EFFECTS OF DIRECT AND INDIRECT FEEDBACK STRATEGIES ON STUDENTS' ENGLISH WRITING PERFORMANCE AT COLLEGES OF EDUCATION IN ZAMFARA STATE, NIGERIA

BY

Shafaatu Anka MUHAMMAD
P15EDAS8077

JANUARY, 2020

EFFECTS OF DIRECT AND INDIRECT FEEDBACK STRATEGIES ON STUDENTS' ENGLISH WRITING PERFORMANCE AT COLLEGES OF EDUCATION IN ZAMFARA STATE, NIGERIA

BY

Shafaatu Anka MUHAMMAD
P15EDAS8077

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN TEACHING ENGLISH AS A SECOND LANGUAGE

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

JANUARY, 2020

DECLARATION

I declare that this dissertation titled "Comparative Analysis of the Effects of Direct and Indirect Feedback Strategies on Students' English Writing Performance at Colleges of Education in Zamfara State Nigeria" was written by me. It was supervised at the Department of Education (TESL) under the direction of Prof. S. Muhammad and Prof. R. Jibir-Daura. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at any other institution.

SHAFA'ATU MUHAMMAD ANKA	Signature	Date

CERTIFICATION

This is to certify that Shafaatu Muhammad Anka (P15EDAS8077) of Ahmadu Bello University Zaria, Faculty of Education, Department of Arts and Social Science Education has completed all necessary requirements for the award of Master of Education (M.Ed) Teaching English as Second Language (TESL).

_____	_____
Prof. Sadiq Muhammad	**Date**
Chairman, Supervisory Committee	
_____	_____
Prof. Ramlat Jibir-Daura	**Date**
Member, Supervisory Committee	
_____	_____
Prof. Abdullahi Dalhatu	**Date**
Head, Department of Education	
_____	_____
Prof. Sani Abdullahi	**Date**
Dean, Post Graduate School	

DEDICATION

This work is dedicated to my beloved husband, Dr. Ibrahim Mohammed Maidamma Furfuri, whose encouragement and support morally and financially never ceased. It is also dedicated to my entire family members.

ACKNOWLEDGEMENTS

All praises and gratitude are indeed to Allah, the Supreme, the Creator of everything. These praises are for His guidance towards the success of this work and my entire life.

My sincere appreciation goes to my supervisors Prof. Sadiq Muhammad and Prof. Ramlat Jibir-Daura, for their invaluable guidance and assistance to the overall success of this work. Despite their numerous academic engagement, they gave prompt attention that was desired to complete this work without hitches. My appreciation also goes to the Head, Language Arts Section, Dr S.T. Dan Abdu, to Dr. Alti Kasim and Mal Auwal Yunus for their constructive criticisms. I also appreciate the efforts of Dr. A.U. Ginga and Dr. Umar Garba Tureta for providing adequate advice and corrections in the validation of the instrument. I also thank my Internal Examiners, Dr Auwal Muhammad and Dr. Aminu Abdullahi muhammad. May Allah bless you all.

My sincere gratitude goes to my husband, my mentor, in person of Dr. Ibrahim Mohammed Maidamma Furfuri whose assistance and encouragement cannot be expressed in few words. May Allah reward him abundantly.

I am profoundly grateful to the management of Federal College of Education (Technical), Gusau in general and the provost, Dr. Barakat Abubakar in particular, for granting TETFUND assistance to me. This has been an immense contribution to the successful completion of this study. I am also grateful to Mal Sirajo Gulubba, former Dean, School of Secondary Education (Languages). Head of English Department, Mal Salihu Jangebe and Dr. Umar Bello. I am also grateful to my role model, Hajiya Hadiza Alhassan, for her moral and financial support, and to my colleagues Nafisat Umar Yabo,

Rafee'ah Abdulazeez and Kubrat Bello Anka, may Allah bless them all. I also acknowledge the tireless attention I received from F. C. E. (T) Gusau library staff: Aminu Muhammad, Hussaini Musa, Mukhtar Magaji, and Isyaka Chika. I also like to mention my course mates particularly Hafsat Abdulkareem, Sulaiman Umar, Haruna Yahaya, Ibrahim Tanimu Giwa, and others too numerous to mention. May Allah reward you all. To Suwaiba Lawal and Abdullateef Garba who gave me their past lecture notes at course work level, I say a big thank you.

My profound gratitude goes to my brother, Dr. Lawal M. Anka, who is ever ready to give me advice, encouragement and support. May Allah bless you and your family.

Finally, I will give special thanks to my mother, Hajiya Aishatu (Indo) whose prayers never ceased. To my late father, Alhaji Muhammadu Madawaki Anka, may Allah forgive your short comings and grant you Jannatul Firdausi. To my mate Rahanatu and her children especially Muktar and Nasir, Iam grateful for their patience and understanding throughout the study, may Allah reward you all.

S. M. Anka

ABSTRACT

This study investigated the effects of direct and indirect feedback strategies on English students essay writing performance at two colleges of education in Zamfara State, Nigeria. The aim of this study was to investigate students writing performance taught by direct and indirect feedback strategies at Colleges of Education in Zamfara State. Some of the objectives were to assess the difference in the mean of content, organization, expression and mechanical accuracy performance scores of students taught writing skill by direct feedback and indirect feedback strategies at the Colleges. The Research design adopted for this study was quasi experimental design. The population of the study is 431 and this consisted of NCE II English students of two Colleges of Education. A total of 60 students were selected 30 from each college through multi stage sampling technique. The students were divided into Experimental Group 1 and 2. Instrument for data collection was a narrative writing topic. The WAEC and NECO scoring procedure was adopted on students' essays. Some of the findings of this study were that a significant difference was found in mechanical accuracy and whole writing performances of students taught writing by direct feedback than those taught by indirect feedback at the Colleges. The study concluded that students given direct feedback performed better than those given indirect feedback on the four components of writing and the overall writing performance. Therefore the study recommended that direct and indirect feedback strategies should be given to students on content and organization component of writing. Similarly, direct feedback should be given to the students on expression, mechanical accuracy and overall writing performance.

TABLE OF CONTENTS

CHAPTER TWO: REVIEW OF LITERATURE

CHAPTER THREE: RESEARCH METHODOLOGY

LIST OF APPENDICES

LIST OF TABLES AND FIGURES

DEFINITION OF OPERATIONAL TERMS

Components of writing: are essential parts that make up essay writing which are mostly considered in assessing students' writing.

Content: Covers development of points in line with the given topic and specified length.

Direct corrective feedback: the teacher writes the correct linguistic form above a student's writing error.

Essay writing: is a short piece of writing dealing with a single subject in the form of narrative, descriptive, argumentative or expository. `

Expression: Is the grammatical accuracy in essay writing.

Feedback strategies: is a corrective information given by teacher to students in relation to a particular writing task. Is a strategy synonymous to information.

First draft: is the first essay writing attempt by a student.

Indirect corrective feedback: the teacher indicates the location of an error by underlining or encircling without providing the correct linguistic form.

Mechanical accuracy: is punctuation and spellings, amalgamation or splitting of words.

Narrative essay writing: is the type of essay that requires narration of past events.

Organization: Is the writer's ability to develop points logically and sequentially

Second draft: is the second essay writing attempt by a student after teacher's corrective feedback.

LIST OF ABBREVIATIONS

CF Corrective Feedback

ESL English as a Second Language

TWCF Teacher Written Corrective Feedback

L2 Second Language

EFL English as a Foreign Language

SLA Second Language Acquisition

NCE Nigeria Certificate in Education

C Content

E Expression

MA Mechanical Accuracy

W Writing

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The process of teaching and learning English as a second language (ESL) requires using different techniques to the teaching of language skills. These skills are listening, speaking, reading and writing. This study focuses on writing which is a productive skill in language learning. Writing in the context of this study refers to acquisition of skills that would improve the writing performance of students of English. Writing performance means the ability of the students to communicate effectively in different forms of writing tasks such as letter writing, essay writing, report writing and writing article for publication. Writing is not simply a matter of choosing words to convey meaning, it also requires systematic acquisition of some basic skills that would enable students communicate their ideas effectively.

Writing consists of three essential parts which are introduction, body and conclusion. Each part is as important as the other because they perform specific functions towards organization of thoughts (Ekwueme-Ugwu, Adeniyi & Olaluwoye, 2017:70). However, there are four areas of focus while assessing students' writing tasks. These are content, organisation, expression and mechanical accuracy (Ohakwe, 2018). Content in the context of this study refers to the ability of the writer to develop points in line with the given topic and specified length. Organisation in this study means the writer's ability to present points logically and sequentially. On the other hand, Expression means grammatical accuracy in writing. Mechanical accuracy is the writer's ability to use punctuation marks, correct spellings and proper tenses.

