IMPACT OF TEACHERS' DIRECT AND INDIRECT WRITTEN FEEDBACK ON THE PERFORMANCE OF SENIOR SECONDARY STUDENTS' GRAMMATICAL COMPONENT OF WRITING IN FAGGE LGA, KANO STATE

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DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
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MAY, 2018

DECLARATION

I hereby declare that this study on the impact of teachers' direct and indirect written feedback on the performance of senior secondary students' grammatical component of writing in Fagge Local Government Area of (LGA) Kano State is my original work. It has not been presented anywhere for award of any higher degree. All sources of information are acknowledged by means of references.

WILCOX Eloho Phina …… ……
Signature **Date**

CERTIFICATION

This thesis titled the *Impact of Teachers Direct and Indirect Written Feedback on the performance of Senior Secondary Students grammatical component of Writing in Fagge LGA of Kano State by* Wilcox Eloho Phina has been read and approved for the award of Masters degree in Teaching English as a Second Language (TESL), Department of Arts and Social Science Education of Ahmadu Bello University, Zaria.

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DEDICATION

This research work is dedicated to my beloved husband, children (Kevin and Justin) and my mother.

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I would like to give all glory and praise to Almighty God for HIS love, mercy and faithfulness to me through this programme.

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ABSTRACT

This research work examined the impact of teachers' direct and indirect coded written feedback on the performance of senior secondary students' grammatical component of writing. The study was undertaken to determine whether written feedback can help senior secondary school students in Fagge LGA of Kano State improve their writing performance. Four research questions and four hypotheses guided the study. The study used a quasi- experimental design of pre-test, post-test of the experimental and control group. The study has a population of 2272 senior secondary year two students. A sample of 120 students was drawn from the population for the study. The subjects were randomly assigned into three feedback groups (Indirect feedback, Direct feedback and No feedback). The experimental groups were taught writing using the process approach and given written feedback to revise their essays. The control group was taught using the conventional method without feedback. The students in each group produced three narrative essays. The experimental groups made two revisions based on the feedback provided. The data collected were analyzed using descriptive statistics of frequencies and percentages, mean and standard deviations to answer the research questions. Dunnett's T3 Test at alpha level of $p \leq 0.05$ was conducted to test the research hypotheses. The results of data analysis indicated significant differences in the mean performance scores between the experimental groups and the control group. The two experimental groups significantly outperformed the control group. This showed that there was a positive impact of written feedback on the students writing performance. Furthermore, no statistically significant difference was found between the two experimental groups at the post test. The study concludes that teachers' written feedback, either direct or indirect feedback strategy is an effective tool in promoting students writing performance. Based on the findings, the study recommends amongst others that teachers provide students with written feedback to improve their writing performance.

LIST OF ABBREVIATIONS

CF:	Corrective Feedback
ESL:	English as a Second Language
L2:	Second Language
SLA:	Second Language Acquisition
WCF:	Written Corrective Feedback
PRE:	Present Tense
PST:	Past Tense
PROG:	Progressive Tense
PERF:	Perfect Tense

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OPERATIONAL DEFINITION OF TERMS

Direct Feedback: refers correction of learners' errors by providing the correct forms on the erroneous forms.

Indirect coded feedback: is the provision error codes to alert students of the type of errors committed without providing the right form.

Explicit Comments: is the provision of grammar rules or explanations related to grammar forms.

Explicit Feedback: is the provision of feedback that is extremely clear and can easily be perceived by the learners' eg direct feedback.

Implicit Feedback: the act of providing the learners with indirect forms of feedback eg underlining errors or marking errors with codes.

Self – Correction: correction of errors made by learners' themselves.

Treatment of Error: refers to any action taken by teachers to draw students' attention to the errors they made in their writing.

Written Feedback: is written information used to inform a learner that his/her use of grammar forms is wrong.

WCF: also refers to written information on students essay to inform them of the errors they committed in writing**.** In this study written corrective feedback was used interchangeably with written feedback, they do not constitute any real difference.

Input: refers to information given to learners to help them understand the language in use.

Learners output: refers to essays written by the learners.

Suppliance: refers to the number of grammatical forms used correctly by the students.

Obligatory occasion: refers to the total number of grammar forms that should be used in an essay.

Error: any deviation from using grammar forms accurately.

Proficiency level: refers to a class, grade or stage in the educational development of learners.

Grammatical component: refers to the grammar aspect of an essay by which meaning is derived or structured into sentences.

Test 2: refers to a writing task during treatment that was revised.

Revised Draft 1: refers to the first revised version of an essay.

Revised Draft 2: refers to the second revised version of an essay

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Writing is desirable tool in human life because it is extensively used in education and all professions.Teaching students to write well is a priority and goal of any education system. Writingfacilitates the process of sharing information and knowledge. It is a form of communication where students or writers put their ideas on paper. It is a determinant of students' success in and out of school. Students are required to write meaningfully across all subject areas. The ideasstudents want to communicate are conveyed through well-structured sentences in connected paragraphs. The correct application of grammar, mechanics and punctuation are basic principles of good writing skills. Good writing skills enable students to communicate their ideas with clarity and ease of understanding for the reader. Improper grammar can affect the meaning and clarity of intended message. The more students write accurately the better the reader will understand them. Writing is a skill that can boost or hinder students' academic achievement or career.Poor writing skills create a negative impression of the writer.

Effective writing is critical to students' school success. Writing is an important part of the curriculum of secondary schools. The essence of teaching and learning writing in schools is to help students to become proficient in writing. Students who cannot express themselves comprehensively in writing would not be able to communicate their

knowledge to teachers. Words are structured into sentences based on the conventional rules of grammar. Words have to be used rightly for students to write intelligibly. Students' writing is the primary means by which teachers and examiners assess students learning. Written assignments help teachers to know what students have mastered and what they have not properly learnt. Writing stimulates students'creativity. Writing equips students with communication and thinking skills. The writing process is linked to learning, it helps students to learn how to compose ideas and organize their thoughts.

Grammar is the rule of using the right wordsto construct meaningful sentences in communicating ones ideas.It is impossible to talk about any language without the knowledge of its grammar. Grammar tells us how sentences are formed. It is fundamental in writing compositions in English. We study grammar because the knowledge of sentence structure enables us to convey messages and interprets written textscorrectly. Grammar instruction in writing can help students improve their writing performance (Noguchi 1991). A piece of writing is not just about using words and sentences to communicate but also ensuring that the words and sentences aregrammatically and logically linked.Many L2 learners possess some knowledge of grammar rules;howeverthey fail to apply the knowledge in writing compositions. The acquisition of tense and aspect forms is a problematic area of English grammar for L2 students. Teachers' written feedback could guide students to use learnt grammatical forms in written communication. This is because it may be easier for students to learn grammar usage in writing than in isolation.

Improving learners' written communication is determined in part by correct grammar which is why written feedback in writing has received so much attention over the years.

Many L2 learners are not proficient in English grammar. From experience, some reasons for students' deficiency in grammar ranges from interference, to incomplete application of rules, ignorance of rule restriction and overgeneralization. Also, students learn grammar forms in isolation and through memorization of rules. Students learning grammar in such ways are less able to use the language for its purpose which is to effectively communicate ideas and information (Cotter, 2013).To be proficient in written communication students have to pay attention to grammar. Grammar is important because it helps to enhance writing accuracy. Grammar rules can help students learn to use English language more accurately in writing. This study is therefore geared towards addressing the problem of learners' grammar usagethroughwritten feedback in writing. Promoting students' grammar accuracy could lead to improving their writing performance.The students may learn grammar usage in writing faster and retainthe knowledge gained in subsequent writing tasks.

Feedback is crucial in any learning situation, be it in formal or non formal education as it is natural for learners to commit diverse errors in the process of learning. Feedback as a strategy has been practiced for such a long time that it is arguably linked to almost everythingpeople learn (Evans, Hartshorn, McCollum, & Wolfersberger, 2010). In all instructional process,feedback is the primary method used by teachers to facilitate the

achievement of learning goals.Students always look forward to their teachers response on any task they are assigned. They desire to know how well they have performed in a task based on their teachers' response. Feedback is information given to students to know the progress they have made and specifying what they should do next to improve future performance.It helps students take corrective measures to reach acceptable performance where they are not performing well. Providing feedback after class instructionsgives learners' confidence of attaining set objectives. Hence,Feedback is critical to students' learning because it motivates them to put in more effort to achieve a desired goal.

Feedback is conceived as information provided by an agent who may be a teacher, peer, parent or self, oran experience adult concerning an individual's performance or understanding (Hattie & Timprey 2007).(Hattie & Timprey (2007) regard feedback as a consequence of performance; there must be a learning context to which feedback is addressed. It is the second aspect of the teaching process after students have responded to initial instruction on a task. According to (Hattie & Timprey 2007), the main purpose of feedback is to reduce the discrepancies between students'current understandingor performance anda goal. Effective feedback indicates to learners the goal they hope to accomplish, the progress being made towards the goaland the activities required to make further progress.

Written feedback is essential in teaching and learning writing. It is a desirable tool with the emergence of the process approach which resulted in the shift of focus in feedback

strategy.In process-based writing approach, written feedbackis animportant developmental toolused by teachers. Teachersprovide multiple feedbacks to students in the process of writing to improve learners writing development. Teaching students to write well is a priority and goal of any education system.The idea of providing written feedback is to point out learners errors and directly or indirectly correct them. From the written feedbackprovided, students learn the differences between what they produced and what they intended to write. Feedback helps them to revise and write more correctly in future. Kroll (2001) opined that assignment and feedback are central to improving students writing proficiency. The goal of feedback is to help students improve their writing proficiency to a point where they are cognizant of what is expected of them as writers and are able to write with minimal errors and maximum clarity.

Weiner (1990) asserts that receiving a reward or feedback for an action usually increases the likelihood that the action will be repeated. Learners who are motivated will learn a second language faster and to a greater degree. Comprehensive written feedback on wrong linguistic forms can increase students' grammatical knowledge. Feedback in L2 writing serves two main functionsnamely; a cognitive and a motivational function. Cognitively, it makes students become aware of their advancement in the language and the way forward. Motivationally, it spurs learners' to re-analyze andre-construct their interlanguage system through deeper processing of linguistic forms. Once learners understand why they err and what to do next they develop a feeling of being in charge of their own learning.

Theoretically, (Pica & Mayo (2000) stated four important stages that learners must experience to successfully learn a second language. First of all, learners must be given input that is meaningful and comprehensible. Secondly, they must pay attention to the input to understand what it means. Thirdly, they must produce the second language text. Lastly, they should be givenfeedback so as to modify their production for greater proficiency. There has been little emphasis on the final two stages of teaching writing in Fagge LGA of Kano State. Students do not often write essays in schools to improve their writingperformance. Occasionally when they write, they are not usually given feedback to improve on their previous performance.

The learners in this study are not immersed in the language and culture of which they study. Their environment is not English speaking one, the language is not extensively used in the students' immediate environment. So, the students do not have adequate exposure to interact in the language. Senior secondary students in Fagge LGA have extremely limited class time for learning and using English Language. They interact with one another more in their mother tongue or in the language of the immediate environment in school. Inadequate exposure to the language affects the students' speaking and writing performance. Consequently, it is mandatory on teachers' to provide the continued needed assistance that learners require using written feedback for greater writing proficiency.

Dekeyser (2010) noted that learners' need many opportunities to put gained knowledge of grammar forms into practice.

The connection between grammar and writing is very significant and worth students attention. The rules of grammar govern the way writing takes place for easy understanding by the reader. It is important for students to know thatproper grammar influences good writing. The place of grammar in writingcannot be over stated. Failure to follow the conventional grammar rules will greatly limit students'ability to accurately communicate in writing. Students need to learn grammar in writing in order to communicate their knowledge appropriately. Grammar forms are building blocks that help to make students writing readable and understandable.For instance, syntax governs how words are combined in sentences. Punctuationshelp to clarify meaning by indicating a pause or switch to a new thought. Verb tenses are important in establishing effective communication because they play vital roles in constructing meaning.Without the working knowledge of grammar, writing proficiency is impossible.

1.2Statement of the Problem

The researcher became mindful of students grammar problems in writing as a resultof personal involvement with students in school. The researcher discovered that the essays written by senior secondary students' arebelow the required standard. The students have problems constructing grammatically correct sentencesin writing essay. The complexities

of the English grammar especially the varieties in tense forms and their usages confuse the students.This has resulted in low academic achievement of the students ininternal and external examinations. Poor achievement by students in English language could be traced to poor teaching method (Muodumogu& Odey 2006).

Most secondary school students in Fagge LGA are unable to identify and fix grammar errors on their own hence the same errors continue to recur in subsequent writings. Unfortunately, teachers do not consistently provide written feedback to check grammar errors in learners' writing. Most times teachers teach writing for evaluative purposes only. Teachers simply award grades without informing the students what they have done rightly or wrongly. In such a situation students would have false impression about their performances. They would assume all is okay with their writing and have no area to improve on. Occasionally when teachers provide feedback it is not clear enough for students to understand where they erred and how to correct the errors made. Written feedback is geared towards individual linguistic needs. Therefore students need clear written feedback to improve on subsequent writing performance.

Teachers do not instruct students to study given feedback to redraft their essays. It is only when students are made to redraft their essays that they can learn from given feedback. In Fagge LGA teachers employ the product approach in teaching writing where a piece of

writing is evaluated as a final product. So, the students are not opportune to improve or refine their writing. Teachers provide written feedback as a basis for discussing grammar errors committed by students. Thus, the students should be encouraged to produce revised versions of an essay in order to apply given feedback. Providing writtenfeedback in students essay is a useful way to preserve the knowledge about grammatical features in a long term memory (Maleki&Eslami, 2013).Without written feedback learners writing could result in unintelligibility and the errors become fossilized.

Getting students to write accurate and meaningful texts is an age long issue in schools.Grammar is a tool that enables students to gain control of their composing skill.Grammatical errors in students writing could inhibit their writing performance. When grammar errors are not corrected the erroneous forms may serve as further input to students.Written feedback could help students understand the grammar errors they commit in writing. And requesting them to redraft their essays to incorporate feedback could improvestudents 'grammarknowledge as well as writing performance. In view of the problems students face in using grammar effectivelyin written communication, this study investigates the impact of direct and indirect written feedback on the grammatical component of students writing performanceand also to ascertain if the impact of writtenfeedback could be retained in new writing tasks.

1.3 Objectives of the Study

The objectives of the study are to:

i. Determine the impact of teachers' direct andindirect coded written feedback written feedbackfor use of present tense in the performance of senior secondary students'grammatical component of writing.

ii. Examine theimpact of teachers' direct and indirect coded written feedback for use of past tense in the performance of senior secondary students'grammatical component of writing.

iii. Investigate the impact of teachers' direct and indirect codedwritten feedbackfor use of progressive tense in the performance of senior secondary students'grammatical component of writing.

iv. Find out the impact of teachers direct and indirect coded written feedbackfor use of perfective tensein the performance of senior secondary students grammatical component of writing.

1.4 Research Questions

The research questions formulated for the purpose of this study are:

i. What is the mean difference for the use of present tense in the performance of senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing?

ii. What is the mean difference for the use of past tense in the performance of senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing?

iii. What is the mean difference for the use of progressive tense in the performance of senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing?

iv. What is the mean difference for use of perfective tense in the performance of senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing?

1.5 Research Hypotheses

i. There is no significant mean difference for use of present tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing.

ii. There is no significant mean difference for use of past tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing.

iii. There is no significant mean difference for use of progressive tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing.

iv. There is no significant mean difference for use of perfective tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing.

1.6 Significance of the Study

The findings from this studyis hoped to be of immense significance to students, English Language teachers, textbook writers and curriculum planners and the body of research.

The study is expected to aid senior secondary students to notice and correct the grammar errors they commit in writing.This will help them to understand how their productions deviate from the target language grammar. Knowing the difference between the wrong forms they use and the intended forms will help them do a deeper processing of the language.

From this study, English Language teachers would be well informed on the impact of teachers' direct and indirect feedback strategy in teaching and developing the writing skills of students. This would motivate teachers to adopt effective feedback strategies to improve their students writing performance.It will also provide teachers with information for planning future instructions and remedial activities.

The study is expectedto provide useful facts and information to textbook writers on the grammatical errors L2 learners commit in writing. This will enable textbook writers to improve learners' grammar knowledge through exercises in parts of speech and sentence formation. The study would also enable textbooks writers to provide teachers with illustrations on how to use written feedback strategies in correcting grammar errors in students' writing.

