

The Effects of Oral vs. Written Corrective Feedback on Iranian EFL Learners' Essay Writing

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Abstract—This study was an attempt to investigate the effect of different types of corrective feedback on Iranian EFL learners' essay writing. To this end, the performance of the learners as a result of two types of feedback, that is, oral feedback (OF) and written feedback (WF), and each with two subcategories (focused and unfocused) was studied. To conduct the study, two writing tasks were employed as data collection instruments to measure the learners' essay writing skill. The participants were 75 Iranian female low-intermediate EFL learners at a language institute in Shiraz. They were asked to write two essays as pretest and posttest on the basis of two similar but not identical picture stories. Each and every participant's writing was corrected in terms of the target structures, that is, past tense, punctuation, and capitalization. Paired samples t-test, independent samples t-test, and ANOVA were utilized. The results indicated that three types of feedback, namely, oral feedback (both focused and unfocused) and written feedback (focused) were significantly effective in the posttest whereas the written unfocused feedback was not. In other words, the participants showed a statistically significant difference in their performance in the posttest as a result of receiving these three types of feedback.

Index Terms—corrective feedback, EFL learners, essay writing

I. INTRODUCTION

Within the four language skills, writing seems to be the most challenging skill for EFL learners simply because it is a skill that must be learned well. In this respect, Lenneberg (1967) once noted, in a discussion of "species specific" human behavior that human beings universally learn to walk and to talk but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society and usually only if someone teaches us.

Brown's words clearly underscore the fact that a teacher should be necessarily there if learning is to take place. The point is that not all teachers are always well prepared to teach the rules and conventions of the written language as each and every teacher may follow his/her own method of teaching leading the learners to various degrees of learning. That is possibly why Brown (2001, p.340) contends that "we are still exploring ways to offer optimal feedback to student writing." The need to 'explore ways to offer feedback' is especially highlighted when we take into account the point that the most important and crucial aspect of the academic world is writing and submitting quality essay in the contemporary educational system. (Murray, 1990; Graves, 1983).

As Raimes (1987, p.261) points out "the ability to write is considered important in L2 acquisition because it is one of the language skills that each learner should know because it is needed as learners progress to higher levels." Moreover as Archibald (2001) states writing in a second language is a complex activity requiring proficiency in quite different areas. It is complex because of the interaction of writers' knowledge, skill, culture, and identity.

The point is that such a complex activity may become rather simple and accessible provided that there is an interchange of feedback between the teacher and the student. As to the role of feedback, Flower (1979; cited in Asiri, 1996) points out that providing learners with feedback can both help them monitor their development and reassure them that their writing is correct. Furthermore, Hedge (1988; cited in Asiri, 1996) stated that feedback can also serve as a good indication of progress of students writing task and, therefore, it helps teachers in recognizing and evaluating their students' problematic areas. Finally, Hedge (1988) mentioned that students can become discouraged without receiving feedback and lose sense of how they are doing and which aspects of their writing they should pay more attention to.

This study was carried out to compare the effects of two types of feedback on Iranian EFL learners' essay writing. Before reporting the method of the study, it may be a good idea to have a brief review of the literature.

II. LITERATURE REVIEW

Transformation of feedback has been realized in at least two types of feedback, that is, written and oral each being either focused or unfocused. MacDonald (1991) had a review on written feedback in two fields: English education and social psychology. The research on written feedback in English classes indicated that whereas teachers assume that students attend to the feedback they receive on their papers, learn about writing in relation to some ideal goal, and incorporate learning into their future writing efforts, the reality is that: (1) teachers often write confusing or superficial comments that focus on unimportant errors, and that reflect authoritarian attitudes; (2) students often misunderstand the teachers' feedback; (3) teachers' feedback about essay content is associated with better essays than feedback about language, grammar, and usage; (4) many students do not read their teachers' written feedback, and those who do read the comments hardly ever use them as guides in revising or writing papers; and (5) students' primary interest is their grade on a given composition, not teacher comments. Moreover, research on social psychology research, provided support for the notion that low achieving composition students tended to pay less attention to their teachers' written and oral feedback in order to keep a positive view of self.

