

The Impact of Focused Mini Grammar Lessons on Iranian EFL Learners' Most Frequent Grammatical Errors in Writing

Maryam Moazzeni Limoudehi

Department of English Language Teaching, Golestan Science and Research Branch, Islamic Azad University, Gorgan, Iran

Omid Mazandarani

Department of English Language Teaching, Islamic Azad University, Aliabad Branch, Iran

Ali Arabmofrad

Department of English Language and Literature, Golestan University, Gorgan, Iran

Abstract—Corrective feedback (CF) is still a controversial issue among researchers. The present study took a new approach and investigated the effect of CF in the form of focused mini-grammar lessons with self-study materials in a group of 24 Iranian EFL learners at an Iranian language institute. The learners were randomly assigned into experimental and control groups; each class consisting of 12 male intermediate students aged between 14 and 17 years participated in the study for two and a half months. All the participants produced 200-250 word writing samples in three pre-tests on pre-determined topics based on which their three most recurring grammatical errors were identified. Next, the learners in the experimental group received nine sessions of the treatment on their faulty structures. Both groups took part in three post-tests, and wrote on the same topics the results of which were assessed by two raters. Descriptive statistics revealed improvement of the experimental group; also inferential analysis of the data indicated significant progress resulting from CF contrary to some opposing suggestions in the literature.

Index Terms—writing, error, most frequent errors, focused mini-grammar lessons, corrective feedback

I. INTRODUCTION

In the modern world, more and more people are in desperate need of communication via written texts for a variety of purposes. Canale and Swain (1980) stated that learners need to have good knowledge of syntax and semantics of the language to be able to write efficiently. Writing in a foreign language (L2) is a productive skill which serves as a part of learners' communicative competence (Ferris, 2010). Errors are distracting in some settings which add to the importance of writing accurately and how EFL/ESL teachers correct their students' written grammatical errors, which have been an issue of controversy among researchers, practitioners, and teachers (Bitchener & Knoch, 2009; Ferris, 2011). Given the fact that providing feedback on the students' written work is time-consuming and tedious, writing tends to be one of the most neglected language skills.

Despite the number of studies on the effectiveness of CF, there is still no unanimous result on the issue. Majority of the studies have examined the effect of written corrective feedback (WCF); however, little is known about the effect of other strategies (Bitchener, 2008; Bitchener, Young, & Cameron, 2005; Sheen, 2007; Sheen, Wright, & Moldawa, 2009; Chandler, 2003). Moreover, conflicting findings have been presented in different areas such as feedback focus and strategy (Ashwell, 2000; Bitchener, 2008; Bitchener et al., 2005; Chandler, 2003; Ferris & Roberts, 2001) which per se may add to the predicament. Most of the studies concentrated on the effect of unfocused approach (Ellis, Sheen, Murakami, & Takashima, 2008) and a few studies that adopted focused approach selected the categories based on the findings of previous research (Bitchener et al., 2005; Ellis et al., 2008; Sheen, 2007). Studies in which a group of students' most frequent written grammatical errors are spotted first and appropriate CF is provided accordingly are rather scarce.

The unique EFL context of Iran in which students seem to be rarely exposed to a great deal of English makes language learners prone to problems in their writing ability, and it is often the last skill which is attended to in the Iranian EFL classes due to time restraints. As such, the most common method of providing CF on Iranian EFL learners' writing is rather traditional in which the scripts are corrected by the teacher at home through writing the accurate form of the learners' faulty structures. The question remains as what happens when the students are given back their corrected papers? Do students understand their teacher's comments and how many ask the reason(s) behind the corrections? It is very highly probable that the same errors reoccur in their next writing unless they are provided with the appropriate CF. Regarding the issues mentioned and due to the scarcity of these types of studies, this study intends

to take a new turn and explores the effect of a relatively new strategy of CF other than WCF in the form of focused mini-grammar lessons and additional self-study materials on a group of Iranian intermediate EFL learners' most frequent written grammatical errors.