The study would enlighten curriculum planners on the need to ensure that students are taught grammar in context. They can clearly recommend that teachers include grammar instruction when teaching writing. This will help students use learnt grammatical structures in meaningful written communication.From the findings of this research the writer hopes to contribute to the field of research onthe effectiveness or ineffectiveness of written feedback in writing.

1.7 Scope and Delimitation

The study is limited to three senior secondary schools in Fagge LGAof Kano State. Limiting the study within the area would make it manageable for the researcher to give accurate results.

The study is limited to the effects teacher written feedback on senior secondary students writing. This is because it is the primary duty of teachers' to provide learnerswith feedback in learning a language.

Although written feedback is applicable to all SS students', the study is limited to SS2 students because it is at this level that elaborate writing is done.

The study is further limited to some frequently made grammatical errors by SS students: errors in verb tenses (present and past) and aspect systems (progressive and perfective). From experience as a teacher, the researcher discovered that these errors often reoccur in their writings and they would require more guide on their accurate use.

The study is limited to direct and indirect coded feedback. In other words the study investigates the impact of direct and coded written feedback on the grammatical component of senior secondary students writing performance.

CHAPTER TWO

LITERATURE REVIEW

2.1Introduction

This chapter presents the review of related literature on the concept of teachers' written feedback and issues on written corrective feedback. It reviews direct and indirect feedback, focused and unfocused feedback and the effect of written corrective feedback in writing.

2.2 Concept of Written Feedback

Written feedback is teacher's input to a writer's composition in the form of information to be used for revision to improve his/her writing performance (Keh, 1990). According to Hyland & Hyland (2006) teachers' written feedback is an instrument that offers the assistance of an expert to learners guiding them through the gaps in their inter-language system. Written corrective feedback is information directed at changing the thinking or cognitive processes of learners (Masoumeh &Shekarabi 2014). Written feedback enables learners to think critically and self regulate their own learning (Strake & Kumar 2010). Lightbrown & Spade (2007:172)defined written feedbackas"an indication to learners that his or her use of the target language is incorrect".

Hedgcock & Leftkowitz (1996) opined that teachers written feedback in ESL\EFL context are teachers' responses and evaluation of learners writing which is the principal means by which L2 learners measure their progress as writers.Written feedback is a type of negative comment provided in the written form from sources egteachers, peers, or the computer and other electronic devices to address linguistic errors in second language learners' writing (Ferris, 2002; Karim 2013;Kang & Han, 2015). Written feedback is widely used in L2 classrooms in both ESL and EFL contexts to draw learners attention to errors committed (Evans, Hartshorn, Tuioti, 2010; Ferris, 2014). It is highly valued and keenly expected by many L2 learners (Ferris & Roberts, 2001; McMartin-Miller, 2014).

Feedback is information with which a learner can confirm, add to, rewrite, tune up, or restructure information in his memory; such information could be domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies (Winne & Butler 1994:574).Written feedback is further conceived as information provided by an agent who may be a teacher, peer, book, parent or self, an experience adult concerning an individual's performance or understanding Hattie &Timprey (2007).WCF is a useful way to preserve the knowledge about grammatical features in a long term memory (Maleki&Eslami, 2013).The researcher defines written feedback as error correction strategy used by teachers to improve students' performance in essay writing.

2.3 Advantages of Written Feedback

Researchers have shown that written corrective feedback is associated with L2 learning because it leads learners to notice L2 forms (Bitchener &Knoch, 2010b; Ji 2015;Loewen&Erlam, 2006; Lyster& Mori, 2006). WCFis the utmostfactor in evaluating EFL learners' written work, andcannot be overstated (Heffernan &Otoshi 2015). It is crucial to students'substantialimprovement as writers. Without it L2 acquisition would be slower, more difficult and less successful (Anderson, 1982; Heffernan &Otoshi 2015; Hyland & Hyland,2006). Written feedback plays a pivotal role in second language (L2) learning. It contributes to a better overall L2 performance than similar instruction without written feeedback (Lyster, Saito, & Sato, 2013).

Feedback on students' writing can make learning more effective (Cardelle & Corno, 1981; Saadi & Saadat, 2015; Chandler,2003; Antonio,2015).The more feedback the students receive of their performances the more increases their achievement (Almasi&Tabrizi, 2016; Kulhavy, 1977; Carless, 2006; Schwartz & White, 2000). WCF acts as a supporter when learners cannot perform newly learned linguistic features correctly on their own(Abbasian&Parsarad, 2013).Written feedback provides the students with the opportunity to engage in a self-regulated learning process which allows them to think critically and engage in a developmental process of their writing (Strake & Kumar, 2010).

Feedback can increase students' attention on the subject they are writing; the feedback that they receive draws students' attention to those aspects that need remediation and, by doing so, they learn how to improve their writing performance. The increase of attention will lead to improvement in writing which can be defined as a gain in accuracy in both form and content(Ashwell, 2000 & Lamberg, 1980).Written correctivefeedback stimulates explicit prior knowledge of languagerules that students can apply during revisions of drafts (Williams,2005).Feedback enables learners to discover for themselves whether they are performing well or not (Mi, 2009; Littleton, 2011). When learners discover gaps in their writing, feedback guides them to take corrective action in order to improve on their performance and reach an acceptable level of performance (Getchell, 2011). Santos, López-Serrano& Manchón (2010) andManchón(2011) argued that written output and written corrective feedback is beneficial for students because learners have greater processing time to compare their output with the corrections they received. Written feedback acts as a compass which provides a sense of direction to the students in writing (Kelly, 2014).

2.4 Issues and Controversies on Written Feedback

Prior to 1996, many Scholars and language practitioners unanimously agreed that written corrective feedback helps in improving L2 learners' writing performance (Sameera, Amin, & Siddiqui, 2016).Truscott (1996) claimed that grammar correction in writing is harmful

and should be abandoned. He argued against grammar correction in an article titled, 'The Case against Grammar Correction in L2 Writing Class'. Truscott's claim triggered series of debates and endless researches on the impact of WCF in L2 writing. Truscott (1996) argument was based on the studies (Knoblauch & Brannon, 1981; Kepner, 1991; Semke, 1984; Sheppard, 1992; Rob et al 1986) which did not find significant evidence for grammar correction in L1 writing.

There are several studies which reported positive impacts of written feedback in L2 writingeg. (Ferris, 1999, 2006; Ferris & Robert, 2001; Mubarak, 2013; Bitchener & Knoch, 2008, 2010b; Saadi & Saadat, 2015; Chandler, 2003, 2004, 2011; Ashwell, 2000; Bruton 2009, 2010; Pupung, 2011). Although these studies found positive impacts of written feedback in writing, there was no consensus among the reseachers on the feedback strategy that is more effective.

Truscott (1996) asserted that L2 writing situation is the same as that of L1, so the invalidity of teacher grammar correction in L1 writing context is applicable to L2 writing as well. The researcher objectsthis assertion because L2 learners are confronted with more writing problems than L1 learners. L2 learners are faced problems of acquiring the vocabulary and grammar of the language, learning to structure words into paragraph as well as organizing the content of their essays. Van Beuingen, (2010) illustrating from SLA view stated that meaning based input is not sufficient in L2 learning, some attention to linguistic form is necessary as an L2 writer cannot communicate his/her message with high degree of grammar accuracy.

Truscott's reasons against form feedback are diverse. First, he is of the view that the learning process was too complex for any meaningful writing development to take place through written feedback. Therefore, Truscott (199) argued that learners can only self-correct form errors commensurate with their developmental readiness and that linguistic structures beyond their development stage will be unteachable through feedback. Secondly, he argued that written feedback on grammatical component of writing would interfere with learners' acquisition process or flow of interaction. Consequently WCF would lead to increased anxiety and low self–esteem in the learners when they cannot comprehend given feedback or are unable to self-correct identified errors.The researcher posits that written feedback is unlike oral feedback that can interfere with learners' communication flow, besides L2 learners need ample time to compare their output with given feedback.

Thirdly, Truscott (1996) equally claimed that whatever knowledge of forms acquired through teachers' written feedback would dissipate in over a short time. According to him, explicit knowledge is 'pseudo knowledge' which has little value for actual use of the language. The researcher argues that the provision of descriptive written feedback will rather increase students achievement because it given within a communicative context.

Truscott (2004; 2007) attributed the significant impact of written feedback of Chandler's (2003, 2003b) and other past studies to multiple revisions of drafts rather than the given. Ferris (1999, 2001) accused Truscott (1996) of intentionally overstating research findings that are not in favor of grammar correction in writing and dismisses those that contradicthim.Guentte (2007) reviewed previous studies that were the basis of controversy such as those of Truscott, Chandler & Ferris (oft cited). The conclusion from her findings was that the above researchers' conflicting findings and could be traced to flaw in research designs, flaw in methodology and external variables unchecked. Ferris (2004); Guenette (2007) and Hartshorn &Evans 2012) advised teachers to continue using written feedback until conclusively proven to be harmful. They suggested that further studies should be conducted to clarify the effects of written corrective feedback.

Many of the past studies on written feedback were considered insufficient to prove either the effectiveness or ineffectiveness of written feedback due to flaw in research design and methodology. The most common criticisms against the past studies are: lack of a control group,examining the impact ofwritten feedback in only revised draftswhich cannot be termed as genuine evidence of learning (Ferris, 2004; Truscott, 1999, 2007; Storch 2010)

2.5 Multiple-Draft Revisions

The provision of written feedback in essay writing cannot be over emphaisized with the predominance of the process approach in writing**.** Inthe process-oriented approach, writing is a continuous process in which students have to come up with multiple drafts of an essay to improve their writing. Multiple drafting means that learners have to write many revisions before the final product of their writing is graded. Multiple-draft writing emphasizes on revision so that students' incorrect use of grammatical items or inappropriate word choices will not be regarded as errors as they are judged in a single-draft assignment or final product pupung (2010). Through multiple feedbacks students have ample opportunities to experience the process of discovering what they want to express through writing (Zamel, 1982). Learners can only effectively revise their drafts with teachers' written feedback.

When learners are given the chance to revise their work, written feedback should be used as a guide for learnerstodiscover their errors (Chandler, 2003; Amir & Somayyel, 2015). Ferris (1995)showed that students re-read their papers more often, paid attention to teachers' written feedback on earlier drafts than final drafts, and concluded that teachers' feedback had helped in overall essay improvement. Ferris (1995) findingis supported byHarshorn et al (2010) which stated that learners who revised with codedfeedbacksignificantlyimproved in accuracy than learners without feedback.Storch(2010) stressed that one of the biggest concerns in written feedback provision is the length and duration of the feedback treatment. Learning requires

extensive and sustained meaningful exposure and practice. Sheen et al (2009) admittedthat feedback needs to be sustained to be truly effective.

2.6 Direct and Indirect Written Feedback

Written feedback ismost often categorized as direct or indirect feedback. Direct feedback is a strategy of providing feedback on students writing to help them correct their errors by providing the correct linguistic form (Ferris, 2006; Bitchener& Ferris, 2012; Bitchener&Knoch, 2010b; Ellis, 2009). It is teacher based correction technique, where the teachers strike out an incorrect word. The teacher provides the correct linguistic form above the erroneous form, deletes an unnecessary word, or adds a missing item omitted.

Indirect written feedbackmay be coded or uncoded.Indirect coded written feedback is a strategy used by teachers to indicate the specific location of errors without providing the correct forms. Teachers indicate the presence of errors bygiving clues on the location and type of error made with a code, mark, symbol or by highlighting the errors and then write error codes above the erroneous form. The studentsare expectedto correct the errors using the codes as a clue.In the second type, the uncoded indirect feedback; the teacher simply underlines or circles the error. The teacher does not provide the correct answer or use any symbol to give a clueon the error committed. The

students are expected to figure what type of errors he/she committed as well as provide the correctforms (Ellis 2009;Lee 2008; O'Sullivan & Chambers 2006; Ellis 2009).

Language teachers and researchers do not have a consensuson the feedback strategy that is more effective in enhancing learners' grammar accuracy in writing. Some research studies reported that direct feedback was more effective than indirect and vice-versa. In contrast many studies found no significant difference between direct and indirect feedback (Mubarak, 2013;Wang,2017; Saadi & Saadat, 2015).Sheen (2007) concluded that students need a certain level of linguistic knowledge to be able to correct errors. And that for students at lower proficiency level, direct corrective feedback might be more beneficial than indirect feedback.

Supporters of indirect feedback claimed that it is more beneficial and preferable to direct feedback (Chandler, 2003; Ferris & Roberts, 2001; Sheen et al 2009; Polland, 1990; Lee, 2008; Lalande, 1982; Kroll 2000; Ahmadi-Azad, 2014). Getting students to become aware of the correct grammatical forms by indirect WCF is very instructive to students (Lalande, 1982). Van Beuningen, DeJong, & Kuikin (2012) andFrodesen, (2007) provided evidence that indirect feedback was generally more useful than direct correction in composing.Hamed& Sani (2016) asserted that indirect feedback significantly reduced the grammar errors found in Arabic intermediate students' essay writing. They added that indirect feedback provides the students' with certain degree of autonomy because the students are allowed tochoose appropriate grammar forms to

correct their errors instead of it been imposed on them as teachers do in direct feedback.

Polland (1990) stated that through the provision of indirect feedback, students are cognitively challenged to reflect on the feedback and consequently promote meaningful and appropriate guidance to students on the given clues. Indirect WCF requires students to be actively engaged in a deep form of language processing which is effective in fostering long term acquisition of the target language. Ko & Hirvela (2010) explained that making students try to discover the right form could be often instructive to both students and teachers.

Moser & Jasmine (2010) revealed that students who used error codes in revising their essays made significantly greater gains than those whose compositions were directly corrected. They added that symbols and codes should be clear in order not to confuse the students. Moser & Jasmine (2010) advised teachers to use codes only after they have explained the codes and showed the students how to use code, in order to recognize and use them.Guenette (2012) reported that the choice of direct or indirect written feedback strategies essentially depends on the type of error committed by the learners. Direct feedback may help those who are not yet proficient enough to self-correct errors and indirect feedback for linguistic notions that the learners have been exposed to are expected to know.

Some advocates of direct WCF are (Bitchener&Knoch, 2010;Masoumeh &Shekarabi, 2014; Chandler, 2003; Suzuki, 2012; Vyatkina, 2010; Mubarak, 2013; Hashemnezhad&Mohammadnejad, 2012). Others are(Khanlarzadeh&Nemati, 2016; Kisnanto, 2016; Sarvester&Pishker, 2015; Daniel, 2014; Hawthrone, 2010). The above researchers argued that direct corrective feedback enables learners to instantly internalize the correct forms. It offers explicit information required for testing hypotheses about the target language. It also reduces the confusion of students' understanding the given feedback and thereby affects students' performance more.

Studies against direct written feedback are(Ellis, 2009; Khanlarzadeh&Nemati, 2016; Asassfeh, 2013). Theyargued that direct feedback could help students gain access to the correct form but it does not contribute to long-term learning. That is because it requires minimal processing on the part of the learners. Ellis (1985) noted that direct WCF is low level correction than indirect feedback because indirect error feedback involves learners in guided problem–solving, and motivates them to be responsible for their writing progress. Ferris (2002) assertedthat when learners are provided with direct feedback they merely copy the correction into their drafts. Ferris, Liu &Senna (2013) asserted that indirect feedback will better foster SLA because learners are more active in their response to feedback by applying their existing knowledge to solve the problem.If the students are only provided with direct feedback on their drafts, they do

not have an opportunity to reflect and correct the errors for themselves; they only note the errors marked by the teache*r*.

Clements et al (2010) stated that direct methods in providing feedback do not tend to have results which are commensurate with the effort needed from the teachers to draw the students' attention to surface errors. This is because it doesn't give students' opportunity to think or do anything with the feedbackRymanowski et. al (2011);Ko&Hirvela (2010) argued that direct teacher feedback is the least effective method of providing feedback on student errors and mistakes. Robb et al (1986) found no difference between direct and indirect feedback advised teachers'employindirect written feedback instead of wasting time on direct feedback. The above limitations held against direct feedback are reason why indirect feedback has received more support among researchers.