According to Gardner (1998), many researchers posed questions about the suitable time for giving students corrective feedback either oral or written and what is the appropriate time for the learners to become responsible for their errors and understand them, furthermore, how to monitor corrective feedback to be effective. A teacher's role, especially as a model, is crucial in developing the skills for self-correction that students can independently make use of it. Error correction and corrective feedback are not divided between clear-cut classifications of teacher roles, student roles, and strategies used to facilitate correction, but are all interconnected to some extent. It is important not to provide constant correction to the point where the student begins to undermine his/her view of self, resulting in fear to trust their own judgment and an overreliance on feedback from others. Ultimately, for a teacher, it is important to be observant and to consider the individual student's needs.

In a study by Lin (2001), he examined different types of revision techniques students used and they needed to practice. Results highlighted the importance of cognitive processes, also mentioned differences between weak and strong writers in terms of revising their drafts.

Hyland (2003) claimed that conferencing is influential when students are actively involved, asking questions, clarifying meaning, and discussing instead of simply accepting advice. Jordan (2004) also discussed that while written comments are a popular and potentially effective method of student exam feedback; students pay less attention to these comments because of their grades. Therefore, while grading and writing comments on a student's exam solution, he created a personalized sound file of detailed oral feedback for each question. Jordan (2004) concluded that the oral feedback in combination with written comments was more understandable for and encouraging the students. In support of this new feedback method, he provided and discussed classroom data collected from his students. Furthermore, he suggested the use of orally recording feedback when time and resources were rare.

Macallister (2006) believed that when responding to student writing, teachers should comment on structure and content. They should also provide a set of criteria and elicit other readers to respond. According to Macallister (2006), it is important that the focus be based on the curriculum expectations. Therefore, the written feedback should be concise and focused on specific aspects of the piece of writing. Moreover, the feedback should not fill the page with red ink, but instead, focus should be given to the aspects of writing that is most important.

There are a large amount of studies on unfocused and focused written corrective feedback. Sheen's (2007) focused written corrective feedback, proved effective in promoting more accurate language use of this feature.

Methodologists such as Harmer (1983) and Ur (1996) suggest teachers to focus on a specific errors rather than addressing all the errors in learners' drafts. In this respect, Sheen (2007) investigated the effects of two types of focused feedback on adult intermediate ESL learners for only one type of error. The results indicated that these types of feedback were effective as they became significant in posttest and comparison with the control group.

Amrhein and Nassaji (2009) examined the effectiveness of written corrective feedback (WCF) on L2 writing of ESL students and students and teachers' understanding of errors. 31 ESL teachers and 33 ESL students participated in this research and filled written questionnaires for data collection both qualitatively and quantitatively. The results indicated that both teachers and students benefitted from this type of feedback in order how to correct their errors.

III. METHOD

A. Design

This research was done within a pre-test, treatment, post-test, quasi-experimental design in which the collected data were analyzed quantitatively. There were two independent variables: written corrective feedback and oral corrective feedback; each with two categories of focused and unfocused.

B. Participants

The participants were seventy-five (N=75) Iranian female low-intermediate EFL learners studying at a language institute in Shiraz. The participants were all native speakers of Persian who had learnt English for about two years. They were selected based on the convenient sampling and from five different intact classes. They were assigned into five

groups: four experimental groups, and one control group. In other words, every fifteen learners were assigned into a group of written focused, written unfocused, oral focused, oral unfocused, and control group.

It was made clear at the outset that their scores in the writing tasks would not affect their final class activity scores. Although, an extra score was considered for those who participated in these tasks as a sign of encouragement.

C. Instrumentation

Two writing tasks in the form of picture story, and each with eight sections, were used as instruments to collect the data and to measure the participants' essay writing. The pictures were related to one theme. One of the picture stories was used for the pretest and the other one was used for the post-test.

D. Data Collection Procedures

The process of data collection was as follows: First, one of the pictures was handed to the participants. Then, they were asked to write a story in 45 minutes and to choose a topic for the story. Finally, the teacher asked the participants to write the story using the past tense.

After collecting the papers, the researcher corrected the papers. While correcting the papers, the researcher provided the participants with two types of written feedback: written focused and written unfocused. In these two types of feedback, participants' mistakes were highlighted without providing them with the correct forms (to give them further instruction later and a chance to correct their mistakes in the second task). Two other groups received focused and unfocused oral feedback where the researcher just talked to them about their mistakes and asked them to try to find their mistakes and revise their papers themselves. The last group was the control group who received no feedback at all.

