIMITATIONS OF THE CURRENT STUDY

Regarding the limitations of the of the current study, some downsides regarding the design of the current research should be highlighted. The first drawback occurred in the current study was the fact that the current study did not involve any proficiency test to check on the participants' levels of proficiency to ensure that the participants had the same level of proficiency so as to be able attribute any improvement in their proficiency to the provided treatment. Instead, the researcher counted on the placement test available at the university. Accordingly, the current study involved heterogeneous participants from different levels of proficiency and that might have had an impact on the findings of the current study.

Concerning the time frame of the current study, there are two issues might have affected the findings of the current study. The first issue had to do with the number of times of providing feedback which according to the current study was 6 times in 6 consecutive weeks. Hypothetically, six times in six consecutive weeks are not enough for the participants to create, restructure and consolidate the new knowledge. Concerning the second problem with the time frame of the current study, the period of time that separate the last time of providing feedback and the last writing task is only three weeks which from a theoretical point of view is considered a short time to gauge the retained long-term grammatical and non-grammatical accuracy gains. Finally, the selection of writing tasks might have impacted the plausibility of the findings of the current study. In other words, despite the fact that most of the writing tasks that were utilized in the current study were derived from curriculum assigned for the students at this level, having some students who might not have enough background information about these topics or might not have liked these topics might have dramatically affected their ability to generate the requested writing tasks. Consequently, considering the preferences of the participants regarding the writing tasks could pay more reliability to the findings.

RECOMMENDATIONS FOR FUTURE STUDIES

Using a pretest to certify that all the participants of that study have the same starting points regarding their level of proficiency would give more genuineness to the findings of that study. That means that any improvement occur in the levels of proficiency could simply be attributed to the treatment provided to them. Additionally, extending the life span of the study by increasing the period of exposure to the treatment to at least 12 weeks instead of 9 weeks would allow a better chance of exposure to the provided feedback. Furthermore, considering the period of time that separate the last writing task from the last treatment provided would be another factor that might help generating better findings. Finally, with reference to the writing tasks, considering the participants' knowledge and preferences in selecting the writing tasks that will be used would help achieving more plausible findings.

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APPENDICES

Appendix (1): Permission to Conduct a Research

Dr. Mohamed Sayed Mohamed

Assistant Director of Academic Affairs

Arab Open University, Kuwait Branch

Permission to Conduct Research Study

Dear Dr. Mohamed,

It is with great enthusiasm that I am writing to request permission to conduct a research study at your institution. I am currently enrolled as a PhD candidate in the Faculty of Arts, The Department of English Language, Mansoura University, Egypt, and I am in the process of writing my thesis.

Working as a part timer for the Arab Open University Kuwait branch time and as an instructor in The English Language Unit, and as an English Language teacher in different places locally and internationally for adequate time, I have noticed that most of the Arab learners who study English as a foreign language encounter difficulties in acquiring and achieving progress in writing as a productive skill. Accordingly, writing tutors, teachers and instructors attempt different methodologies to assist the students to improve their writing proficiency. One of these important approaches is corrective written feedback. Due to the fact that there are many kinds of written corrective feedback, and there is no decisive or conclusive evidence in previous research to support which of the available types of feedback could result in a better accuracy in the students writing, I have decided to conduct my research in this domain. The title of my research is The Impact of Direct/ Indirect Corrective Feedback on Undergraduates' Writing Accuracy. I am hereby seeking your consent to conduct my research in your institution.

Upon completion of the study, I undertake to provide the Department of English with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on my mobile phone 97580099, or my personal email simsim9595@yahoo.com.

I look forward to hearing from you at your earliest convenience   .

Yours sincerely,

Ahmed Samir Elsayed
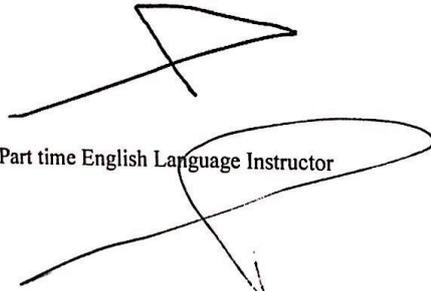
Part time English Language Instructor

مكتـب مسـاعـد المـديـر
للشـــؤون الاكـاديـميــة
Office of Assistant Director
for Academic Affairs

Appendix (2): Writing Tasks 1-7

Student ID Number:		F/R

Name:.. Nationality:............................ Section:.............. Cert..

Code:......... Group............ Age:....... Major:...................... Years of studying English:............

Task One:

Number of

Words:

. Write a 100 word paragraph about the best holiday you have ever had.

Where did you go? when did you go? Who went with you? Why was it a special holiday?

Describe the places you visited, the people the food, etc....

What did you learn from this holiday? How did this holiday affect your life?

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Arab Open University

Name:... Nationality:........................... Section:.............. Cert..
Code:......... Group............ Age:....... Major:...................... Years of studying English:............

Task Two:

. Write a 100 word essay about your best friend.

Paragraph I: Who is your best friend? When did you meet him/her? How did you meet him/her? What makes him/her your best friend?

Paragraph II: Describe your best friend his/ her physical features, describe his/ her characteristics, and describe one situation that showed him / her as your best friend.

Paragraph III: What does this friend mean to you? What is your plan for your friendship?

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	Student ID Number:		F/R

Name:..   Nationality:............................ Section:.............. Cert..
Code:.........   Group............   Age:.......   Major:....................... Years of studying English:............

Task Three:

. Write a 150 word essay about a famous festival in your country.

Paragraph I: What is the name of this festival? What does it mean in English? Which country celebrate this festival? How long does the celebration last?

Paragraph II: Why do these people celebrate this festival? What are the rituals involved in this festival?

How do they celebrate this festival?

Paragraph III: What does this festival mean to the people celebrating it?

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Task Four:

. Write a 150 word essay about a famous character, this character could be an inventor, a writer, a politician, etc.....

Paragraph I: Introduce the character, his name, nationality, when he/ she was born, the field of creativity. What makes him or her special to you.

Paragraph II: Give some details about his/ her early life and education, how he/ she became famous and his/ her famous achievements.

Paragraph III: What happened to him/ her after that.

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Code:.........   Group...........   Age:.......   Major:...................... Years of studying English:............

Task Five:

. Write a 150 word essay about an invention you cannot live without .

Paragraph I: Introduce your favorite invention. When was the first time you heard about it? How did it change your life?

Paragraph II: Describe in details this invention, enlist the merits this invention has. defend its weaknesses if it has any.

Paragraph III: How important is that invention to you? In few words, describe your life without it.

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Task Six:

Some people believe that a smart phone could help the students in the classroom, others disagree. Discuss in a 200 word essay.

Paragraph I (Intro): Attention grabber, background information, and thesis statement,(present both opinions).

Paragraph II (for): Topic sentence, Three reasons well elaborated and supported by examples.

Paragraph III(against): Topic sentence, three reasons well elaborated and supported by examples.

Paragraph IV (conclusion): Your opinion (for or against) supported by three reasons.

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Code:.........   Group............   Age:.......   Major:....................... Years of studying English:............

<u>**Task Seven:**</u>

. Write a 150 word essay about a person who had a great impact on your life.

Paragraph I: Who is that person? When and where did you meet him/ her?

Paragraph II: In details, describe how this person influenced your life.

Paragraph III: Why can't you forget this person? Would you like to meet that person again? Why?

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APPENDIX (3): REVISION TASKS FORM

Student ID Number:		F/R

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Code:......... Group............ Age:....... Major:....................... Years of studying English:............

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