Other second language researchers preferred direct feedback by contending that direct WCF provides explicit information about correct forms, especially, on how to tackle complex error types like syntactic and idiomatic usage (Sayyed, Lameya&Tamoha 2016). Ellis, Loewen & Erlam (2006) declared that the significance of explicit feedback outweighed that of implicit feedback. Mubarak (2013;Ellis (2008) opined that direct feedback is suitable for beginner students or when errors are untreatable (errors

susceptible to self-correction). Ferris (2002) pointed out that students benefit more in the long run when teachers provide coded feedback than just underlining errors

Chandler (2003b) andKisnanto(2016) found direct feedback to be superior to indirect feedback. Chandler (2003b) added that direct feedback was most desirable for accurate revision and better preferred by students because it is proved to be the fastest and easiest for revisions. Chandler (2003b) control groupwas given feedback but corrected at the end of the semester;the control group of the present study will receive no feedback.Zareil& Rahnama (2013) and Kao (2013) reported that their participants performed better in grammatical accuracy with the support of direct feedback. They stated that direct feedback is actually a valuable means of improving students writing performance.

To increase the impact of written feedback, explicit comments or explanationscan be provided to L2 learners. Explicit comments are explanation about the nature or rules of the errors learners make(Ellis, 2009).This form of correction has a longer term effect on learners' ability to internalize targeted linguisticforms.It also helps the learners not only to improve the accuracy of their writing but also have a profound knowledge about grammatical points (Nguyen & Le Hai, 2017; Du et a,l2009).

2.7 Focussed and Non-Focussed Feedback

Another dichotomy in teachers' written corrective feedback is between focussed and unfocussed (the scope) of written feedback. Focussed/selective targets a limited target error types (Liu & Brown 2015). Unfocussed/ comprehensive WCF addresses a wider range or all errors in learners' texts (Ellis, Sheen, Murakami, & Takashima, 2008). Like direct and indirect written feedback there are divergent views on the efficacy of focussed and unfocussed feedback. Most current researchers continue to advocate for focussed feedback (e.g. Sheen et al, 2009;Eslami, 2014; Hartshorn& Evans, 2015; Pupung 2011;Du et al, 2009; Araghi&Sahebkheir, 2014; Huiying Sun, 2013;Mubarak, 2013). An example of highly focused WCF is targeting a single error type, Bitchener & Knoch (2009), e.g. use of preposition while less focussed written feedback may concentrate on more than one type of error. But correction is still restricted to a limited number of error categories as in Ellis et al, (2008).

The primary objective for restricting feedback to specific error types is to keep the processing load manageable and to avoid the risk of overloading the students' attention capacity (Sheen, 2009). Sheen et al (2009) futherstatedthatfocussed written feedback enhances learning by helping learners to notice their errors and engage in hypotheses testing in a systematic way.Ellis, Sheen, Murakam, & Takashima (2008) view unfocused feedback as the most authentic feedback methodology but stressed that it can be time-consuming and exhaustive for both teachers and students.Anderson (2010)

investigated the efficacy of focussed and unfocused WCF. The study findings revealed the focused group significantly outperformed the unfocussed group. However, he advised scholars to consider comprehensive feedback because of most learners'desire for it. He reported that 88% of his learners preferred comprehensive WCF to focused feedback. The researcher is of the view that Anderson (2010) subjects' preferred comprehensive feedback because they were high proficient (university) students.

Storch & Wigglesworh (2010) maintain that unfocused WCF has a higher gain than focused because it corresponds to actual teaching practice traditionally. Although they acknowledge that unfocussed WCF is less effective in assisting learners to acquire linguistic forms within a short term, it could be superior in the long run. The researcher opposes Storch and Wigglesworth (2010) opinion of unfocussed feedback being more superior in the long run. The researcher posits that if unfocused feedback cannot help learners improve within a short time it is unlikely to be of much benefit in the long run. This is because it could be cumbersome and learners may neglect or respond haphazardly to the feedback.

Araghi & Sahebkheir (2014) posit that focused WCF is more effective in helping learners improve better in accurate use of limited features. Consequently, they suggested that language teachers provide more systematic and focused WCF rather than unsystematic feedback which overloads the learners' minds**.** Bitchener & Knoch

(2009) pointed out that unfocused WCF may have been one of the causes why earlier studies on WCF failed to produce a conclusive result on the effectiveness of teacher's written feedback on grammatical errors in ESL context. Some previous studies targeted up to 15 different linguistic categories and "it was likely to produce too much of cognitive overload for learners to attend to" Bitchener & knoch (2009: 2014).

Bitchner & Knoch (2008; 2010b); Sheen (2007); and Sheen et al (2009) in addition further reported the effectiveness of focused WCF. They emphasized that writtenfeedback works best when it is intensive and concentrated on specific linguistic problems. Shintani, Ellis, &Suzuki (2014) contend that focused WCF is more helpful because it is more likely to trigger learners' attentionto specific error types. It also gives learners a bigger chance to restructure their interlanguage system as they receive repeated evidences of how to correct the same error. Ko & Hirvela (2010) advised teachers to be selective and not correct every error in utilizing either direct or indirect feedback strategy. They explained that correcting all errors may result in students' adoption of negative attitudes towards writing and negative feelings about themselves as writers. Guenette (2012) supported Ko& Hirvela (2010) view, she also suggested that teachers be selective in feedback provision because of the feared effects of the "red pen" effect on their learners' motivation which may hurt their learners' feelings and damaging their self-esteem. Bitchener, Young & Cameron(2005) and Sheen(2006) asserted that when written WF is focused, it is effective in promoting L2 acquisition.

2.8 Impact ofWritten Feedback in New Writing Task

Truscott (1996, 2007) stated that the impact of written feedback must be transfered from one learning situation to another before it can be termed effective. In other words feedback should not only help students to revise drafts in short-term (between revised drafts) but also the effect should be transferred to otherwriting tasks and help students acquire correct grammar forms over time. Studies by Ashwell (2000); Fathman& Whalley (1990); Ferris & Roberts (2001); Robb et al (1986) were criticsied because their subjects did not produce a new piece of writing and therefore could ascertain if the effect of feedback was retained.Guénette (2007) and Truscott (1999, 2004, 2007) stated that students ability to revise drafts with written feedbackdoes not have lasting effect beyond the revision stage.

Many researchers have examined and reported positive impact of written by measuring the subjects' progress in new piece of writing (e.g. Sheen, 2007; Storch& Wigglesworth, 2010; Saleh, 2015; Bitchener&Knoch, 2009; 2010b). Chandler (2003b) stated that learners who revised after each feedback improved more in accuracy from the 1st to 5th assignment. Frear (2012) compared the effects of writing plus revision without WCF and writing with both feedback and revision on (regular and irregular past tense). Frear (2012) discovered written feedback resulted in greater short and long term grammatical accuracy. Van Beuningen, De Jong, & Kuiken, (2012) also noted that direct teachers' written feedback had positive impact in new writing tasks. Research showed that irrespective of whether there are multiple opportunities to revise as in

(Chandler, 2003) or only a single opportunity in Frear's (2012), revision following teachers written feedback leads to greater accuracy in new writing.

Recent studies that showed effectiveness of teachers written feedback in new piece of writing are Bitchener (2008), Bitchener & Knoch (2009, 2010b); Abbasian&Parsarad (2013) Antonio (2015); Sheen, Wright, & Moldawa (2009); Pupung, (2011); Natsuko et al (2013); and Hartshorn& Evans (2015). All these studies employed a quasi experimental design with a control group and targeted the use of English article system. Hartshorn& Evans (2015) investigated the effects of dynamic written corrective feedback using L2 learners undergoing intensive English program in the United States. The researchers opined that written feedbackcan be used effectively to improve linguistic accuracy as a replacement for grammar class. They recommended that writing tasks and feedback should be meaningful, manageable, timely, and constant for desired effects. The researcher would examine the impact of written feedback in short and long term.

2.9 Measure of Writing Accuracy

Skehan (1996:23) defines accuracy as "how well the target language is produced in relation to the rule system of the target language". Quintero et al (1998:33) define

accuracy as “the ability to be free from errors while using language to communicate in either writing or speech”. In other words, any violation of the target language system will negatively affect accuracy and this applies to both grammar and vocabulary. Analyzing writing accuracy requires finding the number of errors in a written text. As Wolf-Quintero et al (1998:33) puts it, finding accuracy means “counting the errors in a text in some fashion”. In order to measure accuracy, many recent studies have used the obligatory occasion analysis (e.g. Pupung, 2011; Bitchener, 2008; Bitchener&Knoch, 2009, 2010b; Mubarak, 2013).

The procedure involves identifying all obligatory occasions of a particular linguistic feature in a text and then calculating the ratio of the correctly supplied features over the total number of obligatory occasions (Ellis Barkhuizen, 2005).Krashen (1981) explains that the correct use in obligatory occasions simply means that the learner supplied the grammatical forms where it was required. Below is the procedure proposed by Dyson (2010):

a. select a morpheme
b. identify and count obligatory occasions
c. count suppliance of morphemes
d. calculate accurate use as a percentage

2.10 Review of Related Empirical Studies

The empirical examination of the impact of written feedback has been conducted in several studies.The findings of many of the studies resulted in a variety of findings on the effectivenessof written feedback. Below are a brief review of some studies conducted on the impact of written feedback and the findings reported.

In a study involving 134 Japanese EFL students, Robb, Ross, & Shortreed (1986) investigated the impact of indirect written feedback on students' accuracy, fluency, and syntactic complexity. Robb etalprovided direct feedback, coded, non-coded, and indirect marginal error feedback. Robb et al (1986) found no significant difference in the accuracy of students' writing among the three indirect feedback groups and in the direct feedback group. The researchers noted that it was not worthwhile to provide full detailed feedback about the students' errors if the less salient feedback had the same effect. Their study is different from the present study which had comparison group to ascertain the effect of feedback. Besides, they only investigated the impact of feedback across revised texts in contrast to this study whichexamined impact of feedback in a new task. The subjects and the present one are from different location.

Ferris & Roberts (2001) examined the impact of indirect feedback across levels of explicitness focusing on students' self-editing ability.They targeted five error

categories; verb errors, noun ending errors, article errors, wrong word and sentence structure. The subjects were 75 ESL students. One experimental group received coded feedback, the other non-coded feedback, and a control group with no feedback. Similar to the study of Robb et al (1986), the result of the study indicated that the experimental groups significantly outperformed the control group in accuracy however there was no significant difference found between the two treatment groups. As a result, Ferris & Roberts (2001) concluded that both types of corrective feedback (more explicit and less explicit feedback) helped the students improve their writing accuracy.

Ferris & Roberts (2001) study is similar to this study, their study and this study provided metalinguistic explanations. The present study is different from their in terms of writing task. Their subjects were given different writing topics;the subjects in this study were given the same essay topics. They did not measure effectiveness of written feedback in new piece of writing, the positive evidence reported in revision stage could be due to the subjects memorization of the given feedback which Truscott (1996) termed pseudo learning. This study measured effectiveness of feeedback in a new essay to shed light on whether the given feedback would lead to acquisition of correct forms in the long run.

Chandler (2003)conducted two studies with ESL students concerning error correction and giving feedback to writing. In the first study, she addressed the question on the

effectiveness or ineffectiveness of error correction in improving L2 learrners writing accuracy. The study examined the effect of corrective feedback on students' grammar and vocabulary in writing. The subjects were 31 EFL high proficient learners in an American conservatory placed in two groups. The students wrote five autobiographical assignments. Theywere asked to produce multiple drafts and received feedback on grammar errors by underlining the errors. The experimental group revised and corrected the underlined errors after each assignment but the control group was asked to do the correction at the end of the semester. The study findings revealed a significant effect of error correction for the experimental groups. Therefore, Chandler concluded that making students to correct their errors after receiving feedback could improve their writing accuracy. Chandler (2003) is different from the present study. His subjects are high proficient students. The control group was given feedback which would have influenced their performances. The subjects of this study are low proficient students and this study control group received no feedback.

In a second study, Chandler (2003b) investigated the effect of four types of corrective feedback on students' writing accuracy. There were 36 participants from the same population of first study. They were asked to write 40 pages of compositions on autobiographical topics over one semester. The study consisted of four feedback groups namely: direct feedback, coded feedback, description of error typewithout underliningthe errors and underliningthe errors only without description. Chandler (2003) found that direct corrective feedback was best for producing a better revised

draft because it was proven to be the fastest and easiest for revisions. However, from the questionnaire administered the subjects responded that they benefited more from simple underlining. Chandler (2003b) is different from this study by not having a control group. The subjects wrote on autobiography topics while the subject of this study wrote narrative essays. The subjects of this study revised their drafts in the class unlike Chandler (2003) subjects who revised at home. The researcher is of the view that the participants could have been assisted at home with their writing and so the findings are questionable.

Van Beuingen et al (2008)'s study compared the effects of four types of written feedback on students writing. Group one received direct error corrections, group two received indirect feedback; group three did writing practice and groupfourdid self-correction revisions. They discovered that the long term effect of direct error correction was more than the other types while on the short-term, direct and indirect feedback had the same effect. Van Beuingen et al (2008) study is different from the present study in that, their subjects were university learners', the subject of this study are low proficient learners. They targeted only two structures simple past tense and preposition and gave feedback just once. They provided feedback once on only revised drafts. In contrast the subjects of this study were given multiple feedbacksandalsodetermined the impact of feedback on new task.

Truscott & Hsu (2008) investigated the effect of written feedback on students' revision and learning. The subjects were 47 high proficient students from Taiwan. The experimental group was given indirect feedback on all grammatical errors while the control group received no feedback. The study findings revealed that the experimental group outperformed the control group in revisions. There was no significant difference between the two groupsina new task. Truscott& Hsu (2008) concluded that successful error reduction during revision was not a predictor of learning. They argued that the significant improvement made by the indirect group during revisions could not be attributed to impact of feedback. Truscott & Hsu (2008) study is different from the present in terms of the writing task; their subjects were asked to write a sequence of story from pictures. Also their subjects were high proficient learner.They investigated the effect of non coded feedback while this study investigated the impact of direct and indirect feedback.

Bitchener & Knoch(2010b) compared the effectiveness of four types of feedback on students writing. The four groups were direct meta-linguistic explanation, indirect cycling of errors, direct meta-linguistic explanation and oral explanation and a control group. Their findings showedthat direct error correction effect was retained for a longer period of time and that both direct and indirect feedback had the same effect in the short-term. Bithchener & Knoch (2010b) study is similar to this study in that both investigate the effect of different types of WCF and provide metalinquistic explanations. Their direct corrective feedback differs from this study, the subjects in the direct group could

not copy correction directly but inferred from example given. They experimented with university students whereas the students of this study are secondary learners. They focused on the functional use of the English article system: the referential indefinite article ‘a’ and the referential definite article ‘the’. This study investigates the impact of WF ontense and aspect errorsin promoting students writing performance. The researcher is of the view that focusing only on the functional use of English article is too narrow to advance the overall writing performance because learners experience numerous grammatical problems.

Binglan & Jia (2010) investigated the effectiveness of combining direct corrective feedback with explicit explanation on the long-term accuracy in writing. The subjects were 44 EFL students in a universityin Hefei. The subjects were assigned to an experimental group and a control group. The instruments for data collection were narrative and argumentative essays. The results showed a significant difference between the two groups as the experimental group outperformed the control group in general writing accuracy. Binglan & Jia (2010) concluded that combining direct corrective feedback with explicit written explanation helped students improve their accuracy in writing. Binglan & Jia (2010) is different from the present study in terms of location and the proficiency level of the participants.

Van Beuingenet al (2012) examined the effect of direct and indirect feedback on writing accuracy. They employed four treatment groups, direct corrective feedback,

indirect feedback, self-editing group with no feedback and no feedback. Their findings showed that direct and indirect feedback improved writing accuracy. Direct corrective feedback was effective for better grammatical accuracy and indirect feedback was better for non-grammatical accuracy. Van Beuingen et al (2012) is similar tothis study because both studies focused on the impact of direct and indirect written feedback. The subjectsare of the same level (secondary school students) although their proficiency level may vary. It is different in terms of the location of the research and feedback groups. They had two control groups in contrast to this study which had a control group

Frear(2012) investigated the effectiveness of written feedback with and without the opportunity for revision. The research was undertaken with 151 ESL intermediate Learners. The study involved four experimental groups: focussed direct feedback, unfocussed direct feedback, focused indirect feedback, unfocused indirect feedback anda control group. The regular and irregular verb forms were investigated for the focused group and all grammatical errors for the unfocused groups.The results indicated that the group that practiced without feedback failed to demonstrate any improvement in accuracy over time.