After two weeks, the participants were asked to perform a second task again in the form of a picture story with the same instruction. Their papers were collected, corrected, and scored like the first one. For the focused groups, the target structures were capitalization, punctuation, past tense. The rationale for selecting these target structures were their previous samples of writings that were full of mistakes on the structures mentioned. On the other hand, for the unfocused groups all erroneous structures were taken into consideration.

During the period of treatment, teachers tried to observe the rules of writing and to provide them with the correct way of writing an essay through following the rules of writing when she was teaching a lesson or writing sentences on the board.

E. Scoring Rubrics

Each and every learner's writing was corrected in terms of the target structures, that is, past tense, punctuation, and capitalization. For each mistake, 0.25 mark was reduced and the total scores were calculated out of twenty. Three raters rated the papers. Each rater had at least six years of experience in teaching English. They were all M.A. holders. The inter-rater reliability index of .95 was obtained for the pretest, and .97 for the posttest. Moreover, the intra-rater reliability index was .97, which shows a high reliability value.

F. Data Analysis

After collecting the data, correcting the papers, and giving scores, the SPSS software (version 16) was used and descriptive statistics such as mean, standard deviation, and variance were calculated. Moreover, inferential statistics such as paired sample t-tests, independent sample t-tests, and one-way ANOVA were employed to analyze the data and to find out whether the corrective feedback was effective in essay writing or not, and if so, which of them was more effective.

IV. RESULTS

A. Descriptive Statistics Results

Table 1 indicates the groups' characteristics in the pretest as well as the posttest in terms of mean, standard deviation, minimum, and maximum scores.

As Table 1 shows, the mean for different types of feedback as a whole is 15.26 in the pretest and 16.32 in the posttest. It also shows that the score range is between 15.03 to 15.85 in the pretest and 15.25 to 17.50 in the posttest.

TABLE 1.
DESCRIPTIVE STATISTICS OF DIFFERENT TYPES OF FEEDBACK

		N	M	SD	Min	Max
Pretest	Written Unfocused	15	15.05	2.00	11.00	18.75
	Written Focused	15	15.18	1.56	12.00	18.00
	Oral Focused	15	15.20	2.519	11.00	19.25
	Oral Unfocused	15	15.85	1.242	14.00	17.50
	Control Group	15	15.03	1.569	12.50	18.50
	Total	75	15.26	1.805	11.00	19.25
Posttest	Written Unfocused	15	15.93	1.951	11.50	18.00
	Written Focused	15	16.21	1.858	10.75	18.50
	Oral Focused	15	16.70	1.376	14.75	19.00
	Oral Unfocused	15	17.50	1.677	14.75	19.75
	Control Group	15	15.25	1.742	12.25	19.00
	Total	75	16.32	1.847	10.75	19.75

B. One-way ANOVA

In order to examine if there is any statistically significant difference among the groups' performance on the posttest, a one-way ANOVA was run between the five groups.

TABLE 2.
ONE-WAY ANOVA RESULTS

		SS	Df	MS	F	P
Pretest	B	6.79	4	1.69	.507	.731
	W	234.4	70	3.34		
	T	241.2	74			
Posttest	B	42.6	4	10.65	3.551	.011
	W	210.0	70	3.00		
	T	252.6	74			

As Table 2 shows, the obtained results of one-way ANOVA on different types of feedback revealed that the instructions were significantly different on learners' scores. Therefore, these results indicated that different types of feedback were differentially effective.

C. Post Hoc Test Result

Post-hoc comparisons were used to make a whole set of comparisons, exploring the differences between the groups or conditions in this study. An overall F ratio was calculated which suggests whether there are any significant differences among the groups participating in the design.