II. LITERATURE REVIEW

The sheer number of studies in the literature illustrates the vital role of CF in EFL writing; however, most of the studies have examined the impact of WCF on the learners' writing accuracy and other strategies of CF have almost been ignored. Bitchener and Knoch (2008) have defined direct CF as a common strategy of providing CF by the teacher in the form of writing the correct form of the linguistic structure, and crossing out or inserting unnecessary/wrong words/phrases where needed. Conversely, the teacher draws students' attention to their errors without correcting them in the case of indirect CF by employing various strategies such as underlining, circling, highlighting, and using codes (Ferris & Roberts, 2001). Studies on the effect of focused versus unfocused CF have also been conducted in which teachers provide feedback on all the errors committed by students in the unfocused CF, whereas selected structures are treated in the focused CF. The literature lacks sufficient number of studies on the focused CF (Ellis, 2009); therefore, the present study took a focused approach aiming to fill this gap.

A. *Effectiveness of Corrective Feedback: A Heated Debate*

After Truscott's (1996) challenging article "The case against grammar correction in L2 writing classes", claiming grammar correction in L2 classes is ineffective, harmful, and should be abandoned, researchers attention has been drawn to the useful feedback forms (Ferris, 1999, 2004; Truscott, 1999). Ferris (1999) pointed out two weaknesses in Truscott's argument stating that Truscott's (1996) definition of "grammar correction" is rather opaque; she further states serious flaws in Truscott's previous reviews including incomparability of the subjects in different studies, variety of research paradigms and teaching strategies, and overemphasizing negative evidence while underemphasizing the positive research evidence.

B. *Empirical Findings on the Effectiveness of WCF*

Marzban and Arabahmadi (2013) showed improvement in the EFL learners' overall writing ability through WCF. Maleki and Eslami (2013) investigated the impact of WCF on EFL students' writing samples focused on simple past tense and showed outperformance of direct and indirect treatment groups. Likewise, Amiramini, Ghanbari, and Shamsoddini (2015) concluded that students' overall writing ability increased as a result of the feedback. Several researchers applied indirect WCF (coded, uncoded) and reported their positive effects (Ahmadi, Maftoon, & Gholami Mehrdad, 2012; Ashwell, 2000; Chandler, 2003; Ferris & Roberts, 2001; Jamalinesari, Rahimi, Gowhary, & Azizifar, 2014; Sadat, Zarifi, Sadat, & Malekzadeh, 2015) while others found no difference between the two types (Bitchener & Knoch, 2008; and Robb, Ross, & Shortreed, 1986). However, findings of other studies were in favor of direct CF (Ellis, Loewen, & Erlam, 2006; Sheen, 2007). Superiority of focused CF was proved by studies such as (Bitchener & Knoch, 2009; Sheen et al., 2009). Ebadi (2014) investigated the effects of focused metalinguistic error feedback on grammatical accuracy of writing and showed a considerable progress in the writing accuracy of the experimental group. On the contrary, Ellis et al. (2008) found no significant difference between the two approaches. Dabaghi Varnosfadrani and Basturkmen (2009) compared the effect of explicit and implicit CF and revealed the advantage of explicit CF with metalinguistic explanation in raising the students' grammatical awareness. Livingston, Toce, Casey, Montoya, Hart, & O'Flaherty (2018) in their study compared the effectiveness of instructional approach called X-grammar with traditionally taught grammar on the use of sentence patterns and verb constructs and reported the effectiveness of the instructional approach.

It seems to be clear is that feedback is an essential part of any instructional program, and its role in teaching writing to EFL learners is unquestionably important as it was proven by the number of studies reviewed in the literature. In recent years, there have been a growing number of studies on different kinds of CF and their effects on students' writing; however, most of the studies have been done on WCF. Some studies indicated the superiority of indirect CF while a few studies showed the effectiveness of direct CF; a number of studies showed the usefulness of focused over unfocused CF. Also, WCF with explicit corrective comments on the students' writing was recognized effective by most studies, but since it is time-consuming and laborious, not many studies have been conducted taking this approach; the results are far from conclusive. As a result, more studies on a variety of CF strategies are required. Ferris (2011) in her book "Treatment of error in second language student writing" stated that focused grammar instruction in the form of brief mini-lessons is a vital part of the treatment of errors in L2 writing classes. She further added additional self-study materials containing extra exercises could really help the students improve their writing accuracy. To the best of the researchers' knowledge, there is a scarcity of this kind of studies in the body of literature; hence the present study intends to enrich the body of the literature filling this gap.