It is appropriate at this juncture to define the following terms: direct and indirect feedback strategies and essay writing as a task. Feedback can be defined from various perspectives. Gezegin (2015) defines feedback as information that is given to the learner about his or her performance of learning task usually with the objective of

improving this performance. Hattie & Timperly (2007) define feedback as information provided by an agent with respect to one's performance or understanding. Feedback in this study refers to the corrective information given by a teacher to students or given by the students themselves relating to a particular writing task. The purpose of feedback in any teaching/learning situation is to assist the learners to perform better in the next learning activity. However, feedback could be effective when learners understand what it means and how to respond to it. Hence teachers' feedback could be for reward or corrective purposes. Feedback could be provided directly or indirectly. Direct feedback is a situation whereby the teacher writes the correct linguistic form above a student's writing errors. Indirect feedback on the other hand is when the teacher indicates the location of an error by underlining or encircling without providing the correct linguistic form. However, feedback encompasses the consequences of performance. Hattie & Timperley (2007:81) explained further that a teacher or parent can provide corrective information or encouragement. Likewise, a peer and a book can provide information to clarify ideas; a learner could also check the answer himself to the correctness of a response.

Essay writing performance means the ability of the students to compose a piece of writing on a given topic with relevant content and organization, good expression and correct use of mechanical accuracy. Essay writing could be in form of narrative, descriptive, argumentative and expository.

In the Nigerian educational system learners of ESL are introduced to writing skills right from primary education level. As the students progress into secondary education, they are also exposed to different forms of writing. In tertiary educational institutions such as Ahmadu Bello University Zaria, writing is regarded as product-oriented whereby teachers assigned topics for students to make choices and write their first draft. The teachers will mark the draft and return the scripts to the students (Kamal cited in Yahaya, 2018). At this stage the forms of feedback given to the students could be helpful in the next writing tasks.

It was based on the need for effective writing, that in Colleges of Education, English students at Nigeria Certificate in Education (NCE) level are exposed to more advanced forms of writing. But, experience and observations on the writing performance of NCE English graduates suggest that teaching of Composition and Summary Writing courses is not enough. It has not adequately exposed the NCE

teacher trainees in acquiring the necessary skills for handling writing tasks in their future career. Hence, the writing performance of these students is still worrisome in the society. For instance, a study by Yahaya (2018) established that organization in students' essay writing at Colleges of Education is apparently poor. It is important therefore, to conduct further study to investigate how feedback strategies can enhance essay writing by these college students, and to encourage ESL teachers, particularly in Nigeria, to give attention to this approach. Hence, this study investigated the effects of direct and indirect feedback strategies for teaching essay writing to NCE English students in terms of content, organization, expression and mechanical accuracy.

The NCE English students involved in the study are from two Colleges of Education in Zamfara State, Nigeria. These Colleges of Education are Federal College of Education (Technical), Gusau and College of Education, Maru. The students from these Colleges are teacher trainees who are expected to acquire and use pedagogical skills for proper teaching and learning of ESL at basic education level in Nigeria. The selection of these Colleges was based on their common characteristics in terms of educational environment and students' socio-cultural backgrounds. The students of English in the two Colleges of Education were used as subjects of the study.

1.2 Statement of the Problem

Students of English at NCE level in Nigeria are expected to acquire necessary skills in order to communicate effectively in all forms of compositions. Such forms include letter and essay writing, articles for publication and autobiography. However, Akano (2005) observed that for over three decades the performance of students in essay and letter writing has been consistently discouraging right from secondary schools. Hence,

developing good skills for effective writing is invaluable for the students as they progress into future academic writing challenges.

In fact, the researcher's experience and observations have shown that the writing performance of NCE students of English is below expectations. This low performance could be due to lack of acquiring the necessary writing skills in terms of content, organization, expression and mechanical accuracy. The lack of acquisition of necessary writing skills by these students of English could result into continuous low writing performance even after their graduation at NCE level. Consequently, this situation could have negative effect on their job performance as teachers at basic education level.

From the available literature it has been noted that different feedback strategies have been used to enhance students' acquisition of language skills at various levels of education. Hence, the use of direct and indirect feedback strategies for enhancing students' writing performance has not been given attention by researchers. Moreover, in the Nigerian context these major components for evaluating students' writing are not given considerable attention. This situation may also leads to students' poor writing performance among students of English in Colleges of Education. It is against this background that this study seeks to investigate the effects of direct and indirect feedback strategies on NCE students of English writing performance at two colleges of education in Zamfara State, Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study was to investigate the performance differences of students taught essay writing through direct or indirect feedback strategies at Colleges of Education in Zamfara State. The specific objectives of the study were to

1. assess the difference in the mean of content performance scores of students taught writing skill using direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.
2. assess the difference in the mean of organization performance scores of students taught writing skill using direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.
3. analyze the difference in the mean of expression performance scores of students taught writing skill using direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.
4. analyze the difference in the mean of mechanical accuracy performance scores of students taught writing skill using direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.
5. analyze the difference in the mean of the overall writing performance scores of students taught writing using direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.

1.4 Research Questions

The following research questions were formed for verifying feedback strategies for this study:

1. what is the difference in the mean of content performance scores of students taught writing skill using direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.

2. What is the difference in the mean of organization performance scores of students taught writing skill using direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.
3. What is the difference in the mean of expression performance scores of students taught writing skill using direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.
4. What the difference in the mean of mechanical accuracy performance scores of students taught writing skill using direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.
5. What is the difference in the mean of the overall writing performance scores of students taught writing using direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.

1.5 Research Hypotheses

Five hypotheses were formulated as follows:

HO_1 There is no significant difference in the mean scores of content performance of students taught writing by direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.

HO_2 There is no significant difference in the mean scores of organization performance of students taught writing by direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.

HO_3 There is no significant difference in the mean scores of expression performance of students taught writing by direct feedback strategy and those given indirect feedback strategy at Colleges of Education in Zamfara State.

HO_4 There is no significant difference in the mean scores of mechanical accuracy performance of students taught writing by direct feedback strategy and

those given indirect feedback strategy at Colleges of Education in Zamfara State.

HO_5 There is no significant difference in the mean scores of the overall writing performance of students taught writing by direct feedback strategy and those given indirect feedback strategy at colleges of education in Zamfara State.

1.6 Significance of the Study

This research work seeks to compare the effect of direct and indirect feedback strategies on students of English writing performance in Colleges of Education in Zamfara State. The study therefore would have both practical and theoretical significance.

The findings of this study would be useful to several stake holders in language teaching. These are English language teacher educators, educational administrators, NCE curriculum planners and education policy makers, pre-service and in-service teachers of English and researchers. Specifically the findings of the study would serve as guide to English language teacher educators on how best to use corrective feedback on students' writing. Similarly, it would identify the corrective feedback that would best assist students in correcting their future responses for better performance in writing. It would also serve as a model for the teacher trainees to utilize the knowledge for the improvement of their teaching career.

The research work would be useful to the Ministry of Education and Zamfara State Universal Basic Education Board (ZSUBEB) who absorb most of the teacher trainees after their studies. The results of this study would also be useful to National Commission for Colleges of Education (NCCE) in the pursuance of its mandate which is concerned with production of quality teacher education in Nigeria. The findings would also be of benefit to quality assurance unit of teacher training institutions whose major responsibility is to ensure qualitative teaching and learning.

It is also hoped that researchers and teachers of other disciplines would benefit immensely from this study. This is because the findings are expected to make useful contribution to the body of literature on teaching strategies and the teaching of English as a second language in particular. In other words, the findings of the study would be disseminated for wider use through conferences, seminars, workshops and publications of articles in professional journals. This research work would also be of benefit to researchers who want to investigate further on corrective feedback.

Theoretically, this study adopted Input Hypothesis also known as Monitor Model founded by Krashen (1986) and Noticing Hypothesis founded by Schimidt (1990). The study justified the relevance of Input Hypothesis in the sense that second

language learners need input beyond their current writing performance. The study also justified the relevance of Noticing Hypothesis in language teaching and learning strategies. This theory is concerned with the notion that learners cannot learn the grammatical features of a language unless they notice them. Noticing alone cannot be sufficient rather a starting point for acquisition. Therefore the findings of the present study have further validated previous studies that were hinged on Input Hypothesis and Noticing Hypothesis. Hence, other researchers and teacher educators on language education would continue to adopt the principles of Input and Noticing Hypothesis for effective teaching and acquisition of writing skills to second language learners.

1.7 Scope and Delimitation of the Study

This study was carried out in two Colleges of Education in Zamfara State, North-West Nigeria. These Colleges are Federal College of Education (Technical),Gusau and College of Education Maru. The study was on the two colleges of Education based on their closer affinity and their common characteristics in terms of educational environment and socio-cultural background. It was delimited to NCE II students of ESL that offer Composition and Summary Writing courses. This is because NCE I students are new into the system and NCE III are engaged with teaching practice and research projects. The study was also delimited to Direct and Indirect feedback strategies on students' performance in essay writing. The study was specifically concerned with error correction on four components of essay writing; content, organization, expression and mechanical accuracy. The study was also delimited to two theories, Krashen's (1986) Input Hypothesis and Schimidt (1990) Noticing Hypothesis.

CHAPTER TWO

REVIEW OF LITERATURE

In this chapter, the review of related literature examines such fundamental issues as writing, essay writing performance, types of essay writing, difficulties of second language writing, and approaches to second language writing. It also examines error correction feedback, essay writing as well as different perspectives of feedback in teaching and learning of essay writing. Concepts such as corrective feedback and its types, ideas on writing error correction and empirical studies on feedback strategies and students' writing were also reviewed before delving into the theoretical frame work of the study.