TABLE 3.
MULTIPLE COMPARISONS OF DIFFERENT TYPES OF FEEDBACK

Dependent Variable	(I) Instruction	(J) Instruction	Mean Difference (I-J)	P	
Pretest	Written Unfocused	Written Focused	-.133	1.000	
		Oral Focused	-.150	.999	
		Oral Unfocused	-.800	.753	
		Control Group	.016	1.000	
	Written Focused	Oral Focused	-.016	1.000	
		Oral Unfocused	-.666	.856	
		Control Group	.150	.999	
	Oral Focused	Oral Unfocused	-.650	.867	
		Control Group	.166	.999	
	Oral Unfocused	Control Group	.816	.739	
	Posttest	Written Unfocused	Written Focused	-.283	.991
			Oral Focused	-.766	.744
Oral Unfocused			-1.566	.108	
Control Group			.683	.816	
Written Focused		Oral Focused	-.483	.940	
		Oral Unfocused	-1.283	.263	
		Control Group	.966	.548	
Oral Focused		Oral Unfocused	-.800	.713	
		Control Group	1.450	.160	
Oral Unfocused		Control Group	2.250*	.006	

As Table 3 shows, feedback was different in one of the groups based on the ANOVA results. The results revealed by Post Hoc test shows that feedback is effective because there is a significant difference among groups.

V. INFERENCE STATISTICS RESULTS

To answer the research questions, two types of tests, that is, paired sample t-test and independent sample t-test were run. In other words, to compare the groups with themselves on two occasions and to find out whether or not the groups made any significant changes from the pretest to the posttest, a paired sample t-test was run.

Moreover, to compare the performance of two different groups as a result of two types of feedback, independent sample t-tests were performed to know which type of feedback was more effective. However, to find out if the performance of the learners differed as a result of feedback when compared to no feedback, a one-way ANOVA was run.

A. Research Question 1

Is there any statistically significant difference between the performance of the learners with or without feedback provided?

TABLE 4.
RESULTS OF ANOVA FOR BOTH TYPES OF FEEDBACK

		SS	Df	M ²	F	P.
Pretest	B	3.49	2	1.74	.529	.592
	W	237.74	72	3.30		
	Total	241.23	74			
Posttest	B	37.22	2	18.61	6.220	.003
	W	215.46	72	2.99		
	Total	252.69	74			

The results of one-way ANOVA in Table 4 revealed that the difference among different types of feedback was significant and that the performance of the learners was better when they received feedback.

B. Research Question 2

Is there any statistically significant difference between the effect of written feedback (WF) and oral feedback (OF) on Iranian EFL learners' essay writing?

TABLE 5.
INDEPENDENT SAMPLES T-TEST BETWEEN WRITTEN AND ORAL FEEDBACK

		Levene's Test		t-test				
		F	Sig.	t	Df	P	M D	Std. Error D
scores	Equal variances assumed	.044	.834	-2.2	58	.025	-1.02	.445
	Equal variances not assumed			-2.2	56.1	.025	-1.02	.445

Table 5 shows that there was a statistically significant difference between written and oral feedback so, it can be said that written and oral feedback was differentially effective.

In spite of the fact that there is a statistically significant difference between the two feedback groups; it is not clear which group outperformed the other one. For this reason, two other independent samples t-tests were run to know which one was superior.

TABLE 6.
INDEPENDENT SAMPLES T-TEST BETWEEN ORAL FEEDBACK AND CONTROL GROUP

		Levene's Test				
		F	P.	t	Df	P
Scores	Equal variances assumed	.18	.670	3.60	43	.001
	Equal variances not assumed			3.47	25.5	.002

Table 6 shows a statistically significant difference between oral feedback and control group. Therefore, the oral instruction was more effective.

TABLE 7.
INDEPENDENT SAMPLES T-TEST BETWEEN WRITTEN FEEDBACK AND CONTROL GROUP

		Levene's Test				
		F	Sig.	t	df	P
Scores	Equal variances assumed	.19	.65	1.42	43	.162
	Equal variances not assumed			1.45	30.0	.155

Table 7 indicates no statistically significant difference between written feedback and control group. Therefore, as Tables 6 and 7 indicated since there was a significant difference between oral feedback and control group but not such difference between written feedback and control group; one can conclude that oral feedback group outperformed the written feedback group.

C. Research Question 3

Is there any statistically significant difference between the effect of written focused feedback (WFF) and written unfocused feedback (WUF) on Iranian EFL learners' essay writing?

First, paired t-test was run for both groups to investigate whether there was any significant difference from pretest to posttest or not.