Empirical Findings on the Effectiveness of Combinations of CF Strategies

Bitchener et al. (2005) compared three kinds of CF (1) direct, explicit WCF, and student-researcher five-minute individual conferences; (2) direct, explicit WCF only; and (3) no CF on prepositions, past tense, and definite article and reported adding oral metalinguistic explanation is effective in reducing learners' written errors. Bitchener (2008)

examined the effect of direct error correction using written metalinguistic explanation, direct CF, and no CF and found out outperformance of the group that received first and second types of CF. Similarly, Bitchener and Knoch (2009) treated four groups of ESL learners on the use of two English indefinite articles through direct CF, written and oral metalinguistic explanation, direct CF and written metalinguistic explanation, direct CF only, and the control group with no treatment. The treatment groups surpassed the control group, though no significant difference was noticed between the treatments. Bitchener and Knoch (2010) investigated the possible effect of different kinds of CF on L2 learners. The learner groups received written metalinguistic explanation, CF in the form of circling the errors, metalinguistic feedback, and oral form-focused instruction. The two groups that received direct error treatment outperformed the other. Bitchener and Knoch (2010) also reported positive findings when they compared the effect of direct CF plus extra explanation with that of direct CF plus metalinguistic explanation which supported Bitchener, Young, & Cameron's findings (2005). Rassaei and Moinzadeh (2011) also found that CF with metalinguistic explanations improved the accuracy of the students' writing. Shafiee Sarvestani and Pishkar (2016) did an experiment on the accurate use of English definite and indefinite articles among three groups of EFL learners. The first experimental group received direct WCF, the second experimental group received indirect WCF, and the control group did not get any CF. Direct WCF found to be more effective. On the other hand, Tang and Liu (2018) investigated and compared the possible effectiveness of indirect coded corrective feedback with short affective comments with indirect coded corrective feedback alone in improving L2 learners' writing performance, uptake, and motivation. Statistical analyses showed improvement in both groups regardless of the feedback type; however, affective comments had positive effect on learners' motivation to improve their writing. In similar vein, Kheradmand Saadi, and Saadat (2015) examined the impact of direct and metalinguistic WCF on EFL learners' grammatical knowledge, and the outcome did not show any significant difference between the two groups. Most studies have focused on WCF and its various types on learners' writing so far. Focused grammar instruction in the form of brief mini-lesson is of utmost importance in treating errors in L2 writing classes (Ferris, 2011). Based on the reviewed literature, there are still many controversies on the subject and we see a gap on the impact of other strategies of CF. To this end, this study aims to investigate the effect of focused mini-grammar lessons with self-study materials as a kind of CF strategy towards learners' most frequent written grammatical errors.

III. RESEARCH QUESTIONS

Based on the purpose of the study, the following research questions were formulated:

- (1) What are the most frequent written grammatical errors of Iranian intermediate EFL learners?
- (2) Do focused mini-grammar lessons together with additional self-study materials significantly influence the Iranian EFL learners' most frequent written grammatical errors?

IV. PARTICIPANTS AND CONTEXT OF THE STUDY

This study was conducted at a language institute in Gorgan, Iran for one term (two and a half months). Twenty four male intermediate EFL learners aged between 14 and 17 who have been studying English for approximately five to six years at the same institute participated in the study. Two English classes each consisting of 12 participants were held twice a week and the learners' other exposure was limited to their high school English classes. The study adopted a quasi-experimental design and the selection of participants was informed by convenience sampling; one class was randomly selected as the experimental group and received treatment in the form of mini-grammar lessons and additional self-study materials whilst the control group did not receive any treatment.

V. INSTRUMENTS AND INSTRUCTIONAL MATERIALS

The instrument used in the study was the learners' own writing; as mentioned in section four, 24 participants took part in the study and each produced three writing samples during three pre-tests and post-tests which make the total of 144 scripts. The learners in both experimental and control groups were asked to write on predetermined subjects for three consecutive sessions; the allocated time for doing the task was about an hour. The participants in the experimental group were provided with additional self-study materials that were prepared by the author using grammar books such as "*Oxford practice grammar for intermediate*" and "*Grammar in use for intermediate*". Different parts of these books were selected the learners' most frequent written grammatical errors namely simple past tense, preposition, and subject/verb agreement. Overall, each learner received four copies, three on their faulty structures and one sheet of paper including some of the mostly frequent used English verbs and their simple past tense since the researcher found out they did not know or forgot the simple past tense of some common English verbs.