2.1 Conceptual Definitions of Writing

Writing is one of the four language skills. Harris & Silva (1993) make the point that writing is a complex activity in the L2 context and that L2 writers are faced with differences between conventions of first and second language writing. Grabe & Kaplan (1996) on the other hand explore the meaning of L2 writing in terms of the rhetorical triangle set out in their model. The triangle consists of the reader, the writer and the text pointing that each plays a significant role in the journey towards meaning. Writing is a non-verbal type of communication which transfers sounds into readable codes or symbols. For a piece of writing to be effective it has to satisfy the purpose of the writer and the reader. People write for different purposes such as to inform, entertain, persuade, educate, and describe. Therefore the writer should bear in mind the purpose he is writing for. Bearing the purpose of writing in mind is very imperative because it determines the content, language and the style use in the writing (Attahiru, 2014). Writing could take the form of narrative, descriptive, argumentative and expository. It could also take the form of technical writing such as report writing, minute taking, and writing of memorandum. Furthermore, Obanya, Olaofe & Olatunji (2005) stressed that for a student to be able to write well, he must acquire listening and speaking skills in the target language and have sufficient vocabulary to enable his/him put his ideas in writing.

2.1.1 Essay Writing

Essay writing refers to a written composition containing an expression of one's personal opinions or ideas on a subject matter (topic). According to Ogbuehi (2017), the word 'essay' comes from the Latin word 'essais' meaning 'attempts'. Ogbuehi further explained that essay in its modern form can be defined as an organised piece of prose writing on a given topic presented as an entity from the writer's point of view. The writer uses imagination and intellect to generate relevant points on a given topic. Essay writing is in the form of narrative, descriptive, argumentative and expository, it needs to be carefully organised into paragraphs for a clear communication. Narrative essay writing is to narrate an event particularly in the past.

Descriptive essay writing describes something as it is usually in the present. Argumentative essay writing persuades the reader to accept the writer's point of view. Expository essay writing explains a process. Teachers therefore need to assist their students in the search to fulfill their writing capabilities. Similarly, Adebayo (2015) added that the fact that there is a standard is also evident in various marking rubrics used to assess acceptable writing at different levels of education.

There are four important components in essay writing, thus: content, organization, expression and mechanical accuracy. Akano (2005) also stresses that the performance of a given writing task should be assessed based on the four components mentioned. In this study, Content in writing refers to the extent which the writer is able to communicate the ideas, facts, or points that are appropriately in line with the topic of writing. Organization, on the other hand, is the ability of the writer to properly organize his or her facts, ideas, and points. Expression in this study also means how the writer strings his words together to form good sentences, sentence structures and control over the vocabulary. Another component in this study is mechanical accuracy which refers to the writer's ability to use the mechanics of the English language such as the proper use of punctuation marks, correct spellings and tenses. Considering these four components of effective writing, teachers of English need to guide students to write better and develop useful revision strategies to think more systematically.

In teaching writing skills, Sobhana (2016) explained that teachers concentrate on paragraph writing. This means that writing is more than good handwriting and communication of ideas. It means that focus is on the sequencing and linking of ideas and their cohesion or linkage is what is important. Cohesion is achieved linguistically with linkers and connectives whereas coherence is the way ideas hang together (Sobhana, 2016). Writing is indeed a complex process as it requires the content format, grammar and vocabulary of the language.

For a better performance in essay writing, the writing process involves three major stages as pointed out by Aliyu (2009), Attahiru (2014) and Sobhana (2016). These are preparatory or pre writing stage, writing stage and editing or re-writing stage. In preparatory or pre-writing stage, the writer is expected to understand the topic of his/her writing, the purpose of writing and the target audience as well as the situation. Similarly, Aliyu (2009) and Chauham (2011) added that the writer is expected to

brainstorm and set down various ideas related to the topic. At the writing stage, the writer is expected to develop the outlined points into paragraphs, new ideas are added and irrelevant ones are discarded. At the editing or re-writing stage the writer is required to go through the piece of writing with a view to identifying and correcting the errors there in. The writer positions himself in the readers' shoe and critically corrects the identified errors with regard to content, expression mechanical accuracy and general organization of the text. Content is the general treatment of a topic. Attahiru (2014) explained that it is the exploration and discussion of relevant ideas on a given topic to write in relation to the given topic.

Organization is the product of coherence and consistency, it is concerned with the logical flow of thought; one idea must lead and link to the next. It is the writer's ability to put down his ideas in a logical manner and meaningful paragraphs. A paragraph is a group of sentences that discusses a particular point. Paragraph is the basic unit of organisation in writing in which a group of related sentences develop a particular idea. It comprises three distinct parts: a topic sentence, supporting sentences and a concluding sentence. The topic sentence is the sentence that states the main idea or point of the paragraph. Supporting sentences are sentences that explain and illustrate the idea presented in the topic sentence while a concluding sentence is the sentence that logically closes the discussion of an idea. Logical and sequential presentation entails the use of transitional markers to link up paragraphs, use of signal such as furthermore, therefore, in addition, apart from that, not withstanding, in other words, in conclusion and so on. Essay writing also includes the development of the different parts of a piece of writing or a composition is expected to have three distinct parts; Introduction, body and conclusion (Attahiru, 2014; Eko, 2013; Prasad, 2012, Olaoye & Olaniyi, 2009).

Essay writing offers benefits to the learners. According to Langan, (2005), mastering essay writing skills helps in becoming a better writer in almost every kind of writing that a learner needs to do. Essay writing will strengthen learners' skills as a reader and listener. Essay writing will make the learner a stronger thinker. These benefits confirmed the idea that essay writing is of fundamental significance to learning.

2.1.2 Difficulties of Second Language (L2) Essay Writing

Though the development of writing skills is an integral part of teaching English as a second language (ESL), most teachers would agree that it is a time consuming process, requiring good planning and preparation. It would therefore be useful to look closely at L2 writing and its significance in the classroom.

It has been observed that due to the above reasons, the teaching of writing to ESL learners is one of the most challenging tasks. In a second language context, Kroll (1990) claims that becoming a writer is a complex and ongoing process, and becoming a teacher of writing is no less complex. Myles (2002) on the other hand

states that the ability to write well is not a naturally acquired skill; it is usually learned as a set of practices in formal construction setting. In addition, Richards & Renandya (2005) state that writing is the most difficult skill for a L2 learner to master. It involves generating and organizing ideas into readable text. Similarly, Kamal (2010) observed that writing has no formula, it is the most difficult of the four language skills. Kwasau (2015) explained that introduction, logical ordering of ideas, attitude towards writing constitute some problems of learning L2 writing. Thus, writing skill must be practiced and learned through experience due to its complex nature. One of the reasons for these complexities is that writing involves composing. This implies the ability either to tell or retell pieces of information in form of narrative or descriptive or to transform information into new texts, as in expository or argumentative writing (Myles, 2002).

It is important however, to note that to speak a language fluently is not synonymous to writing it effectively. Attahiru (2014) explained that speech is an innate inheritance while writing is a skill that is learnt. Writing is perhaps one of the most demanding skills because it has to be deliberately cultivated. Unlike listening and speaking, writing is not something which is natural to human. Sobhana (2016) posits that the skill of writing includes a number of sub-skills. These are mechanics which include handwriting, spelling and punctuation. Others include organization in terms of paragraphs, topic sentences and supporting ideas, cohesion and unity and also content in terms of relevance, clarity, originality and logic. Grammar which includes rules of verbs, agreement, articles and pronouns is also part of sub skills of writing. The writing process includes getting ideas, getting started, writing drafts and revising and rewriting the final draft.

2.1.3 Approaches to Teaching Writing in English as a Second Language

Research in L2 writing reveals the strategies and processes which L2 writers adopt, when composing. Sivaji (2011) reported that the theory and practice of writing pedagogy was focused on form. It was influenced by audio- lingual method. This means that the role of writing was reinforcing oral patterns of language. From the late seventies and in the eighties, L2 writing caused a shift from formal accuracy to what writers actually do when they compose. Raimes (1983) classified approaches to teaching writing into five types: controlled to free, free writing, paragraph pattern, grammar-syntax-organization, communicative, and process approaches. In the controlled to free approach, students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions or statements, present to past, or plural to singular, etc. The students might also change words or clauses or combine sentences.

In the free writing approach students are asked to write freely on any topic for three to ten minutes without concentrating on grammar and spelling. The teachers do not correct those short pieces of free writing but they simply read them and comment on the ideas the writer expressed. In the paragraph pattern approach, students copy

paragraphs analyze the form of model paragraphs and imitate model passages. In the communicative approach to writing, students are asked to assume role of a writer who is writing for an audience to read. Whatever is written by a student is modified in some way by other student for better communicative effect.