TABLE 8.
PAIRED SAMPLES T-TEST FOR WRITTEN FOCUSED FEEDBACK

		Paired Differences				
		M	SD	t	df	P
Pair	Written Focused pretest Written Focused posttest	-1.03	1.74	-2.29	14	.038

As Table 8 shows, the result of the paired t-test for written focused feedback is statistically significant.

TABLE 9.
PAIRED SAMPLES T-TEST FOR WRITTEN UNFOCUSED FEEDBACK

		Paired Differences				
		M	SD	t	df	P
Pair 1	Written Unfocused pre Written Unfocused post	-.88	2.143	-1.59	14	.134

However, as Table 9 shows, the result for the written unfocused feedback was not statistically significant.

Since only one of these two groups made a significant change from the pretest to the posttest (written focused but not written unfocused), an independent sample t-test was performed to find out if there is any statistically significant difference between the two groups.

TABLE 10.
INDEPENDENT SAMPLES T-TEST BETWEEN WRITTEN FOCUSED FEEDBACK AND WRITTEN UNFOCUSED FEEDBACK

		Levene's Test				
		F	Sig.	t	df	P
Scores	Equal variances assumed	.58	.45	.40	28	.687
	Equal variances not assumed			.40	27.9	.687

The result in Table 10 does not show any statistically difference between these two groups. It revealed that students' writing skill improved by receiving written focused feedback. The same analysis was done for research question 4.

D. Research Question 4

Is there any statistically significant difference between the effect of oral focused feedback (OFF) and oral unfocused feedback (OUF) on Iranian EFL learners' essay writing?

TABLE 11.
T-TEST RESULTS FOR ORAL FOCUSED FEEDBACK

	Paired Differences				
	M	SD	T	df	P
Oral Focused pre Oral Focused post	-1.50	1.76	-3.30	14	.005

The result in Table 11 reflects how effective oral focused feedback was, as it is statistically significant at p value ($p > 0.05$).

TABLE 12.
T-TEST RESULTS FOR ORAL UNFOCUSED FEEDBACK

	Paired Differences				
	M	SD	T	df	P
Pair Oral Unfocused pre Oral Unfocused post	-1.65	1.69	-3.76	14	.002

Table 12 shows the result of oral unfocused group that is statistically significant at p value ($p > 0.05$). It means that this instruction was effective because this group made a significant difference from the pretest to the posttest.

The results of paired sample t-test revealed that both types of oral feedback were effective on the improvement of learners' essay writing skills.

TABLE 13.
INDEPENDENT SAMPLES T-TEST BETWEEN ORAL FOCUSED AND ORAL UNFOCUSED FEEDBACK

		Levene's Test				
		F	Sig.	T	df	P
scores	Equal variances assumed	1.31	.261	-1.42	28	.164
	Equal variances not assumed			-1.42	26.97	.165

The independent samples t-test in Table 13 does not show any statistically significant difference between these two groups.

E. Research Question 5

Is there any statistically significant difference between the effect of written focused feedback (WFF) and oral focused feedback (OFF) on Iranian EFL learners' essay writing?

With reference to Tables 8 and 11, one notes that both written focused feedback and oral focused feedback groups made statistically significant changes from the pretest to posttest. Therefore, they were effective. However, to find out if there is a difference between these two groups, an independent samples t-test was run.

TABLE 14.
INDEPENDENT SAMPLES T-TEST BETWEEN ORAL FOCUSED AND WRITTEN FOCUSED FEEDBACK

		Levene's Test				
		F	Sig.	T	df	P
Scores	Equal variances assumed	.060	.809	-.80	28	.425
	Equal variances not assumed			-.80	25.8	.426

According to Table 14, neither of the groups outperformed the other one indicating that there was no difference between the two.

The same analysis was performed on written unfocused and oral unfocused feedback groups.

F. Research Question 6

Is there any statistically significant difference between the effect of written unfocused feedback (WUF) and oral unfocused feedback (OUF) on Iranian EFL learners' essay writing?

With reference to Tables 9 and 12, one can say that while written unfocused feedback was not effective, the oral unfocused feedback was and therefore, resulted in better essay writing. Nevertheless, an independent samples t-test was run to know which one outperformed the other one.