All the experimental groups in Frear (2012)demonstrated short-term improvement in accuracy. However, only the focused direct group showed continued improvements in the long-term (a piece of writing completed two weeks later). The present study is

similar to Frear(2012) because they both examined the impact of direct and indirect written feedback. The present study is only on focussed feedback unlike the past study. Frear (2012) only targeted simple past tense in the foussedgroup unlike this study which targeted more grammartical forms. In the past study the experimental groups received a one shot feedback. In this study feedback was given three times.

Farrokhi & Sattarpour (2012)explored the impact of direct written corrective feedback on high proficient L2 learners. They targeted the accurate use of English articles (the use of 'a' for first mention and 'the' for subsequent or anaphoric mention. In the study, sixty high-proficient L2 learners formed the control group and the two direct experimental groups. One experimental group received direct feedback on the use of English definite and indefinite articles. The second experimental group received feedback on five grammatical features namely; English articles, copula 'be', regular and irregular past tense, third person's', and prepositions. The statistical analyses indicated that both experimental groups did better than control group in the post-test. The results revealed that focused written feedback is more effective than unfocused feedback. Their subjects were asked to write story from picturesprovided. The subjects of this study created their writing without looking at pictures and the targeted grammatical forms arenot the same.

Maleki&Eslami(2013)examined the impact of direct and indirect WCF on 90 intermediate Iranian EFL students. The participants were separated into three groups: direct, indirect or

no correction feedback. They created three pieces of writing; pre-test, immediate post-test and delayed post-test.A simple past tense error was the focus of the feedback. The results showed that the recipients of written feedback out performed the control. They concluded that WCF should be regarded as a potentially valuable technique in teaching writing to EFL learners. The study is different from the present study based on the focus of feedback .They targeted only past tense errors while this study targeted more grammar forms.

Abbasian&Parsarad (2013) carried a study with 62 Iranian EFL university studentsto find out the most effective ways to present written feedback on their grammatical errors in writing. They compared the impact of self-correction based written corrective feedback techniques (indirect feedback) and teacher-correction based (direct feedback) ones on the development of learners' grammar ability in writing. The participants in the self-correction groups were not required to revise their writings and hand in revised drafts.They were only asked to study the feedback and try to self-correct their errors in the class on their own or through the help of their classmates, teacher, or researcher. The idea was to determine if students may succeed in noticing corrections even if they were not required to revise their writing. The result of the study indicted no significant difference betweenthetwo groups. They concluded that techniques of both approaches could be considered as effective tools for informing learners of the existence of grammar errors in writing.

The study by Abbasian&Parsarad (2013) is different from the present study. They had no control group and the subjects were not required to submit revised drafts. The subjects of this study would submit revised drafts to ensure they attended to given feedback.They reported that both techniques did affectadvanced EFL learners' grammar ability development differently. A reason for this finding was becausetheydid not attended to the feedback.

Choi (2013)study explored the effectiveness of different types of written corrective feedback and error logs in L2 writing. The subjects received implicit, explicit feedback with and without error logs after receiving corrective feedback. Statistical analysis of the data showed that corrective feedback was effective on the acquisition of English articles, and keeping error logs after receiving corrective feedback was effective to help students to better retain the feedback. The results also showed that implicit corrective feedback was more effective than explicit corrective feedback when students were asked to keep error logs after receiving corrective feedback while explicit correctivefeedback was more effective when they did not keep error logs. The results suggest that receiving corrective feedback and keeping error logs can have a positive effect on L2 acquisition. The study investigated the impact of direct and indirect feedback with and without error logs. The focus the present is different, no error logs were provided.

Eslami (2014) study was conducted to compare the efficacy of the two types of written feedback namely direct and indirect feedback on 60 low intermediate EFL students. The study involved two groups, one group received direct red pen feedback (direct feedback) and the other group received an indirect feedback and a comparison group. Simple past tense errors were targeted in the study. He reported that the indirect feedback group outperformed the direct feedback group on both immediate post-test and delayed post-test. Eslami (2014) reported that the indirect feedback group outperformed the direct feedback group on both immediate post-test and delayed post-test. Eslami (2014) study is different from the present study in terms of location and targeted forms.

Amir &Somayyel (2015) investigated the effect of focused versus unfocused written feedback on grammatical accuracy of 180 ESL students. They used three feedback conditions, focused, unfocused written feedback and a control group. The result revealed that the focused outperformed the control and unfocused group in the posttest indicating that focused written feedback has positive effect on grammatical accuracy of learners writing. They noted that WCF plus revisions is more effective than WCF alone. The present study investigates the impact of focused feedback while Amir & Somayyel (2015) examined focused and unfocused feedback.

Khodi& Sahar (2015) examined the effectiveness of the focused and unfocused metalinguistic WCF on intermediate EFL learners writing ability. The study involved two experimental groups (focused metalinguistic and unfocusedmetalinguisticexplanation) and

a control group. The participants of the unfocused group received coded comments from the instructor on allgrammatical errors in writing while the focused group received coded comments on articles. The results of their study indicated that focused metalinguistic group was significantly better than unfocused. According to them unfocused written feedback impedes the concentration which is required for acquisition.The study by Khodi& Sahar (2015) and the present study are similar through the provision of explicit comment about the nature of errors made. The present study however is different in terms of the targeted forms and level of proficiency of the participants.

Kisnanto(2016) investigated the effectiveness of error correction to improve accuracy of L2 writing andalsoto determine the differential effects of direct and indirect feedback. The study was conducted withinsix-week period with 43 EFL learners. Kisnanto(2016) experimented with two groups, a direct and indirect coded feedback. He targeted errors in tenses, nouns, pronouns, and adjectives. The results of the pre- test and post testswriting showed that direct feedback groupsignificantly improved in writing accuracy compared to the indirect group. The accuracy improvement of the direct group was the most significant. The study concluded that direct written feedback was best for students' with limited English exposure. The study is similar to the present study by investigating the impact of written feedback in writing as well as determining the type of feedback that best improve learners writing performance. The study is different from the present study because it lacked a control group and gave feedback once .The location and targeted are not the same.

Khanlarzadeh&Nemati(2016) investigated the effects of direct unfocused WCF on the grammatical accuracy of elementary students in an EFL context. The researchers experimented with two intact classes of 33 students. The subjects were assigned into direct and a control group. Theresults indicated that while the experimental group significantly outperformed the control group in the revision of the three writing tasks,no significant difference was found when the experimental and control groupproduced a new piece of writing. The study concluded that accuracy improvement caused by unfocused WCF during the revision process does not extend to EFL learners' future writing when no feedback is available, at least at the elementary level.The researcher argued that the study did record significant impact of feedback at the post test because the feedback provided was not sustained. The subjects were elementary students who should have been given multiple feedbacks to become familiar with the feedback before the post test. The present study differs from Khanlarzadeh&Nemati(2016) in some respect. The location and targeted forms of the study are different. The present study investigated the impact of direct and indirect feedback and gave multiple feedbacks.

Abbassian&Pashazadeh (2017) study investigated the long term effect of mid-focused corrections, unfocused corrections, unfocused corrections plus revision, and no corrective feedback on Iran EFL learners' accurate use of English grammar articles and infinitive. He reported that the experimental groups had substantial gains in accuracy at the immediate posttest but there was no significant difference recorded between those who received

WCF and those who did not.He concluded that comprehensive correction does not produce delayed advantages in accuracy which is real improvement desired through WCF. Pashazadeh (2017) targeted comprehensive feedback which differs from this study on focussed feedback.

Westmacott (2017) carriedoutaresearch on six EFL learners to examine the impact of direct and indirect written feedback. The researcher changed from providing direct to feedback to indirect coded feedback. The students in this EFL setting claimed indirect feedback was more useful as it prompted deeper cognitive processing and learning. The findings also showed that indirect feedback helped reinforced grammatical knowledge and encouraged autonomous learning behaviour.Westmacott(2017) study is different the present study in a number of ways. Westmacott (2017) study had only one experimental group who received both direct and indirect feedback. Further morethestudy had no control group.

2.11 Gains from Review of Related Empirical Studies

The review of related literature cited in this study is primarily focused on the impact of written feedback on the grammatical component of secondary students writing in L2 context. It is clear from the review that there are pedagogic gains when teachers provide students with written feedback. The benefits of teachers' written feedback in writing performance of students were highlighted. One of the advantages is that it enables students

to notice the gap in their interlanguage and guides them to fix errors made and so improve their writing accuracy.

It was believed in the 1960s that correcting learners form errors interfered with the flow of ideas. Presently it has been established that errors in learners output is a source language acquisition.

Feedback draws their attention to the tools of communication and helps them to process the language more deeply to understand the language system.It is clear that effective use of written feedback on the grammatical component of students writing can play a significant role in their language proficiency. It enables them to use learnt grammar forms in a communicative context. Consequently, they can communicate their messages more effectively.

2.12 Theoretical Framework

The role of written feedback in L2 writing is well explained by Swain's (2005) Output Hypothesis & Schmidt's (2001)Noticing Hypothesis. Swain (2005) acknowledged that learners output is of great significance in language learning because it pushes learners to process language more deeply. The main concept that underpins the theory is that learning takes place when learners encounter a gap in their writing. Through learners output teachers get informed of students' strength and weakness and then provide them with

necessary assistance to modify their production. This maximizes learning opportunities. Manchón (2011) and Williams (2012) claimed that engaging in L2 production through writing offers several advantages over oral output.

WCF plays a crucial role in learners output because without it learners may not notice the gap between what they produced and the forms they intended produce. Swaim (1995, 2005) identified three functions of output. The first is the noticing function since output arouses learners' attention to notice the differences between the target language and their interlanguage. The second function is hypothesis testing which is to test their linguistic correctness. The third function is metalinguistic reflection on how L2 works which promotes self-monitory of L2 production. Swain (2005) emphasized that the three functions cannot be realized by output alone but it is written feedback that plays the crucial role because without it learners may not know the extent to which their messages have been successfully conveyed.

Schmidt (2001)Noticing Hypothesis focuses on the significant role of grammar and conscious attention to form in fostering the process of language learning. Schmidt (2001)supports Swain's view on noticing, he emphasizedthat it is only through conscious awareness that learner can notice and attend to input for L2 learning to take place. Teacher's written feedback in writing alerts learners of the difference between what they produce and what they wanted to produce. The gap noticed will cause them todo

reanalysis of their interlanguage to correct errors committed leading to better writing performance.

In teaching and learning writing students commit errors in the process of communicating their ideas in writing. By providing written feedback, teachers draw learners' attention to the erroneous grammar forms intheir output.This will enable learners to notice or realize the mismatches between the target language and their own writings. The learners have to study the given feedback and take corrective action for learning to take place. Mere noticing of the given feedback does not result in acquisition. Thelearners need to incorporate the feedback in revising their drafts. This will enhance their abilitiesto modify their output in subsequent and thereby improve their writing performance.Swain (2005) and Schmidt (2001 stated that form feedback plays a crucial role in developing learners writing skill. They emphasized that noticing of given feedback is a prerequisite for learning to take place. Figure 1.1 below shows how written feedback facilitates learners writing skill.

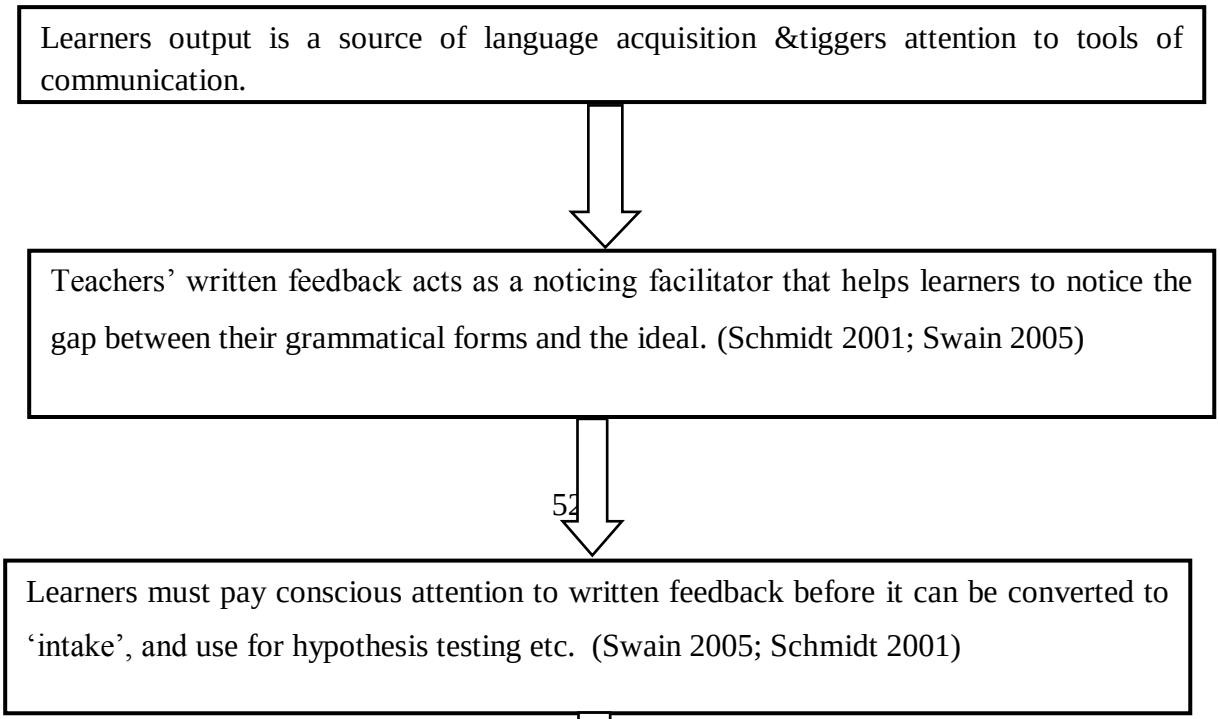

Fig 1: Application of Output and Noticing Hypothesis to Written Feedback.

Overall, the major authors reviewed in this chapter are spread across nine subsections. Table 2.1 summarizes relevant aspects and areas related to this study.

Table 2.1:Summary of the Review of Related Literature

Aspect Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study

The concept of teachers written feedback	Information provided in writingto indicate to a learner that his/her use of grammarforms is wrong. Written feedback is directed at changing the thinking or cognitive processes of learners of second language learners.(Lightbrown and Spade 2007; Sheen 2010; Hedgcock and Leftkowitz 1996; Karim 2013)	The students were assigned writing tasks and given written feedback to determine the impact of written feedback in their writing.
Advantges of written feedback	Written feedback helps learners to know their progress the language they are learning. It aids them to notice the gap between what they produced and what they intended. Written feedback guides students to take corrective actions to improve their performance. (Abbasian and Parsard 2013; Little 2011; Careless 2006; Mi 2009; Almasi and Tabrizi 2016).	Written feedback was given to the experimental groups students to identify their errors and gain control of erroneous forms.
Issues in written feedback	There is no consensus among researchers on the type of written feedback that is more effective in reducing grammar errors in writing. Different findings by past researchers resulted fromresearch methodology such as: lack of a control group, providing feedback once and not measuring accuracy of feedback in new task. The impact of feedback has to be sustained to show evidence of real learning. (Truscott 1996; Chandler 2003; bitchener and Knoch 2010;Ferris 1999; Hartshorn and Evans 2012, Van Beuingen2010)	The studyutilized a control group, provide multiple feedbacks and examined the impact of feedback in new task.

Aspects Reviewed	Summary of Aspect Reviewed	Areas Relevant to the Present Study
Metalinquistic explanation or explicit comments	Explicit comments are comments on grammar rules provided on the errors students commit. Combining written feedback withexplicit comments results in more learning outcome (Bitchener and Knoch 2010; Ferris and Robert 2001)	The direct feedback group was given explicit comments to study corrections provided in order to Promote awareness and acquisition of L2 forms.
Focused and unfocused feedback	Focused written feedback is giving feedback on a limited number of errors while unfocused feedback is the provision of feedback on a wide range or all errors. The objective of giving focused feedback is to keep the processing load manageable, students. Correcting every error may result in students' adoption of negative attitudes toward writing. (Liu and Brown 2015; Mubarack 2013; Ko&Hirvela 2010).	The study opted for focused written feedback in order to direct the students' attention to limited errors so that they can develop a clearer understanding of the error type and the correction required.
Calculation of accuracy scores.	Calculation of accuracy was conducted using obligatory occasion analysis. It involves identifying the number of correct suppliance in context over the totalnumber of obligatory occasions and then multiply by hundred.	Percent of accuracy was conducted using the obligatory occasion method.