In the process approach to writing students move away from concentration on the writing product to an emphasis on the process of writing (Raimes, 1983). The author further states that they are asked not only question about purpose and audience, but also the crucial question: "How do I write this? How do I get started?" Thus, process approach follows steps of the writing which are generally defined as pre-writing, writing, revising, editing and publishing. Each of these steps is important to have a successful writing. It is believed that when a writer follows those steps he would achieve a goal of an interesting and successful writing.

Silva (1993) states that L2 composition writing has been a succession of approaches or orientations to L2 writing, a circle in which particular approaches achieve dominance and then fade, but never really disappear. Focusing on the origins, principles and method of teaching composition, Silva identified four influential approaches: controlled composition, current traditional rhetoric, the process approach and English for academic purposes. The controlled composition approach according to Silva, preferred practices with previously learned discrete units of language to express original ideas, organization and style. The methodology involves the imitation and manipulation of model passage constructed and graded for vocabulary and sentence pattern. The manipulation involves substitutions, transformations, expansions and completion. Thus in this approach, the writer becomes a manipulator of previously learned language structures.

On current traditional rhetoric, it is an awareness of students' needs with regard to producing extended writing discourse. This awareness led to suggestion that controlled composition was not enough, that there was more to writing than building grammatical sentences. Silva further states that what was needed was a bridge between controlled and free writings. The gap was filled by the ESL version of current- traditional rhetoric. These are logical construction and arrangement of discourse forms the central concern of this approach. By this approach, writing is basically a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns and attention was given not only to its elements, but also to various options for its development (Silva, 1993).

The introduction of the process approach to ESL composition, according to Silva, was motivated by dissatisfaction with controlled composition and the current traditional approach. Silva quotes Zamel (1985) who says that the assumption and principles of process approach were enunciated and composing process was seen as a non-linear, exploratory and generative process. Writers discover and re-formulate their ideas as they attempt to approximate meaning. Thus, process approach provides a positive, encouraging and collaborative workshop environment within which students with

ample time and minimal interference, can work through their composing process. Silva (1993) further notes that the writer who is the centre of attention in this approach is engaged in the discovery and expression of meaning. The text, Silva pointed out, is a product of secondary and derivative concern and the form is a function of its content and purpose.

2.1.4 Error Correction Feedback in Essay Writing

Writing is a productive skill that is supposed to be taught through learner centred approach. This is the reason why Olaofe (2013) supported the process approach to the teaching of writing. He viewed learners as active participants in the creative process of writing. Olaofe states that errors are necessary bi-product of writing. Similarly, Eko (2015) posits that there is no writing beyond error. Therefore, every piece of writing demands proofreading and revisions where necessary. However, Ellis (2009) generally advised teachers of L2 to focus on fewer errors rather than address all the errors learners make. Researchers need to predetermine which errors to correct in order to design appropriate testing instruments. Several scholars (Bitchener, Young & Cameron, 2005; Sheen, 2007; Ellis, 2008) have shown that when written corrective feedback is focused, it is effective in promoting acquisition. This view is in line with the recommendation of Fabian & Chinyere (2015) who recommend that teachers should be encouraged to use point marking over global or holistic method. Teachers are often advised to encourage self-correction among the learners and sometimes invite other learners to make the correction because this can be seen as part of student centred method. But learners can only self-correct if they possess the necessary linguistic knowledge (Hedge, 2000). Self-correction is found more in indirect feedback but in the case of direct feedback the teachers supply the correct linguistic item. There are clear grounds for encouraging self-correction. This is an approach adopted by Doughty & Varela (1998) because they respond to learners errors by first repeating the learner utterance highlighting the error by means of emphatic stress. If the learner failed to correct himself the teacher supplies the correct form. Ellis (2009) proposes some guidelines for corrective feedback. First, Teachers should find out the attitude of students towards feedback and enlighten them on the goals of feedback according to the situational context. Teachers should not be afraid to give feedback either oral or written. Teachers should give a variety of oral and written feedback; they could start with indirect feedback and if the learner could not correct himself the teacher should give the direct feedback. Teachers should provide opportunities for learners to understand corrective feedback provided to them, correct their errors, and produce the correct form. Teachers should also determine who, when and how they provide corrective feedback according to the needs of the learners. They should also plan how to correct specific errors on different topics, to enable the learner to achieve full self-regulation. Finally, teachers should monitor how corrective feedback creates tension to students and plan how it could enhance learning positively rather than negatively.

Ellis (2009) states that feedback has a place in behaviourist and cognitive theories of second language learning. In both structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy. The study examines whether corrective feedback contributed to second language requisition. It also examines which error should be corrected, who should do the correction, what is the best time for the correction (immediate or delayed), which type of corrective feedback is more effective. The article also suggested some general guidelines for conducting the corrective feedback in language classrooms, and how they might be used in language classrooms.

There are various proposals on which error should be corrected. Burt (1975) suggests that teachers should focus on global errors rather than local errors. Global errors are errors that affect overall sentence constructions. Local errors are errors that affect single elements in a sentence. The present study was set to focus on global errors, that is providing feedback on content, organisation, expression and mechanical accuracy which make up overall essay writing performance.

2.1.5 Feedback and Essay Writing Performance

Writing is one of the most effective learning activities. To be effective, essay writing needs to be paired with effective feedback and the opportunity for revision. This can be achieved by responding to students' written work. In fact, providing feedback has been one of these attempts which have already been intimately investigated in different contexts. Feedback is widely seen as a key for encouraging and consolidating learning. In language teaching and learning it is used to facilitate the learning process (Richards & Lockhart, 1994). Keh (1990) also asserts that feedback is a fundamental element of a process approach to writing. She defines feedback in the context of writing as an input from a reader with the effect of providing information to the writer for revision.

There are various types of feedback. Lyster & Ranta (1997) classify corrective feedback into six categories. These are clarification request, explicit feedback, recasts, metalinguistic feedback, elicitation and repetition. However, Burke & Pieterics (2010) classify corrective feedback qualitatively by assigning scores to indicate how positive or negative the feedback could be. In another perspective, Ellis (2009) classifies corrective feedback based on writing performance of the students and the classification thus: direct, indirect, focused, unfocussed, and electronic and

reformulation. The direct and indirect corrective feedbacks are the most common methods used by the instructors to respond, comment and correct errors on students' written works (Ellis, 2009). Direct corrective feedback is provided when the teacher writes the correct form on the student's paper. In other words, it is the provision of the correct linguistic form or structure by the teacher to the learner on the linguistic error. Indirect feedback is provided when the teacher indicates the location of the error on the paper by underlining, highlighting or circling it without providing the correct form. Indirect corrective feedback indicates in some way that an error has occurred without drawing attention explicitly (Ferris, 2002; Lee, 2004).

Feedback is considered as a source of input that encourages writers to improve their written work and to develop their writing skills. Hyland & Hyland (2006) assert that providing the right kind of feedback to students could make a significant difference in their achievement. As such, the use of written feedback strategies by English language teachers at post secondary education level could have a significant effect towards enhancing students' writing performance. Hence, it is important that students at post secondary education level are given written feedback that would offer them clear and specific guidance on how to improve their writing performance. The intention of this study therefore is to investigate which of the two strategies direct or indirect feedback could enhance students writing performance at post secondary education level. Specifically, the study focused on four components of writing: content, organization, expression and mechanical accuracy.

In view of the above, Feedback as one of the techniques being employed for effective teaching and learning is of paramount importance to students of English at colleges of education. This study therefore, investigated the effects of direct and indirect feedback strategies in the writing performance of students of English at NCE level in two Colleges of Education in Zamfara State, Nigeria.

Since L2 learners find writing a big challenge (Zacharias, 2007), there have been many attempts to help learners to improve their writing quality and increase their motivation for writing tasks. Providing feedback has been one of these attempts which has already been intimately investigated in different contexts. Feedback is widely seen as a key for encouraging and consolidating learning. In language teaching and learning it is used to facilitate the learning process (Richards & Lockhart (1994). As Keh (1990) asserts, feedback is a fundamental element of a process approach to writing. She defines feedback in the context of writing as an input from a reader with the effect of providing information to the writer for revision.

Ramaprasad (1983) claims that feedback is the difference between knowledge of the actual level and reference level of a factor which is used to change the differences in some ways. It is suggested that feedback is information about the students' performance value and excellence which is given to him or her. Other studies have introduced feedback as an experience which generates self-managed learning. Ette (2007) also asserted that there has been an argument about the importance of teacher's feedback in research studies regarding second language writing. However, different points of view may exist the remedial feedback to learners of writing in order to improve their writing performance.

It is important to note that feedback that improves learning is responsive to specific aspects of students' work such as test or assignment answer and provides specific and related suggestions. Hence, there should be a strong link between the teachers' comment and the students answer and it must be instructive. This kind of feedback extends the opportunity to teach by alleviating misunderstanding and reinforcing learning second language the feedback must be timely. If students receive feedback not more than a day after a text or assignment has been turned in, it would increase the window of opportunity for learning. Feedback is a strategy that teachers and students can provide to improve their success.

After students submit their essays, it is important to relate all feedback to the original assessment criteria. Students should get a specific sense of what they have achieved in progressing towards goal (set forth in your assessment criteria) and what they have yet to achieve.