TABLE 15.
INDEPENDENT SAMPLES T-TEST BETWEEN WRITTEN UNFOCUSED AND ORAL UNFOCUSED FEEDBACK

		Levene's Test				
		F	Sig.	t	Df	P
Scores	Equal variances assumed	.18	.67	-2.3	28	.026
	Equal variances not assumed			-2.3	27.381	.026

As the results of independent samples t-test in Table 15 indicates, there was a significant difference between the two and this means that the type of feedback was effective.

VI. DISCUSSION

A. Research Question 1

As for research question one, the results showed that feedback was effective on EFL learners' essay writing as their writing improved after receiving feedback. In this respect, Cardelle and Corno (1981) note that students can be able to correct their mistakes well whenever they receive more feedback. In Carless's view, (2006) learners can shape their thinking, attitudes, and behaviors by receiving feedback and achieve the purpose of writing. Similarly, Driscoll (2007) argues that when students receive feedback, they can recognize how to correct their mistakes in both their performance and responses and they can enhance their performance as a result of corrective feedback as well.

B. Research Question 2

The results for this research question indicated that there was a statistically significant difference between the groups as a whole. However, it was oral feedback that was more effective than the other two types on Iranian learners' essay writing. It suggested that learners do pay attention to the feedback they receive from their teacher. It can also be due to better auditory orientation of learners in receiving feedback than their visual concentration while teacher gave them feedback on their mistakes. They paid more attention to what teacher said not what she underlined on their essays. In this respect, some researchers such as Doughty and Varela (1998), Han (2002), and Lyster (2004) referred to positive effects of oral corrective feedback studies in SLA.

C. Research Question 3

The result revealed that written focused feedback was effective while written unfocused feedback was not. It can be because of the specific target structures, which were underlined in their essays. They may need more instruction to make them able in revising their writings when they received written unfocused feedback. According to Ellis (2005), learners would be able to correct their errors when they receive focused CF because they understand what is the error in their writing exactly and then they have information to correct it. Interestingly, recent studies (Sheen 2007; Ellis, Sheen, Mukakami, and Takashima, 2008) have shown that when written CF is "focused" it is effective in promoting acquisition.

D. Research Question 4

With regard to this research question, however, the significance of unfocused oral feedback was more than focused feedback. The students did pay attention to oral feedback as it may have been easier for them than reading and trying to find their errors themselves in order to revise their papers. McNamara (1999) and Ayoun (2001) pointed out learners can learn more effectively when they receive oral feedback from their teachers. This kind of feedback shows learners that the teacher likes and encourages what they say. Clarke (2003) also mentioned that oral feedback is a powerful and an interactive force for learners' improvement.

E. Research Question 5

However, the results of each group in paired sample t-test revealed that oral focused feedback is significant and effective. This may be because listening to teachers' comment is much easier than finding their errors themselves, it gives less time and energy for them to understand their errors and revise them the second time.

Additionally, Sheen, Wright, and Moldawa (2009) concluded that focused CF is richer than unfocused CF in grammatical accuracy in writing. Sheen et al. (2009) found the focused approach to be more beneficial than provision of comprehensive feedback.

F. Research Question 6

This obtained result can be due to the fact that students can remember what they hear not what they see. It can also be because of the way of giving feedback, the atmosphere of the class. In oral feedback, they can learn more as they can understand other mistakes other than their own mistakes.

Ruegg (2010) stated that unfocused feedback might result in interlanguage development. Ellis (2009) emphasized that:

“unfocused CF has the advantage of addressing a range of errors, so while it might not be as effective in assisting learners to acquire specific features as focused CF in the short term, it may prove superior in the long run” (p. 102).

VII. CONCLUSION

According to the learners’ performance in the posttest, it is concluded that feedback was more effective when compared no feedback. Overall, this study showed that learners made an improvement in essay writing according to the feedback they received. Although, it may be true to say that feedback could be more effective if oral feedback is combined with written feedback for greater performance in essay writing.