Procedure for calculating accurate use of grammatical forms.	The procedure of determining errors in written text consist of four stages: selecting a morpheme, identifying and counting obligatory occasion, counting correct suppliance of morphemes and calculating calculating accurate use as percentage. Dyson (2010).	The study followed this procedure and calculated acuracy using a measure of the [total number of errors/total number of words]×100.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology is the operational blue print which the researcher plans to employ in accomplishing the objectives of the study (Afolabi 1993).This chapter states the research methodology used in conducting the research. Areas discussed in this chapter are the research design, population, sample and sampling technique, instrument for data collection, pilot study, data collection procedure and data analysis.

32 Research Design

The present study used a quasi-experimental design involving two experimental groups and a control group.The researcher used a pretest and posttest design, "in which the experimental units were measured under different treatment conditions or at different times" (Tamhane, 2009: 536).The researcher used this design in order to measure the participants' performance before and after treatment. This will enable the researcher to ascertain the impact of the treatment (Christopher, 2014).The experimental groups receiveddirect and indirect written feedback.The control group were used for comparison purpose so were not given feedback.

3.3 Population for the Study

The population for the study consisted of two thousand, two hundred and seventy-two SS II students drawn from ten senior secondaryschools in Fagge LGA of Kano State. The population comprise of both male and female students. The population was chosen because they have the same curriculum for senior secondary students. The population is from multi-cultural background. The population communicates more in the language widely spoken in this location that is Hausa language.The distribution of the population is shown in Table 3.1

Table 3:1 Distribution of the Research Populatio

S/N	Names of Schools	No. of Students
1.	Army Day Boys/Girls Sec. Sch. Bukavo Barracks	320
2.	Maikwatashi Boy's Sec. Sch. SabonGari	228
3.	G.S.S Fagge	220
4.	G.S.S. Airport Road	210
5.	G.G.S.S Katsina Road	182
6.	G.S.S. HiadoFagge B	240
7.	G.C.K. Tudun Wada	252
8.	G.S.S Commercial Stadium	209
9.	Dabo G.S.S France Road	176

10.	G.A.S.S Masallachi	235
	Total	**2272**

Source: Principals of the Various Schools in the study (2016)

3.4 Sample and Sampling Technique

For an in-depth study, the size of the population was reduced to a manageable one. Three schools were sampled from the population for the study through simple random sampling technique. This technique was used because it was the most appropriate to give the subjects equal chance of being selected as such reduces selection bias. A sample of one hundred and twenty students (5%) was drawn using simple random sampling technique. Forty students were chosen from each schoolto serve as the direct feedback group, indirect feedback group and the control group. The sampling procedure was derived from Fraenkel (2000) who suggested that at least thirty subjects are suitable for a research that is experimental in nature. The sampled population is provided in Table 3.2 below.

Table3. 2: Sample Size of Population

Groups	**Population**	**Sample**
Indirect Group	228	40
Direct Group	252	40

Control	209	40
Total	**689**	**120**

3.5 Instrument for Data Collection

The major instruments for data collection for the study were three writing tasks and revision tasks to determine the impact of direct and indirect written feedback on SS2 students writing performance. The instruments were used because they were effective for collecting quantitative data desired to answer the research questions that guide the study. The researcher administered narrative essay tests in the pretest and posttest. The researcher administered narrative essay tests in all the writing tasksbecause it was appropriate to elicit the targeted grammar forms from students written compositions. Below are the questions the participants wrote on:

Pre-Test: Narrate a story that ends with the statement: we apologized to each other and reconciled.

Test 2: Write an essay on how you spent your last holiday. This instrument was used in the treatment.

Post Test: Write an essay on the topic: a memorable occasion in your family**.**

3.6 Validity of the Instruments

The instruments were validated by the writer's supervisor, aWAEC English examiner and an experienced English language teacher for constructive criticism on the appropriateness for what the study sets out to measure.The researcher's supervisor and other language experts made their inputs by modifying the instruments for content and face validity.This was in addition to the pilot study earliercarried out.

3.7Pilot Study

A pilot study was conducted at Rumfa College in Kano Metropolish to test the research instruments and procedure for the study to ensure a hitch free study. The same questions were administered to fifteen senior secondary students with a view of determining the impact of teachers' written feedback on their writing performance. The students were provided with direct and indirect written feedback on their essays. A test re-test method was adopted to ascertain the stability of the instruments. The data was analyzed using Pearson Product Moment Correlation Co-efficient which gave a reliability score of 0.74. The researcher observed during the pilot study that many of the students did not know what the errorcodes meant. This gave the researcher insight to write and explain the error codes used in this study to the participants.

3.8 Reliability of the Instruments

To test the reliability of the instruments for this study, the instruments were used in a pilot study at Rumfa College in Kano Metropolis. A test retest method was employedaccording toBabie(2005) recommendation of two weeks interval between the tests. The inter-rater reliability was 0.74. It revealed that the instruments were reliable and suitable for the study.

3.9 Data Collection Procedure

The data for this study was from three narrative essays and two revised drafts: a pre-test essay, Test 2 (two revised drafts) and a posttest. Theprocedure for data collection is as stated below:

1. Three schools were selected for the studyand intent classes were used. Two schools served as the experimental groupsandtheotherwasthe control group.
2. The researcher administered a pretest titled: We Apologized to each Other and Reconciled to the experimental groups and control group.

3. Assigning writing tasks and using the instrument for six weeks.A second writing task (Test 2) was written by the experimental groups. They were asked to write on how they spent the last holiday.
4. Provision of direct and indirect feedback for the experimental groups by the researcher.
5. The experimental groupsrevised Test 2 to incorporate given feedback. Both groups produced two revised versions of Test 2.
6. At the end of the treatment session, the researcher administered a post-test titled; A memorable occasion in my family to the experimental groups and the control group.

3.10 Treatment

The researcher introduced the stages of writing and the purpose of the study to the subjects so that they could understand what the study was about and what they were expected to do.The researcher taught the experimental groups writing using the process writing approach while the control group was taught using the product approach. The experimental groups were engaged in brainstorming to generate ideas on the topic and discuss the ideas raised.The subjects were assigned to write Test 2 and submit their essays.The researcher assessed the essays of the direct feedback group and provided direct feedback with explicit comments.

Example:

lives rides was

Ali live in Fagge. Every day he ride a bicycle to school. Since he is six years old he has been using using the bicycle uptil now. Yesterday he was riding riding his bicycle to school when the rain started falling.

Lives - third person singular verb takes s

Rides -

Was -

Has been using - he began using bicycle from the past and at the present ti

Was riding - t

The researcher assessed the essays of the indirect feedback group and provided coded feedback as illustrated below.

Example

pres t pres t pst t

Ali livein Fagge. Every day he ride a bicycle to school. Since he is six years old he

pres perf prog t Pst prog t

using the bicycle until now. Yesterday he riding his bicycle to school when the rain started falling.

The experimental groups revised Test 2depending on the feedback and wrote Revised Draft 1. The researcher provided feedback on Revised Draft 1. The students reflected on the given correctionsto write Revised Draft 2. The researcher further assessed Revised

Draft2 and gave feedback for the third time.At the end of treatment sessionstheparticipants in all the groupswrote a post test.Table 3.3summarizes the writing task and feedback provided for the study.

Table 3.3 Summary ofWritingTasks and Feedback Provided

Task	**Experimental Group A**	**Experimental Group B**	**No Feedback Group**
Pre-test	Yes	Yes	Yes
Introduction of procedure and the purpose of study	Yes	Yes	No
Brainstorming and discussion	Yes	Yes	Yes
Writing Test 2 for treatment	Yes	Yes	No
Feedback (1)	Direct	Indirect	No Feedback
Writing first revised version of Test 2 (Revised Draft 1)	Yes	Yes	No
Feedback (2) on Revised draft 1	Direct	Indirect	No Feedback
Revised Draft 2	Yes	Yes	No
Feedback (3) on Revised draft 2	Direct	Indirect	No Feedback
Post test	Yes	Yes	Yes

3.11 Data Analysis

Upon the collection of data,students' scores in all the writing tasks(Pre-test, Test 2, Revised Drafts and Post-test)were analyzed for accuracy. Scoring was conducted using

obligatory occasion analysis. It involves identifying the number of correct suppliance in context over the total number of obligatory occasions and then multiply by hundred.Descriptive and inferential statistics were generated so that analysis could be made. To determine if there were statistically significant differences between the students' mean performance scores,a one-way ANOVA was conducted to compare the group means and a post-hoc Dunnett's T3 Test at alpha level of $p \leq 0.05$ was conducted to determine where the difference was. Alpha level was set at 0.05.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presented the data analysis conducted for the purpose of this study. The results were presented in the following sub-headings: analysis of pretest and pot-test scores, analysis of Test 2, analysis of revised drafts, answering the research questions, testing the null hypotheses, summary of major findings, and discussion of results.

4.2 Pre Test and Post Test Scores

This section presented the results of the pre-test and post-test scores of the different feedback group before and after treatment. The scores were presented in percentages according to the indirect, direct and no feedback groups. The scores are presented in percentages in Table 4.1, 4.2, and 4.3 respectively.

Table 4.1 PreTest and Post Test Scores of Indirect Coded Feedback

	Pre-test			Post-test		
Form	**Suppliant**	**Occasion**	**%**	**Suppliant**	**Occasion**	**%**
Present Tense	107	263	41	117	185	63
Past Tense	480	1157	41	731	1218	60
ProgressiveTense	46	251	18	108	223	48
Perfective Tense	11	124	9	42	125	34

Table 4.1 presents the pre-test and post-test scores of subjects in indirect coded feedback. The students got an average of 107 present tenses correct out of 263 words in the pre-test. This signified that the students had 41% present tenses correct in indirect coded feedback at the initial stage of the study, while at the final assessment, they got 117(63%) out of 185 words correct. In the past tense form, out of 1157 words, the students got 480(41%) correct, while in the posttest they had some improvement to have gotten 731(60%) of the words correct from 1218 words. In the progressive form, there were 251 words in the pre-test, the students got only 46(18%) correct, and in the post-test there were 223 words and the students got 108(48%) correct. The pre-test scores showed that the students got 11(9%) of the 124 perfective tenses correct and 42(34%) from the 125 words in the post-test as shown in Table 4.1.The extract below is an example of essay written by indirect feedback group in the pre-test and post test.

Pre-Test (Indirect Group)

Ahmadlove his son because anything saniwas doing good or bad ahmad never talk to him about what is wrong or right, saniis my intimate friend we are very intimate friend at home and school if you see himyou see me because we are in the same school together, eating, drinking together.

Post Test (Indirect Group)

I went to school so happy because I am going to be free from my wicked brother however he was very intelligent science student he helped me with my home work but he was still wickedand hasrh to me.Iliked his fiancée he marriedmore than him because any time she came to our house I felt like I was in another world.

Table 4.2 PreTest and Post Test Scores of Direct Feedback

	Pre-test			Post-test		
Tense	**Suppliant**	**Occasional**	**%**	**Suppliant**	**Occasional**	**%**
Present Tense	91	207	44	122	200	61
Past Tense	495	1135	44	693	1299	53
Progressive Tense	53	194	27	83	196	42
Perfective Tense	11	100	13	39	128	30

Table 4.2 presents the pre-test and post-test scores of students in the direct feedback group. The students got an average of 91 present tenses correct out of 207 words in the pre-test. This signified the students had 44% present tenses correct in direct coded feedback at the initial stage of the study, while at the final assessment, they got 122(61%) out of 200 occasion correct. In the past tense form, out of 1135 words, the students got 495(44%) correct, while in the posttest they had some improvement to have gotten 693(53%) of the 1299 forms. In the progressive form, there were 194 obligatory occasions in the pre-test, the students were able to get only 53(27%) correct, and in the post-test there were 197 obligatory occasions and the students got 83(42%) correct. The pre-test scores showed that the students got 11(13%) of the 100 perfective tenses correct and 39 (30%) from the 129 words in the post-test as summarized in Table 4.2.The extract below is an example of essay writtenby the direct feedback group in the pre-test and post test showing the improvement from pre-test to post test.

Pre-Test (Direct Group)

Ibrahim and his friend live in a little village named hotoro. All of them are good farmers. they had a flock of sheep and their houses build with mud and tachi was on the roof. One day I am going to the market I seeIbrahim quarrel with his friend. I am talking to him and I told him that fightingis not good for you Ibrahim.

Post Test (Direct Group)

The memorable occasion in my family was when we travelled to Saudi Arabia through airplane it was wonderful and memorable. Since I was bornedI only hear about aeroplane and saw it in pictures. I saw myself in the plane. All my family werethe happiest in the plane there istv I watch film.

Table 4.3 PreTest and Post Test Scores of No Feedback Group

	Pre-test			Post-test		
Tense	**Suppliant**	**Occasional**	**%**	**Suppliant**	**Occasional**	**%**
Present Tense	90	200	45	66	142	46
Past Tense	372	1100	34	420	1187	35
Progressive Tense	25	172	15	49	174	28
Perfective Tense	13	115	12	26	129	20

Table 4.3 presents the pre-test and post-test scores of students in the class without any type of feedback. The students got an average of 90 present tenses correct out of 200 obligatory occasions in the pre-test. This signifies the students had 45% present tenses correct at the initial stage of the study, while at the final assessment, they got 66(46%) out of 142 occasions correct. In the past tense form, out of 1100 forms, the students got 372(34%) correct, while in the posttest they had slight improvement to have gotten 420(35%) of the words correct from 1187 words. In the progressive tense, there were 172 obligatory occasion in the pre-test, the students were able to get only 25(15%) correct, and in the post-test there were 174 occasions and the students got 49(28%) correct. The pre-test scores showed that the students got 13(12%) of the 115 perfective tenses correct and 26 (20%) from the 129 words in the post-test.The extract below is an example of essay

written by the no feedback group in the pre-test and post test showing the improvement from pre-test to post test.

Pre-Test (Control Group)

Last week we have gone to visit my uncle I and my friend musa before we go I tellhim say I will paid the money for bus going there he will paid it for comimg back. On the road he have agreed. After wegothere my unclegive 500#. My friend said he will not pay money again because my uncle giveus money.

Post Test (Control Group)

The thing which make me happy isgran father and gran mother has come because am not seem her for many years. I meet him face to face he told me he call my friend I was very happy and I enter the room to greeting him. From the extracts the control group committed more errors.

4.3 Scores of Test 2

This section presented students' scores in Test 2 of indirect and direct. The scores are presented in percentages in Table 4.4.

Table 4.4 Analysis of Test 2

	Indirect Coded Feedback			Direct Feedback		
Form	**Suppliant**	**Occasion**	**%**	**Suppliant**	**Occasion**	**%**
Present	91	210	43	97	196	49
Past	480	1263	38	480	1119	43
Progressive	43	201	21	45	186	24
Perfective	7	119	6	15	126	12

Table 4.4 presents Test 2 scores of students in the indirect and direct feedback group. The indirect feedback group correctly supplied 91present tenses out of 210 obligatory occasions. This signified that the students had 43% present tense correct. In the direct feedback the students were able to score 97 (49%) of the 196 for present forms. The past tense form was analyzed for the indirect coded feedback, and the students had 480(38%) of the 1263obligatory occasions. In the direct feedback group, the students had 480(43%) of the 1119 obligatory occasion for past tense. In the progressive aspect, there were 201 obligatory occasions;theindirect feedback group supplied only 43(21%). Thedirect feedback group scored 45(24%) out of the 186 obligatory occasions of the progressive forms. Students of indirect feedback group supplied 7(6%) of the 119 obligatory occasions for the perfective aspect. On the other hand, the direct feedback group supplied 15(12%) of the 126 obligatory occasions for the perfective aspect correctly.Below are extracts from Test 2 of direct and indirect feedback group.

Extract from Indirect Feedback Group in Test 2

first of all I spend my holiday in katsina state and before I shall go to katsina I bought a lot of things like sweet, bread, and so many thing and I wash my clothes and irons them and when I finishironthem I put them inside the bag.

Extract from direct Feedback Group in Test 2

I am very happy when my father leaveme to visitedmy sister in Kaduna. My fathertalkto her. I start preparing for my holiday I gone to the market to buy bag and shoe all what I need before I travel.