It is tempting to scrawl "Excellent!" on a good student's paper and quickly move on. But this does not help the student gain insight into what they did well and what they could do to enhance their performance. Even the best students need your guidance to improve. Writing is a process not a onetime event. Students need to be given multiple opportunities to get it right. Your feedback should be prompt and timely (Brookhart, 2008). Most importantly, this revision cycle needs to happen as rapidly as possible. One study found that more than 40% of institutions provided feedback that was too late to be useful (Quality Assurance Agency for Higher Education, 2000). It can be argued therefore, that when it takes a week or two to get feedback to students, the flow of the learning process breaks and students tend to lose interest in the

assignment. As such prompt feedback guides students when they can still recall what they did and thought at the time they wrote the paper and they are still motivated to improve their work.

2.1.6 Problems and Prospects of Feedback

There are different views of scholars of the benefits or otherwise of written corrective feedback. The first reason is that some works (Fathman & Whalley, 1990; Ferris, 2007; Lalande 1982) have proved that written correction may contribute to the learners' development in a short period of time. In a study by Ferris (2002), it was revealed that 92 second language writers, having received their teacher's feedback, managed to correct the errors they had committed. Truscott (1996) and Polio, Fleck & Leder (1998) point out that there is little evidence that error feedback helps students improve their accuracy over the long term. If students do show improvement, it may probably be attributed to other factors such as additional writing practice and exposure to the L2. Indeed, it is challenging to measure long-term improvement in students' writing accuracy and to attribute such development, if any, mainly to teacher feedback. Nonetheless, it undoubtedly may be argued that long-term development is unlikely without observable short term improvement, at least in the ability to attend to and correct errors when pointed out by teachers. Thus, this small but booming research line, while it does not answer all theoretical questions related to error correction, should not be overlooked.

In the second place, as some researchers point out, students consider their teachers' feedback on their errors as important. They think that it contributes to their writing development (Cohen, 1978; Ferris, 2003; Ferris & Roberts, 2001; Leki, 1991). Truscott (1996) considers this argument and responds that students believe in correction but that does not mean that teachers should give it to them". Teachers should, rather than giving into this student desire, help students find solutions for the absence of grammar correction. Finally, language writing teachers ought to dig deep some strategies contributing the learners to grow independent (Ferris 1995).

The low mastery of students on components of writing could also become the source of the ineffectiveness. Sometimes, the scores of some students in the first writing were higher than their scores in the second writing (Wahyuni, 2017). This means that their mastery was not stable and established yet, and the rules of English had not been internalized yet by the students. Muth'im (2013) found that the low mastery of students on components of writing influences the effectiveness of feedback given.

Furthermore, Cahyono (2002) found that there were five major grammatical errors on the students' writing namely verb phrases, subject-verb agreement, determiners, pluralization, and sentence structure. Noor (2016) found that some students had negative attitude about writing or lack confidence to write something. Qomariyah & Permana (2016) also found that majority of students failed to present correct topics

for their paragraph which are often incomplete sentences rather than phrases. The students' paragraph topic statements are not appropriately stated yet; they are mostly not in response to the topics proposed. The students' supporting sentences are not clearly elaborated to explain further about the topic statements. The concluding sentences are not precisely stated to end writing their paragraphs. Next to them, the use of punctuation which signed the order of the sentence was also inappropriate.

Ferris (2007) claims that ESL writers are struggling with a range of issues related to verbs in form of errors in verb tense, formation of target like tenses modal passive construction; and subject-verb agreement. Suseno (2014) found that there are eight identified grammatical problems encountered by the students. They are consistency of subject and verb tenses, consistency of plural and singular forms and consistency of parallel construction. Others are tautologies and redundancies, misplaced modifiers, misplaced pronouns, and choice of verb forms. If the students knew the rules, as Krashen (1986) states in his Monitor Theory, they would be able to correct the incorrect language production.

The next possible reason of the insignificant difference of the students' writing quality is the study itself. Lewis (2002) claims that the feedback given provides information for teacher and students; it provides students with language input; it is a form of motivation, and it can lead students toward autonomy. Hyland & Hyland (2001) state that the role of feedback is widely seen as crucial for both encouraging and consolidating learning in education. However, in the study, the students were just asked to write the first writing based on the topic given, received feedback from the researcher, and revised the corrected draft to become the second/final writing. Although the feedback given was to improve the writing quality of students, there was no instruction that took place in the study; there was no question in the class, and there was no discussion among the students and between students and the teacher. The researcher just let the students understand by themselves the feedback given by the researcher and revised their writing. Therefore, their revised writings sometimes were improved and sometimes were not.

Although many studies were conducted to examine this issue, a lot of confusion remains regarding the kind of corrective feedback that can improve students' writing process. Thus, many ESL/EFL writing teachers do not have some clear guidelines at their disposal to help their students.

2.2 Types of Written Corrective Feedback

This section reviews types of written corrective feedback. These include positive, negative, focused, unfocused, recasts, elicitation, metalinguistics, peer feedback and computer mediated feedback.

2.2.1. Positive or Negative Feedback

Positive feedback approves that a learner response to an activity is correct. It may signal the correctness of the content of a learner utterance or the linguistic veracity of the utterance. In pedagogical theory, positive feedback is viewed as essential since it provides affective support to the learner and fosters motivation to continue learning. In SLA, on the contrary, positive feedback has received little attention. This is because discourse analytical studies of classroom interaction have shown that the teacher's positive feedback is frequently ambiguous. Sometimes the teacher's approval of what the student has said does not necessarily mean they are correct. It may sometimes be followed by the paraphrase of what the student has uttered. Negative feedback signals, in one way or the other, that the learner's utterance is not correct or is linguistically deviant. In other words, it is corrective in intent. Both SLA researchers and language educators have paid careful attention to corrective feedback (CF). They have frequently disagreed on whether to correct errors, what errors to correct, how to correct them, and when to correct them (e.g. Hendrickson, 1978; Hyland & Hyland, 2006). Corrective feedback constitutes one type of negative feedback. It takes the form of a response to a learner utterance.

2.2.2 Focused and Unfocused Corrective Feedback

A dichotomy is made between unfocused and focused corrective feedback. They are referred to as targeted and comprehensive written corrective feedback (Alshahrani & Storch, 2014). Unfocused corrective feedback corresponds to what might be considered normal practice in writing instruction. Teachers correct all (or at least a range of) the errors in learners written work. In contrast, Focused Corrective Feedback selects specific errors to be corrected and ignores other errors (Ellis, 2008).

Ellis (2009) further explained that different types of errors should not be treated the same owing to the fact that different types of errors should be treated differently. More recently, researchers have moved away from broad correction of every error (what is termed "comprehensive" error correction) and turned their attention to focused correction of error. In most of the cases, having provided feedback on special groups of errors, the teachers caused more triumphant student developments (Ferris, 2002). They pointed out that where error correction is not focused but comprehensive, it is likely that students will have to receive a considerable amount of correction on a large piece of writing and will not be able to check all their errors. In a study carried out by Ferris (2010), having compared the differential effects focused direct

Corrective feedback on the students use of past tense to unfocused direct Corrective feedback and another group receiving no feedback. The researcher proved that no difference existed among the three groups. It was found, anyway, that the experimental groups did better than the group receiving no feedback in terms of their performance on second writing.

Two studies addressing the relative effectiveness of focused and unfocused are Ellis et al. (2008), and Sheen et al. (2009). Ellis et al.'s study did not find any significant difference in accuracy gain between focused and unfocused CF groups. However, it has been expected that focused approach could be more beneficial to accuracy development than unfocused CF. Learners are more likely to notice and understand corrections when they target a specific error type.

Sheen (2009) approved the results of Ellis et al (2008) study by expressing that focused approach was more beneficial than unfocused approach. But Sheen stated that one of the methodological issues with Ellis et al.'s study was that the focused and unfocused CF were hardly distinguished (i.e., article corrections marked strongly in both).

2.2.3 Recasts, Elicitation and Metalinguistic Feedback

Recasting is defined as the instructor's rephrasing of a part or the whole of what the learner has uttered, without the erroneous part (Lyster & Ranta, 1997). Recasting, according to Lightbown & Spada (2006), is, actually, to correctly paraphrase a student's incorrect utterance while maintaining the central meaning of the utterance. Another error correction method which has considerably drawn attention is elicitation. This way, the teacher does not simply provide the student with the correct form but rather tries to have the student self-corrected. Metalinguistic feedback according to Sanavi & Nemati (2014) could take one of two forms: use of error coding or a brief grammatical description. In the first form, the teacher writes some codes in the margin to suggest what problems learners have (example sp for spelling, ww for wrong word) the learners have the list of the codes for better response. In the second form, the

teacher numbers the errors and provides brief explanation for the errors at the end of the text.

2.2.4 Peer Feedback

Peer-feedback is a learning strategy in which learners work together and comment on one another's work or performance and provide feedback on strengths, weaknesses, and suggestions for improvement. Such is to the widespread influence of process-oriented writing instruction (Ferris & Hedgcock, 1998), which encourages the production of multiple drafts of writing with response and revision. Peer feedback has become a common practice in many Second language (L2) classrooms. Theoretically, peer-feedback is justified and supported by various theories, including process writing theory, interactionist theory in second language acquisition, collaborative learning theory, as well as socio-cultural theory (Liu & Hansen, 2002).