VI. PROCEDURE

To find the most frequent written grammatical errors, the learners in both groups were asked to write three 200-250-word writing samples in the pre-test phase during three consecutive sessions. The writing samples were then corrected according to the framework of the study by Bitchener et al. (2005) which consisted of 27 grammatical categories. To make the procedure focused, the treatment was provided on students' three most frequent grammatical errors, viz

simple past tense, prepositions, and subject/verb agreement respectively. The mini-grammar lessons lasted for 30-45 minutes and consisted of explaining the grammatical rules of the learners' faulty structure and providing examples, assessing the learners' understanding through asking questions, and completing exercises on the self-study materials including explanation of the grammatical rules, examples, and extra activities related to the structures. Overall, the experimental group received nine sessions of treatments, three on each faulty structure.

First, the function of the simple past tense was explained on the board, regular/irregular verbs, the use of "did", the related adverbs, and also examples for each were presented. In the other two sessions of the treatment, the structure was reviewed by the help of the learners themselves, and, they also practiced simple past tense of some of the most common English verbs through a competition-like activity. Prepositions were the second most frequent error for which the mini-grammar lessons were designed accordingly. The prepositions were categorized as much as possible on the board and exceptions were also highlighted. The final focus of this experiment was on the agreement between subject and verb; the mini-grammar lessons started by writing subject/personal pronouns on the board and conjugating them with "to be" verbs and have/has in the present and past tense. Then, the focus was on the simple present and the use of "s" for the third person singular. Exercises on the self-study materials for each grammatical error were done and checked during the sessions. Both groups took three post-tests resembling the pre-tests in topics a week after the mini-grammar lesson treatments and their samples were corrected by two raters according to the scoring framework of the study.

VII. ANALYSIS

Number of errors in each category was calculated as descriptive statistics in Microsoft Excel.2010 through which the three most frequent errors were revealed. Inferential statistics included test of normality, paired samples t-tests, and independent-samples t-tests which were accomplished using STATISTICA 8.0. To ensure against the inter-rater reliability, another experienced EFL teacher corrected the writing samples.

VIII. RESULTS

Figure 1 presents the percentages of errors in all twenty-seven grammatical categories committed by the learners in the pre-tests. As the figure presents, the learners' three most frequent errors which were selected as subjects of the treatment are as follows: 63.34% on simple past tense, 28.07% on prepositions, and 16.15% on subject/verb agreement respectively.

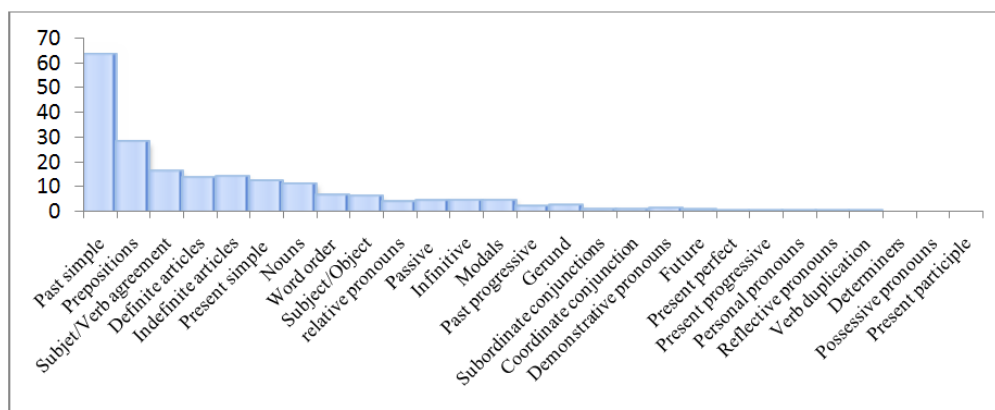


Figure 1. Grammatical errors in pre-tests

Figure 2 (left) depicts the percentages of three most recurring grammatical errors in both groups in pre-tests while Figure 2 (right) displays the percentages of the same categories in post-tests.