4.4 Scores of Revised Drafts 1 and 2 of Experimental Groups

This section presented the results of Revised Drafts 1 and 2 for the indirect and directfeedback group. The scores are presented in percentages in Table 4.5 and 4.6 respectively.

Table 4.5 Summary of Revised Drafts for Indirect Feedback

	Revision 1			Revision 2		
Form	**Suppliant**	**Occasion**	**%**	**Suppliant**	**Occasion**	**%**
Present Tense	147	210	70	176	210	84
Past Tense	643	1263	51	766	1263	61
Progressive Tense	113	201	56	139	201	69
Perfective Tense	32	119	27	53	119	45

Table 4.5 presents the summary of revised drafts for indirect coded feedback. The result revealed that from the first revised draft 147(70%)of present tense out of 210 present tense occasions were correctly written by the students, while in the second revised draft 176(84%) of present tense of the 210 occasions were correctly supplied. Looking at the summary it could be deduced that students improved from 91(43%) from Test 2 to 147(70%) and 176(84%) in the first and second revision of the essay respectively. This signified that the number of errors committed by the students drastically reduced due to the indirect coded corrective feedback given to the students'. In the past tense form, 480(38%) of the 1263 tense forms were correctly supplied at the Essay 2, 643(51%) in the

first revision, and 766(61%) in the second revision respectively. This clearly showed that there was a decline in the number of past tense errors students committed in writing as a result of teachers' indirect corrective feedback.

In the progressive tense form, the students supplied 43(21%) of the 201 progressive occasion at the Test 2, 113(56%) in the first revision, and 139(69%) in the second revision respectively. This clearly showed that there was a decline in the number of progressive tense errors students committed in writing as a result of teachers' indirect feedback. In the analysis of the perfective form, 7(6%) of the 119 occasion for perfective forms were correctly obtained by the students at Test 2, 32(27%) in the first revision, and 53(45%) in the second revision respectively. This clearly showed that there was a decline in the number of perfective tense errors students commits in writing as a result of teachers' indirect feedback. Below are extracts from revised draft one and two of indirect feedback group.

Revised Draft 1

First of all I spent my holiday in katsina state and before I shall goed to katsina I bought a lot of things like sweet, bread, and so many things and I washed my clothes and ironing them. I put them inside the bag. On the day I whenedto katsina when I waked up I whened to the toilet and take my bafed and wear my best cloth

Revised Draft 2

first of all I spent my holiday in katsina state and before I travelled to katsina I bought a lot of things like sweet, bread, and so many things and I washed my clothes and ironed them. I put them inside the bag. On the day I <u>whent</u> to katsina when I woke up I <u>whened</u>to the toilet and took my bath and <u>weared</u> my best cloth

Table 4.6 Summary of Revised Drafts for Direct Corrective Feedback

	Revision 1			Revision 2		
Form	**Suppliant**	**Occasional**	**%**	**Suppliant**	**Occasional**	**%**
Present Tense	164	196	84	190	196	97
Past Tense	918	1119	82	1041	1119	93
Progressive Tense	136	186	73	164	186	88
Perfective Tense	90	126	71	119	126	94

Table 4.6 presents the summary of direct feedback group revisions corrective. The result revealed that from the first revised draft 164(84%) of present tense of the 196 occasions were correctly written by the students, while in the second revised draft 190(97%) of the 196 tenses were correctly written. Looking at the summary it could be deduced that students improved from 97(49%) from Test 2 to 164(84%) and 190(97%) in the first and second revision of the easy respectively. This signified that the number of errors committed by the students have drastically reduced due to the direct feedback given to the students'. In the past tense form, 480(43%) of the 1119 obligatory occasion of past tense forms were correct at the Test 2, 918(82%) in the first revision, and 1041(93%) in the second revision respectively.

This clearly showed that there was a decline in the number of past tense errors students committed in writing as a result of teachers' direct feedback. In the progressive form, the students got 45(24%) of the 186 occasions correct at Test 2, 136(73%) in the first revision, and 164(88%) in the second revision respectively. This clearly showed that there was a decline in the number of progressive errors students committed in writing as a result of teachers' direct corrective feedback. In the analysis of the perfective form, 15(12%) of the 126 perfective forms were gotten correct by the students at the original essay, 90(71%) in the first revision, and 119(94%) in the second revision respectively. This clearly showed that there was a decline in the number of perfective tense errors students commits in writing as a result of teachers' direct feedback. Below are extracts from revised draft one and two of indirect feedback group.

Revised Draft 1

I was very happy when my father allowed me to visit my sister in Kaduna. My father talked to her about my visit. I start preparing for my holiday I want to the market to buy bag and shoe and all what I needed before I travelled. One day before I travelled to Kaduna in the night I could not sleep because I was thinking of my holiday.

Revised draft 2

I was very happy when my father allowed me to visit my sister in Kaduna. My father talked to her about my visit. I started preparing for my holiday I went to the market to buy bag and shoes and all what I needed before I travelled. One day before I travelled to Kaduna in the night, I could not sleep because I was thinking of my holiday.

4.5 Answering the Research Questions

The research questions formulated for the purpose of this study were answered and presented in terms of means and standard deviations.

4.5.1 Research Question One

What is the mean difference for the use of present tense in the performance of senior secondary students givendirect, indirect written feedback and those without it in the grammatical component of writing?This research question was answered using descriptive statistics of means and standard deviations. The result of the analysis is shown in Table 4.7

Table 4.7Means and Standard Deviations for Use ofPresent Tense for Direct, Indirect and No Feedback

					95% Confidence Interval for Mean			
	N	Mean	SD	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Direct	40	3.05	1.811	.286	2.47	3.63	0	6
Indirect	40	2.93	2.223	.352	2.21	3.64	0	9
Control	40	1.65	1.272	.201	1.24	2.06	0	4
Total	**120**	**2.54**	**1.905**	**.174**	**2.20**	**2.89**	**0**	**9**

Table 4.7 presents the descriptive statistics of means and standard deviationsfor use of present tense in the performance of senior secondary students givendirect, indirect written feedback and those without it in the grammatical component of writing.The average performance score for use of present tense for students who received direct feedback was (M=3.05, SD=1.811) and higher than (M=2.93, SD=2.223) and (M=1.65, SD=1.272) for indirect and no feedback respectively. This showed that direct feedback was the most

favoured than indirect and no feedback strategies in the average performance scores for use of present tense.

4. 5. 2 Research Question Two

What is the mean difference for the use of past tense in the performance of senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing?This research question was answered using descriptive statistics of means and standard deviations. The result of the analysis is shown in Table 4.8.

Table 4.8Means and Standard Deviations for Use of Past Tense for Direct, Indirect and No Feedback

					95% Confidence Interval for Mean			
	N	**Mean**	**SD**	**Std. Error**	**Lower Bound**	**Upper Bound**	**Minimum**	**Maximum**
Direct	40	17.33	4.451	.704	15.90	18.75	9	28
Indirect	40	18.27	4.139	.654	16.95	19.60	9	27
Control	40	10.50	3.644	.576	9.33	11.67	4	19
Total	**120**	**15.37**	**5.344**	**.488**	**14.40**	**16.33**	**4**	**28**

Table 4.8 presents the descriptive statistics of means and standard deviationsfor the use of past tense in the performance of senior secondary students givendirect, indirect written feedback and those without it in the grammatical component of writing. The means performance score on past tense for students who received indirect feedback was (M=18.27, SD=4.139) and higher than (M=17.33, SD=4.451) and (M=10.50, SD=3.644)

for direct and no feedback respectively. This shows that indirect feedback was the most favoured than direct and no feedback strategies in the use of past tense.

4. 5 .3 Research Question Three

What is the mean difference for the use of progressive tense in the performance of senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing?

This research question was answered using descriptive statistics of means and standard deviations. The result of the analysis is shown in Table 4.9.

Table 4.9Means and Standard Deviations for UseofProgressive Tense for Direct, Indirect and No Feedback

					95% Confidence Interval for Mean			
	N	**Mean**	**SD**	**Std. Error**	**Lower Bound**	**Upper Bound**	**Minimum**	**Maximum**
Direct	40	2.08	1.591	.252	1.57	2.58	0	6
Indirect	40	2.70	1.454	.230	2.24	3.16	0	7
Control	40	1.23	1.330	.210	.80	1.65	0	5
Total	**120**	**2.00**	**1.572**	**.143**	**1.72**	**2.28**	**0**	**7**

Table 4.9 presents the descriptive statistics of means and standard deviationsfor the use of progressive tense in the performance of senior secondary students givendirect, indirect written feedback and those without it in the grammatical component of writing. The

means performance score foruse of progressivetense for students who received indirect feedback was (M=2.70, SD=1.454) and higher than (M=2.08, SD=1.591) and (M=1.23, SD=1.330) for direct and no feedback respectively. The difference in means for use of progressive tense was in favour of indirect feedback than direct and no feedback strategies.

4. 5. 4 Research Question Four

What is the mean difference for use of perfective tense in the performance of senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing?This research question was answered using descriptive statistics of means and standard deviations. The result of the analysis is shown in Table 4.10.

Table 4.10 Means and Standard Deviations for Use ofPerfective Tense for direct, indirect and no feedback

					95% Confidence Interval for Mean			
	N	Mean	SD	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Direct	40	.98	1.025	.162	.65	1.30	0	3
Indirect	40	1.05	1.108	.175	.70	1.40	0	4
Control	40	.65	.893	.141	.36	.94	0	3
Total	**120**	**.89**	**1.019**	**.093**	**.71**	**1.08**	**0**	**4**

Table 4.10 presents the descriptive statistics of means and standard deviationsfor use of perfective tense in the performance of senior secondary students given direct, indirect

written feedback and those without it in the grammatical component of writing. The means performance score on perfectivetense for students who received indirect feedbackwas (M=1.05, SD=1.108) and higher than (M=0.98, SD=1.025) and (M=0.65, SD=0.893) for direct and no feedback respectively. This showed that indirect feedback was most favoured than direct and no feedback strategies in the use of perfectivetense.

4. 6 Testing the Null Hypotheses

The null hypotheses stated for this study were tested at $p \leq 0.05$ using inferential statistic of one-way ANOVA. The results of the computations are presented in tabular form.

4. 6. 1 Null Hypothesis One

There is no significant mean difference for use of present tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing.This null hypothesis was tested using inferential statistic of one-way analysis of variance. The result of the analysis is shown in Table 4.11.

Table 4.11 Summary of One-Way ANOVA for Use of Present Tense of Students Given Direct, Indirect and No Feedback

Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	48.017	2	24.008	7.319	.001
Within Groups	383.775	117	3.280		
Total	**431.792**	**119**			

Table 4.11 presents the results analysis on one-way ANOVA for use of present tensein theperformanceof senior secondary students given direct, indirect written feedback and

those without it in the grammatical component of writing.The F(2,117)=7.319, p=0.001; the null hypothesis which stated no significant difference was rejected. Therefore, there was a significant difference in the use of present tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing. Since a difference was discovered between the means, a post-hoc Dunnett's T3 test was conducted in order to find out where the difference was. The result of the analysis is presented in Table 4.12.

Table 4.12 Summary of One-Way ANOVA Dunnett's T3 Test on Present Tense performance Scores for Direct, Indirect and No Feedback

(I) feedback	(J) feedback	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1 direct	2 indirect	.125	.453	.990	-.98	1.23
	3 control	1.400*	.350	.000	.54	2.26
2 indirect	1 direct	-.125	.453	.990	-1.23	.98
	3 control	1.275*	.405	.008	.28	2.27
3 control	1 direct	-1.400*	.350	.000	-2.26	-.54
	2 indirect	-1.275*	.405	.008	-2.27	-.28

*. The mean difference is significant at the 0.05 level.

When the Dunnett's test was conducted, a significant difference was obtained between the means of direct and control (p=0.001), and that of indirect and control (p=0.008). When the means of direct and indirect feedback were compared (p=0.990), no significant difference was obtained. That is, when the means of the three groups were compared together, a significant difference was discovered, but when they were paired a significant difference existed only between the groups that received feedback and the group that did not receive any feedback. This showed that the treatment groups performed significantly

better than the no feedback group for the use of present tense in the grammatical component of writing.Samples of extracted lines from the experimental and controlgroup are presented thus:

Direct Group

Balasay ok let shared the money equal Audu refused that he is the one who will took seven hundred naira then they startedfighting.

Indirect Group

Audu refused to gave me the biro that I most copied back his note and I didn't teared the book. I saw it like that.

Control group

Zainab love his fatherbecause helike her very well. He always gave her anything she asked for that is why she love her father more.

4. 6. 2 Null Hypothesis Two

There is no significant mean difference for use of past tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing.This null hypothesis was tested using inferential statistic of one-way analysis of variance. The result of the analysis is shown in Table 4.13.

Table 4.13 Summary of One-Way ANOVA for Use of Past Tense for Students Given Direct, Indirect and No Feedback

Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1439.117	2	719.558	42.981	.000

Within Groups	1958.750	117	16.741
Total	**3397.867**	**119**	

Table 4.14 presents the results of analysis on one-way ANOVA for the use of past tensein theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing. The F(2,117)=42.981, p=0.001; the null hypothesis which stated no significant difference was rejected. Therefore, there is a significant difference in the use of past tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing.Since a difference was discovered between the means, a post-hoc Dunnett's T3 test was conducted in order to find out where the difference was. The result of the analysis is presented in Table 4.14.

Table 4.14 Summary of One-Way ANOVA Dunnett's T3 Test for Use of Past Tense for Direct, Indirect and No Feedback

(I) feedback	(J) feedback	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1 direct	2 indirect	-.950	.961	.691	-3.29	1.39
	3 control	6.825*	.910	.000	4.61	9.04
2 indirect	1 direct	.950	.961	.691	-1.39	3.29
	3 control	7.775*	.872	.000	5.65	9.90
3 control	1 direct	-6.825*	.910	.000	-9.04	-4.61
	2 indirect	-7.775*	.872	.000	-9.90	-5.65

*. The mean difference is significant at the 0.05 level.

When the Dunnett's test was conducted, a significant difference was obtained between the means of direct and control (p=0.001), and that of indirect and control (p=0.001). When the means of direct and indirect feedback were compared (p=0.691), no significant difference was obtained. That is, when the means of the three groups were compared

together, a significant difference was discovered, but when they were paired a significant difference existed only between the groups that received feedback and the group that did not receive any feedback. The outcome of the analysis indicated that treatment groups performedsignificantly better than the no feedback group for the use of past tense in the grammatical component of writing. Samples of extracted lines from the experimental and controlgroup are presented thus:

Direct Group*:*

when my elderest brother saw the girl he was happy and begher to forgive him. Any thing she want he gave her.

Indirect Group

My uncle was a good man and gifted man he took care of his family even us he gives us a gift.

Control Group

They live in the same compound and they go the same school and they wear the same cloth.

4. 6. 3**Null Hypothesis Three**

There is no significant mean difference for use of progressive tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing.This null hypothesis was tested using inferential statistic of one-way analysis of variance. The result of the analysis is shown in Table 4.15.

Table 4.15 Summary of One-Way ANOVA for Use of Progressive Tense of Students Given Direct, Indirect and No Feedback

Source of variance	Sum of Squares	Df	Mean Square	F	Sig.

Between Groups	43.850	2	21.925	10.255	.000
Within Groups	250.150	117	2.138		
Total	**294.000**	**119**			

Table 4.16 presents the results analysis on one-way ANOVA for the use of progressive tense average performance of senior secondary students exposed to direct, indirect and those without it in the grammatical component writing. The F(2,117)=10.255, p=0.001; the null hypothesis which stated no significant difference was rejected. Therefore, there is a significant difference in the use of progressive tense between the average performance of senior secondary students exposed to direct, indirect and those without it in the grammatical component writing. Since a difference was discovered between the means, a post-hoc Dunnett's T3 test was conducted in order to find out where the difference was. The result of the analysis is presented in Table 4.16.

Table 4.16 Summary of one-way ANOVA Dunnett's T3 test for Use of Progressive Tense for Direct, Indirect and No Feedback

(I) feedback	(J) feedback	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1 direct	2 indirect	-.625	.341	.196	-1.46	.21
	3 control	.850*	.328	.034	.05	1.65
2 indirect	1 direct	.625	.341	.196	-.21	1.46
	3 control	1.475*	.312	.000	.72	2.23
3 control	1 direct	-.850*	.328	.034	-1.65	-.05
	2 indirect	-1.475*	.312	.000	-2.23	-.72

*. The mean difference is significant at the 0.05 level.