Peer feedback contributes to learning development and increase motivation (Hyland & Hyland, 2006). Additionally, with the help of supportive peers, students' attitudes towards writing can be enhanced and their apprehension can be lowered. Moreover, being assigned the role of a teacher through peer-review, students are actively engaged in their own learning and assume responsibility of their own learning progress (Liu & Hansen, 2002). Finally, by reading each other's drafts critically students can learn more about writing and revision. Similarly they are able to identify the weak and strong points in their writing hence improve their writing proficiency and become autonomous learners (Hansen & Liu, 2005; Loan, 2017).

On the other hand, Maarof, Yamat & Li (2011) believe that combined teacher and peer feedback play a significant role in enhancing the acquisition of writing among ESL students. On the contrary, Hu (2005) indicates that students' limited knowledge of the target language and students' various inappropriate negative attitudes towards peer-review are likely to hinder the implementation of peer-feedback in L2 writing classes. Likewise, target language rhetorical convention and nature of students' comments affect writing classes.

2.2.5 Computer-mediated Feedback

As technology develops and computer facilities become more widely available, the role of the computer in both delivering and mediating feedback has become more visible in practice and research. This is partly driven by the rapid advance of educational technologies and partly by a marked increase in the provision of distance courses and on-line research supervision. Students now often find themselves reading feedback on their electronically submitted essays which has been produced by an unseen tutor, by their peers, or by the computer itself. Nor is computer feedback restricted to distance students, as learners increasingly exchange texts and comments with each other and with teachers through computer networks in writing workshops. Precisely how computers are used, however, largely depends on the underlying assumptions that teachers hold about literacy and language learning (Warschauer,

2002). It must always be born in mind that computers are tools and not a single instructional method.

2.2.6 Direct (Explicit) and Indirect (Implicit) Written Corrective Feedback

Explicit feedback also referred to as direct or overt error correction is the type of feedback where the second language teacher directly provides the correct forms or structure. This is to explicitly show the error in the linguistic structure of student writing (Ferris, 2002, 2003). Implicit error correction on the other hand is the type of feedback where second language teacher simply shows that an error has been made. This is done through various means like underlining, marginal description or encircling. It is also known as indirect corrective feedback (Sani, 2014).

An important distinction in categorizing feedback is usually made between direct and indirect CF. This has attracted the attention of many researchers (e.g. Bichener & Knoch, 2008; Chandler, 2003; Ferris, 1995, 2002, 2010; Lalande, 1982; Beuningen, Jong, & Kuiken, 2008, 2012). Direct CF consists of an indication of the correct linguistic form provided by the teacher to the student above the linguistic error (Ferris, 2003; Bitchener & Knoch, 2008). But indirect CF just indicates an error has been made. In other words, to provide indirect CF, an error is underlined or coded and left to the learner to correct linguistic form rather than the teacher providing its correct form (Beuningen, 2010).

Whereas direct CF enables learners to instantly internalize correct forms provided by the teacher, indirect CF does not provide the forms to learners to test if their own hypothesized corrections are accurate (Chandler, 2003). Furthermore, adult language learners need to be corrected directly to avoid fossilization and develop linguistic competence (Lyster & Ranta, 1997). However, learners whose errors are corrected indirectly are engaged in a more profound form of language processing when they are self-editing their writing (Ferris, 1995; Lalande, 1982). Indirect CF requires learners to engage in guided learning and problem solving and, as a result, promotes the type of reflection that is more likely to foster long-term acquisition (Bichener & Knoch, 2008).

To sum it up, direct CF is another name for explicit error feedback while indirect corrective feedback is the same as implicit error feedback. Furthermore, all the types

of feedback strategies explained above emanated from direct and indirect feedback strategies.

2.3. Previous Empirical Studies

The roles of CF strategies in enhancing students' writing task cannot be over emphasized. However, Effects of direct and indirect feedback have generated academic argument between scholars. Many researches were conducted to find out the effects of different types of CF on different aspects of English as a second language. Most of the researchers were interested in investigating the efficacy of written feedback strategies on error correction and the most effective one. For example, Ferris & Roberts (2001) suggest that direct CF is better than indirect corrective feedback especially in promoting acquisition of specific grammatical features. Lalande (1982), Elsalami (2014), and Belegizadeh & Dadashi (2010) suggest that indirect feedback is more effective in the students' ability to correct their errors. On the other hand, other scholars found no difference between direct and indirect CF (Ferris & Roberts, (2001). Therefore, different Studies were reviewed to confer the findings of various scholars on the effects of written CF strategies and the most beneficial one.

Sanavi & Nemati (2014) investigated the effects of six different CF strategies on Iranian English language learners' writing task. The purpose of their study was to discover how candidates of International English language testing system (IELTS) could be helped to perform better in essay writing task based on the feedback they get. One research question and one hypothesis were used for the study. Quasi experimental design was adopted for the study. An intact class of 15-25 undergraduates and postgraduate student were used as sample for the study and six experimental groups each of which were exposed to different feedback strategy. The six feedback strategies were reformulation, direct form, indirect form, metalinguistic, peer correction and error coding. The findings of this study revealed that the six different feedback strategies showed that there is significant improvement in all the six groups.

The above study is related to the present one because the two focus on CF strategies on students' writing performance. However the present study differs from the former in terms of application of multiple CF, candidates' geographical location and involvement of Undergraduates and postgraduate students in the study. The present study intends to limit the scope of investigation to content, organization expression and mechanical accuracy in relation to written CF.

A study was conducted by Rezaei, Izadpanah & Shahnavaz (2017) to match the expectations of teachers and learners on the provision of CF. The study sampled 180 male and female teachers who taught language courses in an English language teaching programme in Language Institute, Zanjan. Some 350 learners were chosen

through stratified random sampling formed the participants for the study. Two instruments were used in the study which are proficiency English test and Fukuda's (2004) feedback questionnaire. The findings suggest that learners believed that CF had a significant effect on their writing but the teachers did not think so. It was concluded that most of the feedback given by teachers were concentrated on grammatical errors and that the teachers' views on feedback are based on the context, which might have originated from absence of sufficient teacher training. With this in mind, giving feedback or rather the right kind of feedback plays a significant role in teacher education.

Similarly, Black & Nanni (2016) studied on the preferences and justifications of teachers and students on written CF at a tertiary institution in Thailand. Quantitative and qualitative questionnaire data were collected from 262 intermediate students and 21 teachers in order to test two hypotheses. The first hypothesis is whether teachers' and students' written CF preferences would differ significantly, and secondly, if their justifications for their preferences would differ significantly. The hypotheses were confirmed. Teachers rated indirect feedback with metalinguistic comment as being most useful while students most preferred direct feedback with metalinguistic comment. This trend extended to all types of direct feedback being preferred by students while teachers preferred all types of indirect feedback. The most common explanation for the teachers' preferences was the development of metacognitive skills, while accuracy was the greatest concern for students.

In the same vein, a study by Chen, Nassaji & Liu (2016) worked on the perception and preferences of EFL learners' on written CF using students from mainland China. Quantitative and qualitative data were collected from 64 participants in the English department across three proficiency levels. These are intermediate, advanced intermediate and advanced in major provincial university of mainland, China. Through extensive written questionnaire, the study explored these learners' perception and preferences of the various dimensions of written CF. The results showed that a strong preference of the students for extended comments on both content and grammar on their written work. The qualitative data further indicated that the participants wanted to take more initiatives in the revision process of their writing with less interference from teachers. The findings confirm the value of direct written CF for EFL learners outside English speaking countries.

Other researches show that direct written feedback is more effective than indirect written feedback as findings from a study by Beuningen, Jong & Kuiken (2008) indicated. Their research was on the effectiveness of direct and indirect feedback. They divided their sample into four groups. Two were controlled groups to whom direct and indirect feedback were given and two were experimental groups that received indirect feedback. Findings of their research revealed that direct feedback was more useful for error correction than indirect feedback.

Lockee, Kenneth, Michael & Steven (2011) undertook a study on the impacts of different types of teache CF in reducing grammatical errors on ESL/EFL students' writing in Virginia Polytechnic Institute and State University. They used a sample of

one hundred and twenty one university students in four groups and used four different strategies of feedback. These were indirect feedback, direct feedback, indirect feedback followed by direct feedback with explicit corrective comments, and no feedback (IF, DF, IDECC, NF). They found that direct written feedback was more effective than any other types of feedback strategy.

There is also a research which shows completely different findings in the effectiveness of direct and indirect feedback. Erel & Bulut (2007) examined the error treatment in L2 writing by a comparison study of direct and indirect coded feedback in Turkish context. They worked on two different Turkish University student groups by giving them different pre writing tasks before their first semester midterm, second semester midterm and third semester midterm. To first group they gave a direct feedback with correct written form and an indirect feedback to second group but with an error in written form. Finally, it revealed that there were no much differences in statistical results both from direct CF and indirect error feedback. The indirect coded feedback group committed fewer errors than the direct feedback group. In indirect coded feedback, these errors decreased gradually in first, second and third semester respectively.