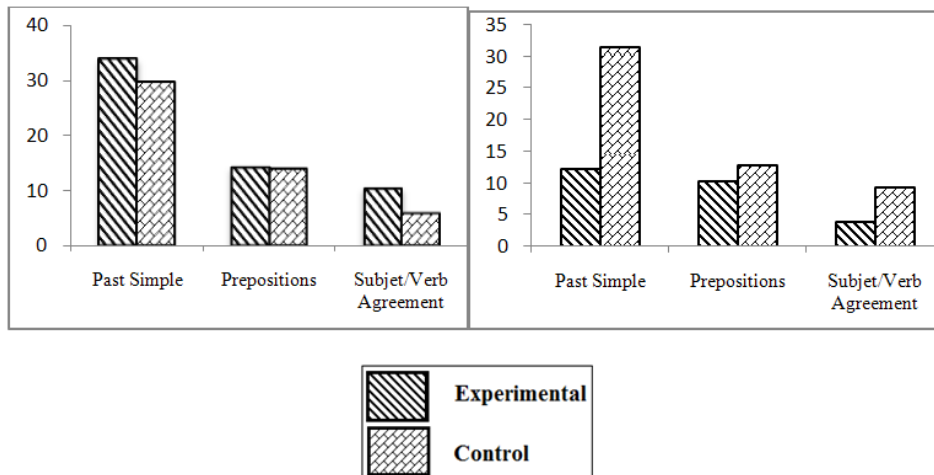


Figure 2. Learners' most frequent grammatical errors in pre-tests (left) and in post-test (right)

As can be inferred from Table 1, the mean of the experimental group in the pre-tests is 23 for the simple past tense, 9.17 for the prepositions, and 6.67 for subject/verb agreement while the standard deviation for the same categories are 13.29, 4.43, and 4.38 respectively.

TABLE 1. SIMPLE PAST, PREPOSITIONS, AND SUBJECT/VERB AGREEMENT ERRORS, EXPERIMENTAL/PRE-TESTS

	Mean	SD	Min	Max
Simple Past	23	13.29	4	42
Preposition	9.17	4.43	1	16
Subject/Verb Agreement	6.67	4.38	1	17

The Kolmogorov-Smirnov test of normality showed that the distribution of the data was normal and homogeneity of the groups was confirmed in the pre-tests. The statistic d for the Kolmogorov-Smirnov tests were all below 0.242 at a level 0.05 which proved H_0 , meaning the data was normal.

An independent-samples t-test on the simple past tense errors between control and experimental groups in the pre-tests showed no significant difference in scores. The results for the control and experimental groups are as follows respectively (M = 19.25, SD = 10.41), (M = 23.00, SD = 13.29), $t(22) = -0.76, p = 0.44 > 0.05$.

Another independent-samples t-test was conducted on the preposition errors between control and experimental groups in the pre-tests which showed no significant difference between the scores (M = 9.25, SD = 5.41), (M = 9.16, SD = 4.42), $t(22) = 0.04, p = 0.96 > 0.05$.

Results of an independent-samples t-test on the errors of subject/verb agreement between control and experimental groups in the pre-test again revealed no significant difference between the two groups (M = 3.83, SD = 2.97), (M = 6.66, SD = 4.37), $t(22) = -1.85, p = 0.07 > 0.05$.

However, Table 2 displays the mean of the experimental group in the post-tests that decreased to 5.75 for the simple past tense, 4.33 for the prepositions, and 1.67 for subject/verb agreement while the standard deviation for the same categories are 2.67, 1.72, and 1.37 respectively. This reduction of the mean scores in experimental group in post-tests concerning the three grammatical categories under the study proves improvement in the experimental group after being provided with CF in the form of mini-lessons and self-study materials indicating the effectiveness of the treatment.

TABLE 2. SIMPLE PAST, PREPOSITIONS, AND SUBJECT/VERB AGREEMENT ERRORS, EXPERIMENTAL/POST-TESTS

	Mean	SD	Min	Max
Simple Past	5.75	2.67	3	12
Preposition	4.33	1.72	3	9
Subject/Verb Agreement	1.67	1.37	0	4

As can be seen from Table 3, the difference between the two groups for the simple past has been significant at a level 0.05 indicating the improvement of the experimental group after receiving the treatment.