When the Dunnett's test was conducted, a significant difference was obtained between the means of direct and control (p=0.034), and that of indirect and control (p=0.001). When the means of direct and indirect feedback were compared (p=0.196), no significant difference was obtained. That is, when the means of the three groups were compared

together, a significant difference was discovered, but when they were paired a significant difference existed only between the groups that received feedback and the group that did not received any feedback. The outcome of the analysis indicated that treatment groups performed significantly better than the no feedback group for the use of past tense in the grammatical component of writing. Samples of extracted lines from the experimental and controlgroupare presented thus:

Control Group

since I am small she takecare of me and like me.

Indirect Group

Since he died his family been suffering because he is not there to help them

Control group

I was putting canopy and arrange chairs for the party. Since I work I did not ate quick

4 .6.4 Null Hypothesis Four

There is no significant mean difference in the use of perfective tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing.This null hypothesis was tested using inferential statistic of one-way analysis of variance. The result of the analysis is shown in Table 4.17.

Table 4.17 Summary of One-Way ANOVA for Use of Perfective Tense for Direct, Indirect and No Feedback

Source of variance	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	3.617	2	1.808	1.763	.176
Within Groups	119.975	117	1.025		
Total	**123.592**	**119**			

Table 4.18 presents the results analysis on one-way ANOVA for the use of perfective tensein theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing. The F(2,117)=1.763, p=0.176; the null hypothesis which stated no significant difference was retained. Therefore, there is no significant difference in the use of perfective tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing. Since a difference was not discovered between the means, a post-hoc Dunnett's T3 test need not to be conducted to find out where the difference was. Still, in order to be out of doubt, the analysis was conducted and the result of the analysis is presented in Table 4.18.

Table 4.18 Summary of One-Way ANOVA Dunnett's T3 Test for Use of Perfective Tense for Direct, Indirect and No Feedback

(I) feedback	(J) feedback	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1 direct	2 indirect	-.075	.239	.985	-.66	.51
	3 control	.325	.215	.349	-.20	.85
2 indirect	1 direct	.075	.239	.985	-.51	.66
	3 control	.400	.225	.219	-.15	.95
3 control	1 direct	-.325	.215	.349	-.85	.20
	2 indirect	-.400	.225	.219	-.95	.15

When the Dunnett's test was conducted, a significant difference was not obtained between the means of direct and indirect (p=0.985), direct and control (p=0.349), and indirect and control (p=0.219), respectively. That is, when the means of the three groups were

compared together, a significant difference was not discovered, also when they were paired no significant difference existed between the groups that received feedback and the group that did not receive any feedback. This showed that there was no statistically significant difference in the means performance scores for use of perfective tense in theperformanceof senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing.

Direct Group
every person enjoyin himself when my sister is taking to the man house in night and we are still eating.

Indirect Group
My uncle was waiting for one hour when the bus enter the park. My uncle glad to see us and took us away.

Control Group
The boy finish eating all the food before the mother came back. The mother bit with a big stick and he did not happy.

4.7 Summary of Findings

The overall findings of this study showed that the provision of teachers' written feedback helped the students to improve their writing performance.These include:

Direct and indirect written feedback had significant impact on students' use of present tensein the performance of senior secondary students' grammatical component of writing.

Direct and indirect written feedback had significantimpacton use of past tense in the performance of senior secondary students' grammatical component of writing.

Direct and indirect written feedback had significant impact on use of progressive tense in the performance of senior secondary students' grammatical component of writing.

Direct and indirect written feedback had significant impact on use of perfective tense in the performance of senior secondary students' grammatical component of writing.

4.8 Discussion of Findings

The present study examined the impact of teachers' direct and indirect written feedback on the performance of senior secondary students'grammatical component of writing in Fagge LGA of Kano State. The study involved two experimental groups and a control group.

The study findings revealed a significant impact of teachers' written feedback for the experimental groups. This finding refuted Truscott's (1996) claim that written feedback has no significant impact on L2 students writing performance.

The result of the first research question revealed a significant difference between the mean scores of the direct feedback group and no feedback group. This result is inline with the studies by (Zareil&Rahnama 2013; Kao 2013, Binglan and Jia (2010); Chandler 2003) which stated that the participants given written feedback had a better performance in

grammatical accuracy. They concluded that direct and indirect written feedback was actually a valuable means to advancing students writing skills.

This study opposes(Asassfeh, 2013; Khanlarzadeh&Nemati 2016) studies which stated that direct written feedback could only help students gain access to the correct form in revisions but it may not contribute to long-term learning (in a new task). The direct feedback group in this study gained in accuracy of the targeted formsnot only in revised draft but also in a new task. The direct feedback group retained the effect of treatment which Truscott 2007 termed as genuine evidence of learning.

Research question two investigated the differencein mean scoresfor the use of past tense in the performance of senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing. Data analysis showed that there was a meaningful mean difference in the performance of the direct and control group, between indirect feedback group and the control group. The finding is in harmony with those of (Lalande1982; Hamed& Sani 2016; Polland1990; Ferris and Robert 2001; Liu and Senna 2013). These researchers asserted that written feedback significantly helped the subjects engage in deeper processing of the language. This finding is inline with some other research that investigated the relative short effect of direct and indirect CF. Van Beuningen et al. (2008, 2012),and Bitchener and Knoch (2010b) for instance, found that both direct and indirect CF groups made the accuracy gains turned out to be significant

The performance by the indirect feedback groupin this study showed that they were cognitively challenged and appropriately guided to act on the feedback.The result opposes those of(Truscott and Hsu 2008;Khanlarzadeh&Nemati 2016) thatfound no significant impact for indirect written feedback. These studies did not find significant differencebetween indirect feedback and no feedback. Their findings could be attributed to the fact that the studies employed a comprehensive feedback which might have overwhelmed the students to process.Khanlarzadeh&Nemati(2016) concluded that accuracy improvement caused by unfocused feedback during the revision did not extend to EFL learners' future writing improvement when no feedback is available.

Research question three examined the difference in mean scoresfor the use of progressive tense in the performance of senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing. The result showed statistically significant difference between experimental groups and control. This result corroborates those of (Ferris and Roberts 2001; Bitchner and Knoch 2010b; Choi 2013; Van Beuingen et al 2012; Maleki&Eslami 2013).These researchers concluded that direct and indirect written feedback should be considered as effective tools for informing learners of the existence of grammar errors in writing. This is contrast to (Cement 2010; Rymanowski et. al 2011;Ko&Hirvela, 2010; Ellis 1985) assertion that direct feedback doesn’t help students to learn effectively.

The significant performance by the direct feedback group could have resulted from the explicit comments given to themon the errors committed. Explicit comments facilitated the knowledge of grammatical formsand as well as had longer effect on the learners' ability to internalize the targeted linquistic forms (Nguyen& Le Hai 2017; Du et al (2009; (Khodi& Sahar 2015; Bitchener and Knoch 2009b). Hence therefore is no significant difference between the mean performancesdirect and indirect feedback.

The result of research question four investigated the difference in the mean score for use of perfective tense in the performance of senior secondary students given direct, indirect written feedback and those without it in the grammatical component of writing. The result of research question indicated no significant difference between the experimental groups and control group. A reason for the finding could be attributed to the fact that the subjects have not properly learnt the use the perfective forms. They often confuse the perfective forms with the past forms.

Even though no significant difference was found with regard to use of the perfective form, the study indicated positive impact of direct and indirect written feedback for use of the present, past and progressive forms.The statistical significant performance of the experimental groups showed that written feedback on the grammatical component of writing is aneffective means of improving students' writing performance. This finding is

in line Van Beuningen et al. (2008, 2012) and Bitchener and Knoch (2010b) position that both direct and indirect feedbacks were statistically equal in terms of their effectiveness. Studentscannot learn much from their errors without teachers' written feedback as Frear (2012) noted. The importance of noticing according to Schmidt (2001)cannot be over emphasized in L2 writing as it directs learners' attention to errors in their writing. Worthy of note is that it is the teachers' written feedback that brings about the noticing.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focused on the summary of findingsand the study implications. Also the chapter presented relevant recommendations and conclusions. It ends with suggestion for further study.

5.2 Summary

This study investigatedthe impact of teachers' direct and indirect written feedback on the performance of senior secondary students'grammatical component of writing. The findings of this study showed that students exposed to direct and indirect written feedback had higher mean scores in the writing task than those not given feedback. The participants from both direct and indirect written feedbackgroupsbenefitted from the treatment not only in revisions but also at the post test. The results of the study also showed that both direct and indirect feedback groups were statistically equal in terms of their effectiveness.

The study used a quasi-experimental design.A totalnumber of two thousand, two hundredand andseventy twoparticipants was involved in the study. There were two experimental groups (direct and indirect feedback group) and a control group, each group

consisting of forty subjects. Data was collected fromthe students writing tasks. The subjects participated in threewriting tasks: a pre-test, Test 2, two reversed drafts of Test 2(Revised Draft 1 and Revised Draft 2), and a new writing task (post-test). The experimental groups were exposed totreatment for six weeks. All the groups were assigned the same writing task, narrative essay. Descriptive statistics of frequencies and percentages were generated. A one-way ANOVA was conducted to compare the group means scores and a post-hoc Dunnett's T3 Test at alpha level of $p \leq 0.05$ was ran to determine where the difference was. The study results indicated that written feedback has a potential ofimprovingsenior secondary school students writing performance.

5.3 Conclusion

This study established that teachers' written feedback has a significant impact on the senior secondary students' grammatical component of writing. Both written feedback strategies used in this study were beneficial to students in revising their drafts and retaining the effects in a new writing task. The provision of written feedback in writing helps students to notice their errors and take corrective measures required to improve their performance in subsequent writing. This gives the student a sense of achievement, confidenceand zeal to learn further. The effectiveness of a piece of writing is determined in part by its accuracy. Many errors recurring in learners writing is detrimental to their academic achievement.Error correction and writing accuracy are current issues in schools.

Therefore, teachers' written feedback is worth practicing in the L2 classroom topromotestudents' writing performance.

5.4 Implications of the Findings

The findings of this study revealed that providing direct or indirect written feedbackcan advance students writing performance. Pedagogically, the study calls for teachers in the L2 context to confidently provide written feedback in their students'writing. Written feedbackdraws learnersattention notice the differencebetween what they produced and what they intended. Knowing where and how they erred stimulates deeper processing of the language and thereby improves their writing performance. The knowledge gained from this study would be useful to teachers in selecting feedback practices that are effective in stimulating learners' linguistic development in writing.

Theoretically, this study supports past studies which also established the fact that teachers' written feedback builds students' grammatical knowledge and improving their writing performance. The findings from this study revealedthatemploying teachers' writtenfeedback in writing is an effectivemeans of teaching grammar in meaningful contexts.In this study, each of the two feedback strategies utilized resulted in significant impactin the learners writing performance. The resultoffered some evidences for grammar instruction in writing.

The study stresses the important roles of students output in language learning. The study established that students output are learning opportunities whenlearners are givenclear and meaningful written feedback on their output. Students output reveal individual students' grammar needs. Meaningful written feedback motivates students to respond and act on the feedback.Thisheightens students' grammar knowledge andsoimprovestheir writing performance.

5.5 Recommendations

Based on the findings of this study, the researcher makes the followingrecommendations:

i. Teachers should give students multiple written feedbacks to revise their essays. This will enable students to learn while writing essays.

ii. Written feedback should be informative enough for students to understand what is expected of them or else the feedback

wouldbe overlooked. Students can only benefit from written feedback when they reflect on it and use the feedback to revise their essays.

iii. Curriculum planners' shouldgive more attention to grammar teaching in writing through written feedback. They should provide teachers with the guide and procedure for utilizing written feedback.

iv. Schools should organize seminars and workshops regularly for English language teachers to facilitate the teaching of writing using written feedback.Teachers should beenlightened on the written feedback strategies exposed in this study.

v. Students should be made to edit their writing themselves before handing in their essays.In addition, teachers should encourage students to speak English within and outside the school environment to practice and perfect using learnt grammatical forms in communication. This will influence their writing performance.

vi. Textbook writers can support and enhance learners' grammar and writing performance through adequate grammar exercises in context.Textbooks writers should illustrate how to use written feedback

strategies in correcting grammar errors in students' essays. This will guide teachers to apply written feedback in assessing students writing.

5.6 Suggestion for Further Studies

Suggestions emerged from this study, the impact of teachers' direct and indirect written feedback on the performance of senior secondary students'grammatical component of writing in Fagge LGA of Kano State. A research is recommended to investigate the impact of focused and comprehensive written feedback on the grammatical component of students writing. Furthermorea research is recommended to examine the impact of written corrective feedback on the content of senior secondary students writing quality.

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APPENDIX A (1)

LESSON GUIDE FOR THE TREATMENT GROUPS

LESSON ONE

Class	SS II
Subject	English Language
Topic	Narrative essay (Test 2)
Title	How I Spent my last Holiday
Method	Process writing approach
Type of feedback	Provision of Indirect and direct corrective feedback
Step 1	The researcher engages the students in warm up activities on the topic.
Step 2	The researcher engages the students brainstorming ideas on the topic to write the essay.
Step 3	The researcher calls on different students to narrate how they spent their holiday orally.
Step 4	The researcher asks the students to brainstorm and discuss in groups. The researcher goes round to assit them.
Step 5	The researcher instructs the students to write the essay and hand in their essays
Step 6	The researcher gives direct feedback by writing the correct forms above the wrong forms along with explicit comments for the direct feedback group. The researcher writes codes on the erroneous forms as clue on the nature of errors made for the indirect feedback group.
Step 7	The researcher takes error count and returns the essays

.

APPENDIX A (2)

Lesson Guide for Treatment Groups

Revision

Class	SS II
Subject	English Language
Topic	Draft Revision
Title	Revised Draft One
Method	Studying errors marked in Test 2.The students ask questions on errors marked that are not clear for more understanding of given feedback
Type of feedback	Indirect and direct feedback
Step 1	The researcher asks the students to study and rewrite Test 2 incorporating given feedback. They are allowed to use English textbooks and dictionary while rewriting.
Step 2	Students submit their essays, the researcher marks errors and give the stipulated feedbacks on their drafts for the second time.
Step 5	The researcher takes error count and returns their drafts which will be revised again.

APPENDIX A (3)

LESSON GUIDE FOR TREATMENT GROUPS

LESSON TWO

Class	SS II
Subject	English Language
Topic	Narrative essay (Post-test)
Title	A Memorable Day in my Family
Method	Process writing approach
Type of feedback	Provision of indirect and direct feedback
Step 1	The researcher engages the students on classroom discussion on the interpretation of the essay topic.
Step 2	The researcher engages the students on brainstorming the ideas to write the essay.
Step 3	The researchers call on students to narrate an event that took place in their families that they would always remember to illustrate the given topic.
Step 4	The researcher engages the students in group activities on the topic.
Step 5	The students write the essay and turn in their essays.
Step 6	The researcher marks the essays, gives indirect and direct feedback with explicit comments.
Step 7	The researcher takes error count and returns the essay.

APPENDIX B
INSTRUMENTS FOR DATA COLLECTION

Pre-TestInstrument

Narrate a story that ends with the statement: we apologized to each other and reconciled.

Test 2 Instrument

Write an essay on how you spent your last holiday.

Post Test Instrument

Write an essay on the topic: a memorable occasion in your family.