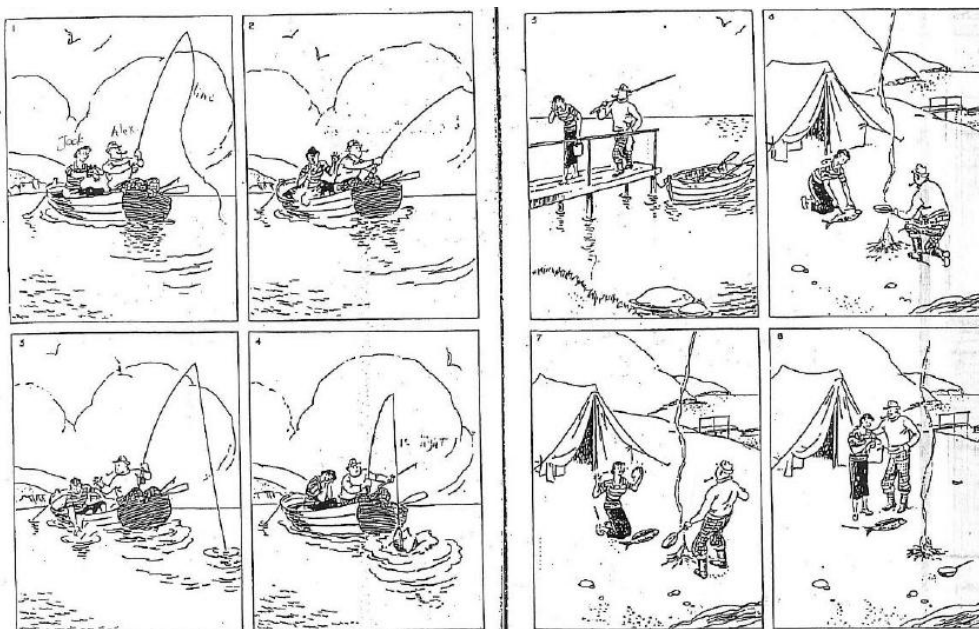
The second conclusion one may come up with is that oral feedback especially unfocused oral feedback is more effective than written feedback in making a significant difference on EFL learners’.

VIII. IMPLICATIONS OF THE STUDY

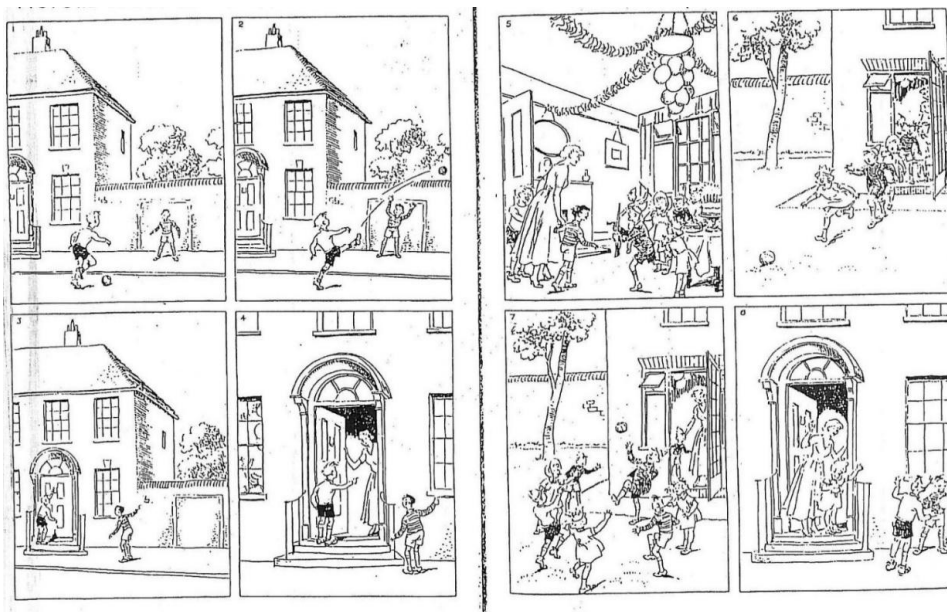
This study may have two implications: theoretical and practical. As for theoretical aspect, the results of the study confirm the view that feedback provides the learners with a social context where the learning takes place. Indeed, it is in line with Long’s (1981) interaction hypothesis. Therefore, it helped learners to improve their essays in posttest after receiving feedback.

Practically speaking, this study may provide insights for the teachers to remember that not all learners may be responsive to the written feedback. On the contrary, they may learn just as a result of oral feedback. In the same way that this study showed.

APPENDIX A. PRETEST PICTURE STORY



APPENDIX B. POSTTEST PICTURE STORY



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