TABLE 3. INDEPENDENT-SAMPLES T-TEST, COMPARISON OF SIMPLE PAST TENSE ERRORS IN POST-TESTS, CONTROL/EXPERIMENTAL

Mean Control	Mean Experimental	t-Value	df	P	Std.Dev. Control	Std.Dev. Experimental	F-ratio Variances	P Variances
28.66	5.75	4.56	22	0.00	17.17	2.66	41.46	0.00

Table 4. displays the difference between the two groups regarding the preposition to be significant at a level 0.05 indicating the progress of the experimental group after being exposed to the treatment.

TABLE 4.

INDEPENDENT-SAMPLES T-TEST, COMPARISON OF PREPOSITION ERRORS IN POST-TESTS, CONTROL/EXPERIMENTAL								
Mean Control	Mean Experimental	t-Value	df	P	Std.Dev. Control	Std.Dev. Experimental	F-ratio Variances	P Variances
11.08	4.33	5.25	22	0.00	4.10	1.72	5.66	0.00

As can be inferred from Table 5, the difference between the two groups for this error category has also been significant at α level 0.05 indicating once again the improvement of the experimental group and the effectiveness of the treatment.

TABLE 5.

INDEPENDENT-SAMPLES T-TEST, COMPARISON OF SUBJECT/VERB AGREEMENT ERRORS IN POST-TESTS, CONTROL/EXPERIMENTAL								
Mean Control	Mean Experimental	t-Value	df	P	Std.Dev. Control	Std.Dev. Experimental	F-ratio Variances	P Variances
8.08	1.66	4.90	22	0.00	4.31	1.37	9.91	0.00

IX. DISCUSSION

Descriptive analyses of the data indicated an improvement in all three error categories namely, simple past tense, prepositions, and subject/verb agreement after the mini-grammar lesson treatments along with self-study materials in the post-tests. Likewise, inferential analyses proved the difference to be significant between pre-tests and post-tests in the experimental group demonstrating the effectiveness of this relatively new strategy of CF. Errors in simple past tense were reduced from 33.77% to 12.28%, in prepositions went down from 14.16% to 10.30%, and there was a reduction in the errors of subject/verb agreement from 10.39% to 3.96%. We showed that the learners' errors regarding simple past tense and subject/verb agreement (treatable errors) were improved more than in prepositions (untreatable errors). Also, the results of this study indicate that errors of prepositions are not completely untreatable. Overall, the findings of the present study provide clear evidence in support of teacher CF and are in line with the results of studies conducted by EFL/ESL researchers in the field of writing such as Bitchener (2008), Ferris and Roberts (2001), Bitchener et al. (2005), Chandler (2003), Ellis et al. (2008), Ashwell (2000), Bitchener and Knoch (2009), Bitchener and Knoch (2010), and Ferris (2004). However, these results are contrary to those studies that state CF has little or no effect on learners' writing (Robb et al., 1986; Tang & Liu 2018). The findings of this study may counter Truscott' (1996) claim that WCF is ineffective, harmful, and should be abandoned. The finding of the present study could be an answer to Truscott (2007) who stated that learners do not pay attention to teachers' WCF; if learners tend to ignore teachers' WCF; the teachers could adopt other types of CF as this study did. As such, we challenge the claim that if WCF does not work, other forms of CF will not either.

Regarding the Iranian EFL context, several studies have been conducted on the topic of CF, most of which on WCF and its various forms. Not many studies investigated the effect of focused mini-grammar lessons, so the present approach is almost novel in the Iranian EFL context. Many studies in the reviewed literature reported results in favor of CF which are in line with the findings of the current study. Some recent examples are: Ebadi (2014), Jamalinesari, et al. (2014), Amiramini, Ghanbari, and Shamsoddini (2015), Kheradmand Saadi and Saadat (2015), Sadat, Zarifi, Sadat, and Malekzadeh (2015), Shafiee Sarvestani and Pishkar (2016).

X. CONCLUSION, LIMITATION, PEDAGOGICAL IMPLICATIONS, AND FUTURE DIRECTION

This study enriched the body of existing literature in the field of CF by introducing a relatively new strategy other than WCF on a group of Iranian EFL learners' most frequent written grammatical errors. Findings of the current study are in support of CF as the learners' errors in the experimental group were improved significantly in all the three grammatical categories. By providing this type of CF, teachers can concentrate on the learners' erroneous structures and avoid overloading students with unnecessary information on a comprehensive range of errors or waste their time on the structures that the learners have already mastered. A large population of EFL learners who do not often pay attention to their teacher's WCF can specially benefit from this kind of error treatment, and learners can assess their own progress instantly. This type of error treatment could be a part of any writing instruction as it can raise learners' consciousness on the grammatical structure they use. To conclude, CF was not proved to be ineffective and harmful in the present study and we believe it should not be abandoned in L2 writing classes until the opposite is proved by more studies on the issue.