APPENDIX C (1)

SCORES OF INDIRECT FEEDBACK GROUP

S/N	Present	obl occ	Past	obli occ	Prog	obli occ	Perf	obli occ
1	6	8	21	39	4	6	1	3
2	4	4	22	32	5	8	2	5
3	6	10	20	29	2	4	1	4
4	5	8	20	30	3	7	0	4
5	4	4	17	25	0	3	4	4
6	3	3	19	38	3	5	1	3
7	1	4	20	35	2	5	2	3
8	1	2	19	30	3	6	0	0
9	0	3	22	34	3	5	2	5
10	4	7	19	33	5	8	0	3
11	0	0	18	30	4	9	2	2
12	4	4	27	35	4	6	3	4
13	4	6	22	35	2	6	2	5
14	3	3	26	34	1	4	0	0
15	2	3	16	25	2	5	3	6
16	7	10	18	36	1	4	0	2
17	0	0	12	24	0	2	0	5
18	0	0	19	33	3	7	0	1
19	5	5	18	30	3	7	2	2
20	2	2	16	28	2	7	0	4
21	0	0	15	29	2	5	2	6
22	3	5	12	27	4	5	0	3
23	3	9	11	25	3	6	1	5
24	5	7	19	31	1	4	0	4
25	3	5	9	26	2	6	0	1
26	1	3	22	23	4	7	0	3
27	2	2	21	24	3	3	1	2
28	1	4	19	34	4	7	0	0
29	4	7	13	31	2	5	2	3
30	1	2	18	29	2	4	0	5
31	4	10	23	36	1	5	0	1
32	5	7	16	24	4	9	3	4
33	0	2	18	27	7	11	2	5

34	0	0	22	36	1	5	1	2
35	9	9	21	30	2	4	2	6
36	2	6	19	37	3	4	0	3
37	3	7	10	20	4	7	0	0
38	3	3	12	34	2	5	1	2
39	6	10	23	35	4	4	1	1
40	1	1	17	25	1	3	1	4
	117	185	731	1218	108	223	42	125
		63		60		48		34

APPENDIX C (2)

SCORES OF DIRECT FEEDBACK GROUP

S/n	Present	obl occ	Past	obli occ	Prog	obli occ	Perf	obli occ
1	3	4	17	28	4	6	1	4
2	3	8	18	29	2	5	0	2
3	3	6	20	35	2	7	0	0
4	1	4	17	30	1	5	1	2
5	4	10	11	28	3	7	0	3
6	4	5	20	34	1	5	0	2
7	0	0	19	36	2	7	0	5
8	5	5	11	26	2	5	2	6
9	3	5	18	35	0	4	1	5
10	5	6	17	35	1	3	1	2
11	3	9	20	38	0	0	0	0
12	4	4	11	26	3	5	1	6
13	3	8	17	39	1	6	0	0
14	2	5	13	27	1	5	0	4
15	2	2	18	29	1	4	0	0
16	2	7	15	38	0	0	0	0
17	1	2	19	31	2	5	3	4
18	5	5	18	26	0	3	1	1
19	3	9	17	36	3	5	0	2
20	4	4	15	27	5	8	2	6
21	6	7	11	28	1	3	0	0
22	3	8	12	29	2	2	2	3
23	0	0	20	39	0	0	0	0
24	4	9	15	33	3	3	0	6
25	3	3	19	31	5	7	0	3
26	0	0	28	41	2	9	2	2
27	5	7	20	38	1	8	0	5
28	3	3	13	22	2	7	1	6
29	1	1	12	31	4	5	3	3
30	4	6	25	42	5	7	1	4
31	4	5	18	39	2	9	1	5
32	0	0	21	42	2	6	2	3

33	4	8	20	37	3	3	2	7
34	6	7	12	24	4	5	0	0
35	0	0	22	30	6	7	3	3
36	5	5	25	38	3	7	3	5
37	3	3	9	19	0	6	2	8
38	5	8	19	39	0	0	1	5
39	6	8	26	40	3	4	1	1
40	0	4	15	24	1	4	2	6
	122	200	693	1299	83	197	39	129
		61		53		42		30

APPENDIX (C) 3

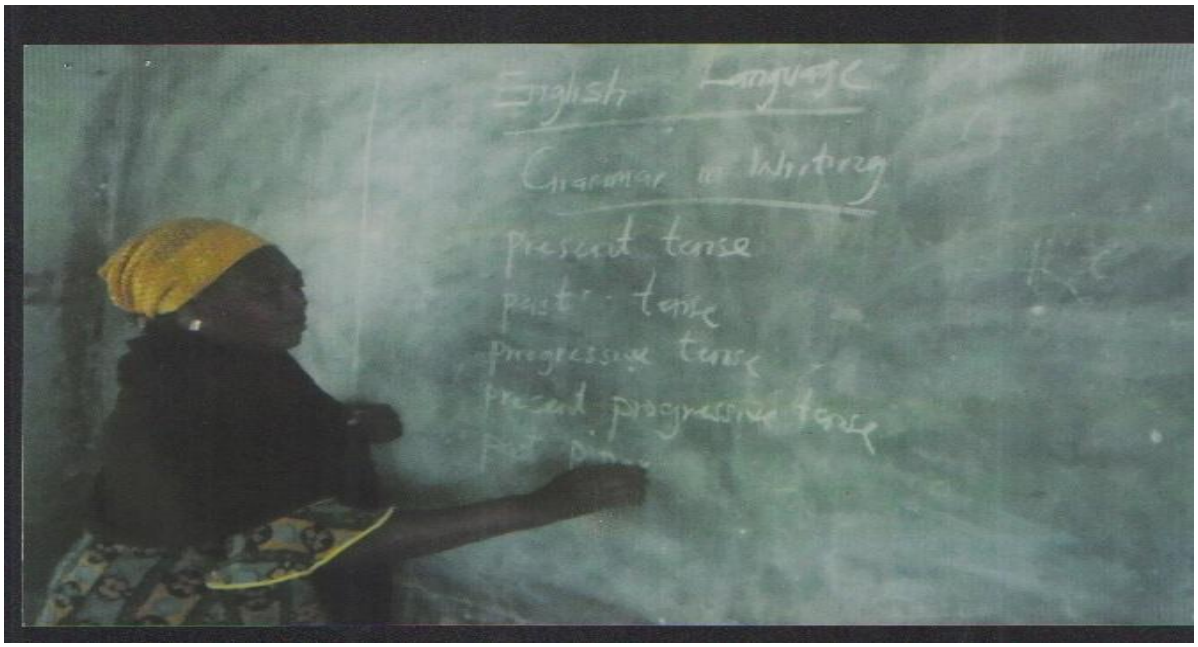
SCORES OF NO FEEDBACK GROUP

S/n	present	Obli occ	Past	obli occ	prog	obli occ	Perf	obli occ
1	1	4	9	26	0	5	0	1
2	1	3	17	32	0	3	0	5
3	2	8	12	29	0	2	0	6
4	1	5	4	18	1	3	0	6
5	1	2	9	32	0	4	1	4
6	0	0	11	30	1	5	1	3
7	0	2	10	37	2	5	0	5
8	3	3	5	27	0	3	0	0
9	2	6	9	20	3	6	0	3
10	3	7	14	37	3	9	1	5
11	0	0	10	32	3	5	0	2
12	4	7	6	26	0	3	0	3
13	2	2	8	28	2	3	1	3
14	1	5	11	38	2	2	0	1
15	3	6	3	24	0	3	0	2
16	0	2	7	21	0	0	1	5
17	2	4	12	33	0	2	0	2
18	4	4	9	26	1	7	2	6
19	2	3	10	27	3	6	1	2
20	1	5	19	36	0	7	2	4
21	0	0	9	30	0	0	0	0
22	2	2	14	41	2	4	0	3
23	0	0	6	20	0	5	1	3
24	1	4	16	39	2	6	2	5
25	1	2	6	21	3	8	3	5
26	2	7	10	27	0	0	0	2
27	3	4	9	28	1	5	2	5
28	1	1	16	38	3	7	0	6
29	0	0	12	35	0	5	0	3
30	1	4	13	29	1	6	2	3
31	4	6	7	26	2	7	0	0
32	2	5	13	33	0	4	1	6
33	4	5	9	30	2	5	1	5
34	0	0	17	39	0	3	1	7

35	3	5	14	41	2	8	0	0
36	2	2	10	22	4	6	3	5
37	2	5	16	40	0	4	0	0
38	1	7	6	20	5	0	0	3
39	2	2	15	27	0	3	0	0
40	2	3	7	22	1	5	0	0
	66	142	420	1187	49	174	26	129
		46		35		28		20

APPENDIX D (1)

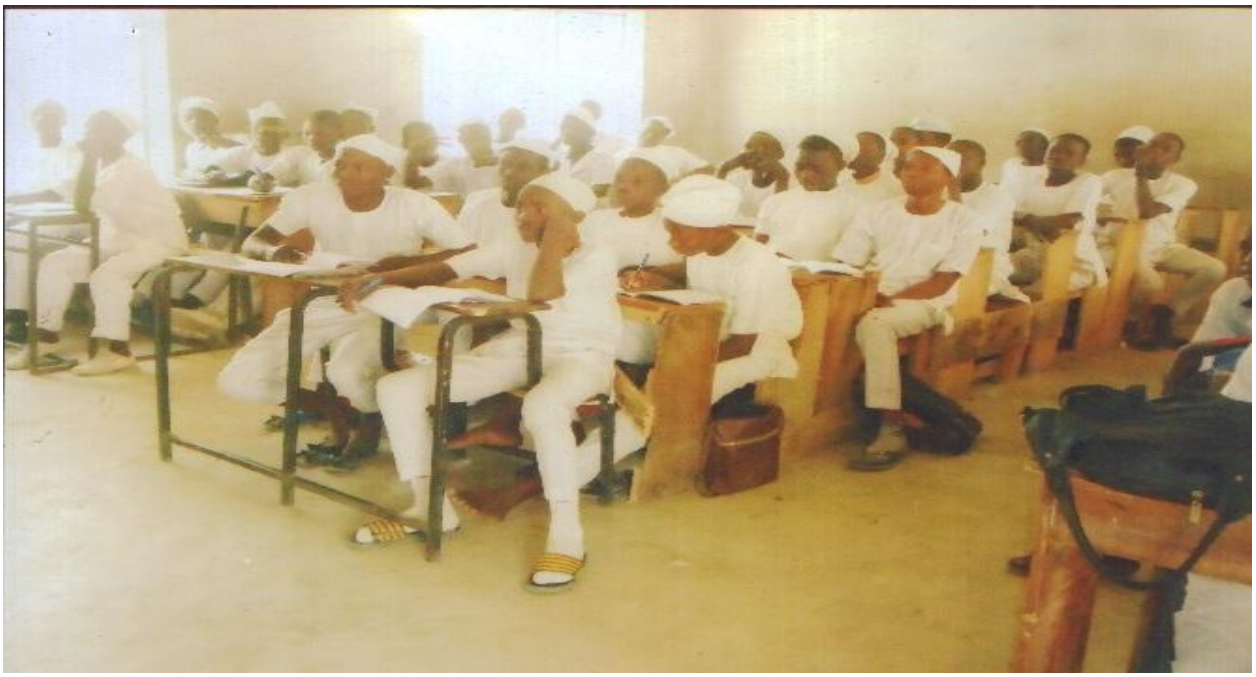
PICTURES OF EXPERIMENTAL GROUPS





APPENDIX D (2)

PICTURES OF EXPERIMENTAL GROUPS





APPENDIX E (1)

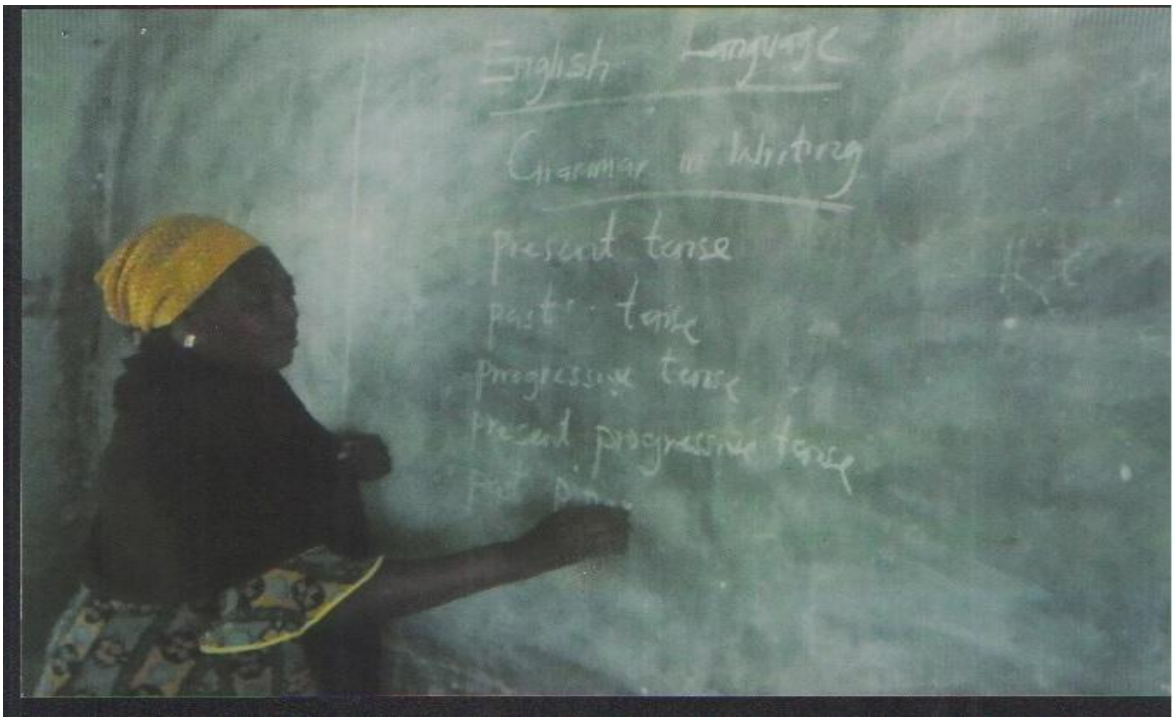
PICTURES OF CONTROL GROUP

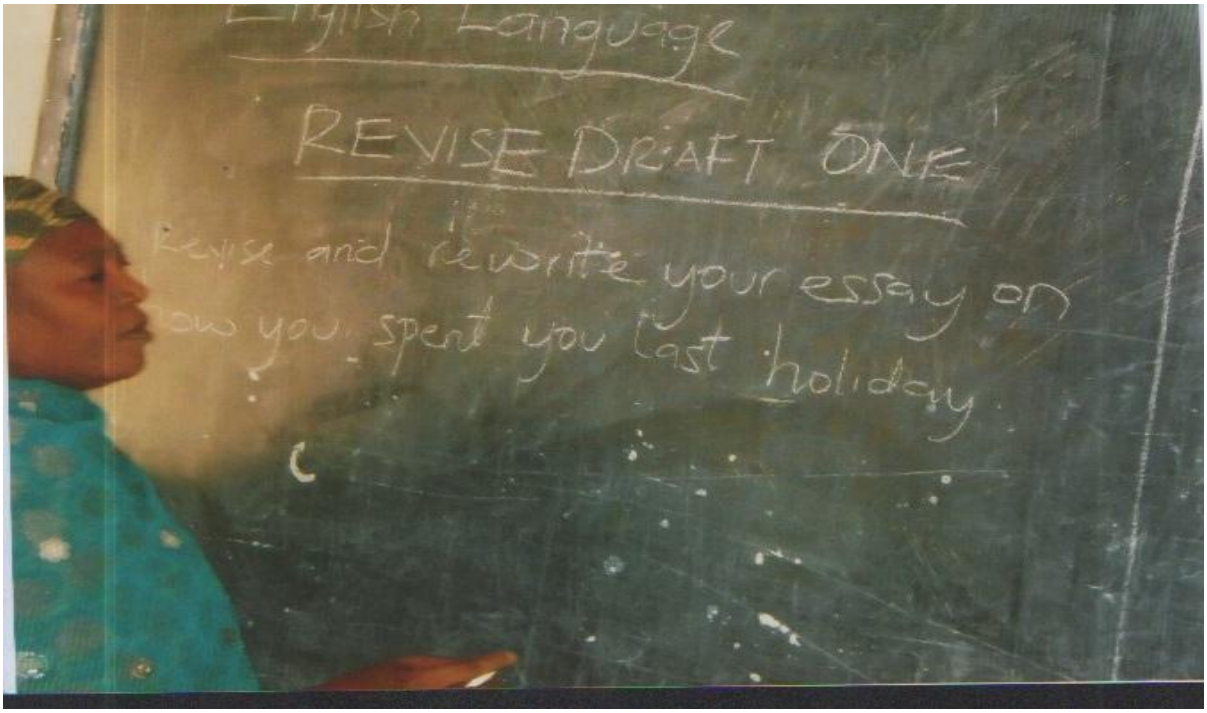




APPENDIX E (2)

PICTURES OF CONTROL GROUP




English Language
REVISE DRAFT ONE
Revise and rewrite your essay on
how you spent you last holiday

APPENDIX E (3)

PICTURES OF CONTROL GROUP