Jalaluddin (2015) studied role of Direct and Indirect CF in improvement of Hindi students writing Skills at Yale University New Heaven USA. The objective of the study was to ascertain the attitudes of Hindi learners towards Direct and Indirect CF through the use of questionnaires. Most students agreed that indirect feedback holds their attention towards the improvement of the writing skills.

Notwithstanding the positive impacts on the use of different feedback strategies, there is also controversy over the usefulness of both types of feedback. It is also a major issue of concern among the scholars on whether feedback is necessary for improvement of second language learners' performance or not. The most prominent opponent of error correction, states that CF on second language learners' written output is not only unnecessary and ineffective but even counterproductive. This is

because it distracts attention from much more important issues such as development of ideas (Chandler, 2003).

Others researchers are interested in the application of feedback strategies on an aspect of students' essay writing for the enhancement of their subsequent writings. Based on the four components of writing; content, organization, expression and mechanical accuracy, several empirical studies were reviewed.

2.3.1 Direct and Indirect Written Corrective Feedback on Content and Organisation

In scoring students' essays, content and organization go together. According to Akano (2005) in essay writing, if there is no good content then there is nothing to organise. This is the reason why the following empirical studies are largely combination of content and organisation in relation to Direct and Indirect CF strategies.

Hamidun, Hashim & Othman (2012) investigated the effect of feedback in enhancing students' motivation in essay writing. The respondents were from Walailak University, Thailand from different programmes of study and backgrounds. The researchers randomly chose three respondents from the beginner class and two from intermediate class to become the respondents for this study. The CF was given on content, organization and language. The students writing was assessed by using a scoring sheet adapted from Arnold (1991) and Tompkins (2004). The findings of this study showed that the students became more motivated and active to write due to the direct feedback provided to them. Similarly, it was found out that students lack adequate English language vocabularies to express themselves. It was concluded that instructors need to offer the suggestive feedback and identify the potential areas in writing in order to ensure that the students can develop skills to become better writers.

The above study is similar to the present one because the two investigated the effect of direct feedback on content, organization and language. However the present study uses two different types of feedback on content, organization, expression and mechanical accuracy on students writing performance.

In the same vein, Yahaya (2018) examined the role played by organization on students' essay writing. The research was conducted on NCE III students of English at Zamfara State College of Education, Maru. A sample of 218 students was drawn from the population which was divided into experimental and control group. A teacher made test was designed and used as an instrument for data collection. The major findings of this study reveal that although the students have appreciable skills of complying with the convention of organization in essay writings, the majority of them lack adequate knowledge of logical arrangement and precision. Hence, the study concludes that essay writing among NCE English students is apparently poor because they cannot organize their ideas logically and in a precise manner. The study therefore, recommended that teaching creative writing and grammar courses should

be given more priority for the enhancement of students' essay writing, especially in relation to organization. This will enable them to compose well organized essays.

Although, the above study investigated organization in isolation, yet the recommendation shows that other components such as expression (grammar) is necessary in writing well organized essays. Therefore, in order to enhance students' essay writing skills, it is imperative that the components of writing are investigated holistically because they are interrelated. It was based on all the components of assessing writing that the present study investigated the effects of written CF strategies on students' essay writing performance in two Colleges of Education in Zamfara State.

2.3.2 Direct and Indirect Written Corrective Feedback on Expression

Grammatical error is an area that is more often given more attention by teachers of English. For instance, Hong (2004) investigated the effect of teachers' error feedback on international students' self correction ability. Some 119 international students enrolled in ESL composition classes at Brigham Young University's English Language Center participated in the research. The participants were assigned into three groups as with a coded feedback group, a non-coded feedback group and a no feedback control group. Three instruments were used. In-class writing assignment and correction exercise, grammar knowledge test and questionnaire designed by Ferris (2001) to examine students' preferences and attitudes toward grammar feedback in writing classes. Participants compositions were scored based on the number of grammatical errors they made, not on content or organization. The results of ANCOVA revealed that teacher feedback was the most significant factor influencing students' self correction compared to proficiency level and performance on the grammar test. There was a significant difference between the control group that did not receive any feedback from teachers and the two experimental groups that were given either coded or non coded feedback. However there was no significant difference in performance on self correction between the coded feedback group and the non-coded feedback group. In addition, the survey results revealed that students preferred receiving coded feedback over other feedback methods. The former study is similar to the present study because they investigate effect of feedback strategies on students essay writing. While this study provides feedback on grammatical errors, the present one provides feedback on content, organization, expression and mechanical accuracy.

Eslami (2004) examines the effects of direct and indirect CF techniques on EFL students' essay writing. Four research questions and four null hypotheses were formulated to guide the study. Sixty (60) EFL learners that were randomly selected from 93 students taking part in low intermediate course at Institute of Karaj, Iran participated in the study. Two tests were employed. The first was the Cambridge's preliminary English Test (PET) used to ascertain the homogeneity of the participants with regard to their English proficiency. The second was a writing test package which

included a pre-test, an immediate post-test and a delayed post test in order to measure the participants. The participants were randomly separated into groups A and B. Class sessions were held three times a week. Group A received Direct CF in red pen. Group B received indirect CF technique for 12 weeks each session taking 105 minutes. The course was incorporated into a competency- based syllabus. The questions consisted of 69 English language proficiency questions on the four language skills. Simple past tense was targeted in a matched t-test. The test was conducted to find out significant difference in the performance of the groups in pre-test and the two post-tests. The study also compared the result of pre-test with immediate post-test, pre-test with delayed post-test, immediate with delayed post-test. The result showed that there exists a strong correlation between written corrective feedback and writing accuracy. It was also found that the indirect feedback group outperformed the direct feedback group.

Sadat, Zarifi, Sadat & Malekzadeh (2015) investigated the extent to which direct and indirect corrective feedback on Iranian EFL learners' grammatical errors would affect the level of their grammatical accuracy. This involves retention of the structure of conditional sentences type I, II and III. Some 90 intermediate female English students in an EFL context were selected in an English language institute. The sample was divided into two experimental groups and a control group. The experimental groups were provided with indirect uncoded and indirect coded correction feedback and the control group was provided with direct error correction feedback. This was designed to investigate the effectiveness of the three error correction strategies through pre-test, post-test and delayed post test in a time span of 10 weeks. The result indicated that the students who were exposed to indirect coded correction feedback outperformed the students who were provided with direct correction feedback or indirect uncoded feedback. The present study is related to the former because both studies focus on the use of corrective feedback. However, while the former study was concerned with accuracy alone, the present study is concerned with direct and indirect feedback strategies on college students' essay writing performance. This performance is in terms of content, organization, expression and mechanical accuracy.

Razavi (2011) examined the effect of corrective feedback on word choice, verb tense, subject verb agreement and word form. Others include wrong word, articles, sentence fragment, word order, insert Word, spelling, sentence structure, idiom and plural. He explained that providing written corrective feedback either focused or unfocused is an effective way of responding to adult EFL learners' writing performance. Razavi further argued that focused written corrective feedback has more positive effect on the learners' acquisition of the targeted linguistic features than the unfocused written corrective feedback. The objectives of the former research are related to the present one. While the former study investigated the effect of focused and unfocussed feedback strategies on grammar, the present study investigated the effect of direct and indirect feedback strategies on students' essay writing performance as a whole.

A study by Purnawarman (2011) investigated the impacts of different strategies of providing teacher written corrective feedback on first semester ESL/EFL students' essay writing accuracy and writing quality. Four feedback strategies including indirect feedback, direct feedback, indirect feedback followed by direct feedback with explicit corrective comments, and no feedback were employed in this study. Some one hundred twenty-one EFL Freshman University students were randomly assigned into 30 participants each per four feedback groups. Students in each group produced two narrative essays. Teacher feedback was provided in two segments for the first essay and students made two revisions based on the feedback. The errors at each stage of students' writing were marked and counted to be compared among each stage of the writing and between groups.

The results of data analysis showed that the number of errors in the three treatment groups decreased at each writing stage. All three treatment groups outperformed the no-feedback control group at each stage of writing in terms of grammatical accuracy and writing quality. There was no difference in the number of errors among three treatment groups in the first and second revisions. However, the indirect feedback with explicit comments group, which received indirect feedback followed by direct feedback with explicit corrective comments, outperformed all other groups in the second revision and in the new essay. The results also showed that the number of errors of all the three treatment groups decreased in the new essay indicating that there was a long-term effect of teacher corrective feedback on the new essay. The results of the study suggested that providing teacher corrective feedback was effective in reducing students' grammatical errors on their essays. All three treatment groups also gained in writing quality scores in the new essay indicating that, to a certain extent, there was an effect of teacher corrective feedback on writing quality.