Since the study was conducted at an English institute for a term, the long term effects of the treatments remain to be explored. Besides, this experiment only examined the effect of treatment on a small population of male intermediate EFL learners who did not have contact with English except at high school, thus, generalization of the results should be confined to these limitations. A number of pedagogical implications can be offered. The main stakeholders could become more cognizant regarding the variety and frequency of Iranian EFL learners' grammatical errors. These findings can open the door for new research on the subject for EFL/ESL teachers, researchers, and writing instructors. Future research could be conducted taking the same CF strategy in larger population and also in female population.

Mini-grammar lessons could be applied to different language skills and components and the results could be explored towards directing teaching methods and materials.

ACKNOWLEDGEMENTS

We would like to express our sincere gratitude to the EFL learners who participated in the study. The authors also wish to thank the anonymous reviewers for their constructive comments.

REFERENCES

- [1] Ahmadi, D., Maftoon, P., & Gholami Mehrdad, A. (2012). Investigating the effects of two types of feedback on EFL students' writing. *Procedia Social and Behavioral Sciences*, 46, 2590-2595.
- [2] Ahmadi-Azad, S. (2014). The effect of coded and uncoded written corrective feedback types on Iranian EFL learners' writing accuracy. *Theory and Practice in Language Studies*, 4(5), 1001-1008.
- [3] Amiramini, S., Ghanbari, B., & Shamsoddini, M.R. (2015). The effect of written corrective feedback on the writing performance of Iranian EFL learners. *Modern Journal of Language Teaching Methods*, 5(1), 28-35.
- [4] Ashwell, T. (2000). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? *Journal of Second Language Writing*, 9(3), 227-257.
- [5] Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*, 17, 102-118.
- [6] Bitchener, J., & Knoch, U. (2008). The value of written corrective feedback for migrant and international students. *Language Teaching Research*, 12(3), 409-431.
- [7] Bitchener, J., & Knoch, U. (2009). The value of focused approach to written corrective feedback. *ELT Journal*, 63(3), 204-211.
- [8] Bitchener, J., & Knoch, U. (2009). The relative effectiveness of different types of direct written corrective feedback. *System*, 37(2), 322-329.
- [9] Bitchener, J., & Knoch, U. (2010). Raising the linguistic accuracy level of advanced L2 writers with written corrective feedback. *Journal of Second Language Writing*, 19(4), 207-217.
- [10] Bitchener, J., & Knoch, U. (2010). The contribution of written corrective feedback to language development: A ten month investigation. *Applied Linguistics*, 31 (2), 193-214.
- [11] Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*, 14(3), 191-205.
- [12] Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- [13] Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing*, 12(3), 267-296.
- [14] Dabaghi Varnosfadrani, A., & Basturkmen, H. (2009). The effectiveness of implicit and explicit error correction on learners' performance. *System*, 37(1), 82-98.
- [15] Ebadi, E. (2014). The effect of focused meta-linguistic corrective feedback on Iranian intermediate EFL learners' essay writing ability. *Journal of Language Teaching and Research*, 5(4), 878-883.
- [16] Ellis, R. (2009). A typology of written corrective feedback types. *ELT Journal*, 63, 97-107.
- [17] Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, 28(2), 339-368.
- [18] Ellis, R., Sheen, Y., Murakami, M., & Takashima, H. (2008). The effects of focused and unfocused written corrective feedback in an English as a foreign language context. *System*, 36(3), 353-371.
- [19] Ferris, D. R. (1999). The case for grammar correction in L2 writing classes: A response to Truscott (1996). *Journal of Second Language Writing*, 8(1), 1-11.
- [20] Ferris, D. R. (2004). The "Grammar Correction" debate in L2 writing: Where are we, and where do we go from here? (and what do we do in the meantime...?). *Journal of Second Language Writing*, 13(1), 49-62.
- [21] Ferris, D. R. (2010). Second language writing research and written corrective feedback in SLA. *Studies in Second Language Acquisition*, 32(2), 181-201.
- [22] Ferris, D. R. (2011). *Treatment of error in second language student writing*. (2nd ed). Michigan: Ann Arbor.
- [23] Ferris, D. R., Roberts, B. (2001). Error feedback in L2 classes: How explicit does it need to be? *Journal of Second Language Writing*, 10(3), 161-184.
- [24] Jamalinesari, A., Rahimi, F., Gowhary, H., & Azizifar, A. (2015). The effects of teacher-written direct versus indirect feedback on students' writing. *Procedia Social and Behavioral Sciences*, 192, 116-123.
- [25] Kheradmand Saadi, Z., & Saadat, M. (2015). Iranian EFL learners' grammatical knowledge: effect of direct and metalinguistic corrective feedback. *English Language Teaching*, 8(8), 112-120.
- [26] Livingston, S., Toce, A., Casey, C., Montoya, F., Hart, B. R., & O'Flaherty, C. (2018). Effect of X-word grammar and traditional grammar instruction on grammatical accuracy. *English Language Teaching*, 11(3), 119-136.
- [27] Maleki, A., & Eslami, E. (2013). The effects of written corrective feedback techniques on EFL students' control over grammatical construction of their written English. *Theory and Practice in Language Studies*, 3(7), 1250-1257.
- [28] Marzban, A., & Arabahmadi, S. (2013). The effect of written corrective feedback on Iranian EFL students' writing. *Procedia Social and Behavioral Sciences*, 83, 1000-1005.
- [29] Rassaei, E., & Moinzadeh, A. (2011). Investigating the effects of three types of corrective feedback on the acquisition of English wh-question forms by Iranian EFL learners. *English Language Teaching*, 4(2), 97-106.
- [30] Robb, T., Ross, S., & Shortreed, I. (1986). Salience of feedback on error and its effect on EFL writing quality. *TESOL Quarterly*, 20(1), 83-95.

- [31] Sadat, T., Zarifi, A., Sadat, A., & Malekzadeh, J. (2015). Effectiveness of direct and indirect corrective feedback on Iranian EFL learners' accuracy and retention of conditional sentences types I, II & III. *Theory and Practice in Language Studies*, 5(10), 2023-2028.
- [32] Shafiee Sarvestani, M., & Pishkar, K. (2016). The effect of written corrective feedback on the accuracy of English article usage in L2 writing. *Journal of Applied Linguistics and Language Research*, 3(1), 110-120.
- [33] Sheen, Y. (2007). The effect of focused written corrective feedback and language aptitude on ESL learners' acquisition of articles. *TESOL Quarterly*, 41(2), 254-283.
- [34] Sheen, Y., Wright, D., & Moldawa, A. (2009). Differential effects of focused and unfocused written correction on the accurate use of grammatical forms by adult ESL learners. *System*, 37(4), 556-569.
- [35] Tang, C., Liu, Y. (2018). Effects of indirect coded corrective feedback with and without short affective teacher comments on L2 writing performance, learner uptake and motivation. *Assessing Writing*, 35, 26-40.
- [36] Truscott, J. (1996). Review Article: The case against grammar correction in L2 writing classes. *Language Learning*, 46(2), 327-369.
- [37] Truscott, J. (1999). The case for "The case against grammar correction in L2 writing classes": A response to Ferris. *Journal of Second Language Writing*, 8(2), 111-122.
- [38] Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Second Language Writing*, 16(4), 255-272.

Maryam Moazzeni Limoudehi is an MA holder in TEFL and is currently a Ph.D. candidate at Islamic Azad University. She has been teaching English for more than ten years in language institutes. Her area of interest includes applied linguistics and corrective feedback.

Omid Mazandarani is an assistant professor in TEFL at Islamic Azad University, where he teaches courses in TEFL. He completed his PhD in TESOL in England. His research interests include research methods, teacher education, and critical issues in TESOL.

Ali Arabmofrad received his PhD in TEFL from University of Tehran, Iran in 2014. He is currently an Assistant Professor at Golestan University in Gorgan, Iran. His area of interest includes psycholinguistics, pragmatics and first language acquisition. He has published a number of articles both in national and international journals and has given lectures in a number of local and international conferences.