Although effective writing skills are significant to the success of second language learners, Sivaji (2011) reported that students face challenges in developing writing skills. Sivaji conducted a research at University of Jaffna, Srilanka and investigated a suitable feedback technique to improve students' essay writing. Some twenty four third year undergraduates in the Faculty of Arts and Social Sciences were randomly selected among a total population of ninety seven students. The groups were treated with both direct and indirect error correction feedback in two-three day sequences of composition writing and comparison of original texts with feedback and revision. The result revealed that both feedback types had a positive impact on students' writings. There was no significant difference observed on the impact of the two feedback types. Irrespective of gender, both male and female students were able to correct their grammatical inaccuracies. The short coming of this research is that it was only conducted in one institution and one aspect of the language. There is need for comparisons with other institutions of learning for better generalizations. Similarly, other aspects of writing apart from grammatical accuracy such as content organization expression and mechanics need to be investigated in terms of feedback strategies for better students' writing performance. This is a major gap the present study intended to bridge.

Similarly, Nasir, Shaked, Wah'd & Akmal (2012) examined the effect of direct and indirect feedback on Urdu- EFL learners' grammatical errors at graduation level. Three research questions were formulated for the study. A total of 60 students was selected randomly at Government Post Graduate College Bahawalnagar, Pakistan. Out of 60 students, a sample of 34 students was taken and divided into two groups; experimental and control. The researchers employed the use of questionnaire and test. A pre-test of both groups was taken separately and their errors were counted. Control group was provided with direct feedback while experimental group was provided with indirect feedback. The result showed that direct feedback was more beneficial to correct the errors of Urdu EFL learners at graduation level. It was equally observed that the findings based on questionnaire data claimed that direct feedback was more useful to minimize the errors of Urdu EFL learners in Pakistan.

Mohammad & Ebrahim (2014) conducted a study on the effects of different types of feedback-direct, indirect, and content on EFL learners' writing accuracy. Data was gathered from three groups of Iranian EFL learners of 44 sampled participants that were randomly assigned to an indirect feedback, a direct feedback, and a content feedback group. The first two groups received both content and form feedback, while the last group received content feedback only. Results were obtained from the analysis of three essays written at the beginning, in the middle, and at the end of the study, over the course of nine months. The results indicated a significant but small difference between formal feedback groups (direct and indirect) and only content feedback group regarding the long-term improvement of their writing accuracy. Nonetheless, no significant difference was found among the three groups with respect to the improvement observed in their overall writing quality in the long run. The study concludes that content feedback seems to be the most efficient feedback strategy when concerned with the long-term improvement in either accuracy or overall quality of writing.

Salami & Moini (2013) viewed the types of feedback as indirect focused and indirect unfocused. Their findings are supported by that of Frear & Chiu (2015) and Alimohammadi & Nejadansari (2014). The findings showed that unfocused group achieved the highest accuracy gain scores for simple past tense form, subject verb agreement, articles and prepositions. It was also found that unfocused feedback reflects better teachers' objective as it views essay writing correction as a whole rather than as a way of practicing grammar. The findings in the delayed post test concluded that unfocused feedback compared with the focused feedback group yielded better long term acquisition. Although this study is related to the present one, the dependent variable, that is other writing components differ. This is part of the gaps the present study would fill.

Frear & Chiu (2015) investigated the effect of focus and unfocused indirect corrective feedback on EFL learners' accuracy in new pieces of essay writing in three groups. Two experimental groups (for focused and unfocused) and a control group. It was find out that the experimental group outperformed the control group in the immediate post

test and the delayed post test on the accuracy of weak verbs and all structures. Also, the unfocused group performed better than the focused group. This is also supported with the findings of Alimohammadi & Nejadansari (2014), who compared the effect of focused and unfocused written corrective feedback in three groups including the control group. It was found out that both corrective feedbacks are effective but unfocused group performed higher than the focused group in writing accuracy, fluency, proficiency and ability as a whole. These researches are related to the present study in the sense that they are conducted to find the effects of some types of feedback, but their limitations are that they seek to find their effects on students' accuracy. This study besides looking into the issue of accuracy alone also focused its attention to such areas as content, organization and mechanical accuracy.

2.3.3 Direct and Indirect Written Corrective Feedback on Mechanical Accuracy

Some researchers investigated on aspects of mechanical accuracy component of writing. Sani (2014) for instance, examined the effects of explicit and implicit feedback strategies on the use of punctuation marks among senior secondary students in Zaria metropolis. The study was guided by five research questions and hypothesis. A quasi- experimental design was adopted for the study. Out of a population of 300 class 2 of 3 selected senior secondary schools students in Zaria metropolis, 60 (20%) were used as the sample of the study. Out of the 60 subjects of the study, 30 were used as control group selected from one secondary school while 15 each were selected as experimental groups. After pre-test, the researcher conducted lessons to the experimental groups for six weeks using explicit and implicit feedback strategies for teaching capitalization, use of full stop, comma and semi-colon. A post-test was administered to all the groups. The findings of the study revealed that both explicit and implicit feedback strategies are effective in the use of punctuation mark but explicit feedback group performed better than the implicit group. This implied that the students that were exposed to punctuation using different feedback strategies could perform better on writing performance. Hence, the present study intended to investigate how direct and indirect feedback strategies could be used to enhance writing performance of college students on content, organization expression and mechanical accuracy.

Specialists in the field of effectiveness of feedback such as Ferris (2004) and Jalaluddin (2015) argued that indirect feedback is more beneficial for most students, because it involves them in guided learning and problem solving. Moreover, they debate that the mistakes that are corrected through indirect feedback have long term effectiveness (Ghandi & Maghsoudi, 2014). The study by these researchers on the effect of direct and indirect corrective feedback on Iranian EFL learners' spelling errors shows positive results. Their study was conducted at the gifted girls' high school in Saveh, Iran. A sample of 56 high school sophomores was randomly assigned to two equal groups of 28 students. Groups 1 for the direct feedback group and Group 2 for the indirect feedback group were treated differently regarding their spelling errors for five weeks. These two researches revealed that indirect written

feedback was more effective than direct written feedback in rectifying students' spelling errors. There are other findings that reveal that indirect written feedback is more beneficial than direct written feedback too.

Baleghizadeh & Dadashi (2011) carried out a research on the effect of direct and indirect corrective feedback on students spelling errors. They tried to examine the role of indirect feedback to junior school students to correct their spelling errors by the dictation of the teachers. They worked on two equally divided school groups, 'A' and 'B' in Zanjanrood district of Iran. Group 'A' was treated as direct corrective feedback regarding their spelling errors in a regular classroom. Group 'B' was treated as an indirect corrective feedback in an additional classroom activity with spelling errors for six weeks respectively. It was found that group 'B' which was treated with indirect corrective feedback performed better than group 'A' with direct corrective feedback. The recommendations were thus: teachers should determine their own priorities. The first priority should be to invite students to correct their own spelling errors because they benefit from correcting their spelling errors in such a way that they become aware of their recurring errors.

These studies are related to the present study in the sense that they investigate aspects of mechanical accuracy in relation to direct and indirect feedback strategies. The present study goes further to investigate other aspects of essay writing performance such as content, organization, expression and mechanical accuracy.

2.3.4 Direct and Indirect Written Corrective Feedback on Overall Writing Performance

On the overall writing performance, few scholars investigated the effects of direct and indirect CF on the holistic view of essay writing. The studies carried out by Ferris & Roberts (2001) and Lee (1997) involved groups which received no correction at all in the research process. Hence, there were no significant differences between the groups' ability to edit their papers, and the students who were given corrective feedback outperformed the no feedback group on the self-editing essay writing task. Lee (1997) further compared EFL college students' essay writing in Hong-Kong and found that students who received indirect feedback performed better than the group with no feedback in self-editing. According to Ferris (2007), students who primarily received indirect error feedback make fewer errors in subsequent writings than the students who received mostly direct feedback. Research has further revealed that students express preferences for overt correction; that is, they expect their teachers to point out and correct their errors. A growing body of research has accounted for students' preferences about and their views on the utility and instructional value of instructor feedback. Students, regardless of cultural origin, appear to share certain beliefs about the functions of formal education. As Schulz (2001) noted, they see the teacher as an expert 'knower' whose role is to explain and provide corrective feedback.

Jamalnesari, Rahimi, Gowhary & Azizifar (2014) examined the effectiveness of teacher direct and indirect feedback in students' composition writing in an EFL

context. The participants were 2 classes of 10 students each of lower intermediate English language learning in a private language institute in Ilam, Iran. The students in both groups were given essays as homework for 10 class session. The students were provided with either direct or indirect feedback. The results were recorded and later analyzed. The findings revealed that the class with indirect feedback performed better. In conclusion, it was suggested that research into peer feedback and self assessment might produce valuable effects and lead to more autonomy. It was recommended that teachers should provide discriminatory attentive feedback on a restricted number of linguistic error categories at a time rather than feedback on a mass features together.

Nanni & Black (2017) investigated further on the preferences of teachers and students on five major areas of written corrective feedback. These are content, organization, grammar, spelling and vocabulary. Three of the five - grammar, vocabulary, and spelling, can be categorized as form-focused, while the remaining two-content and organization, can be categorized as content-focused. Data was collected through the use of two questionnaires. These were adapted from previous research by Amrhein & Nassaji (2010) and Sayyar & Zamanian (2015). Each questionnaire asked the respondent to rate the usefulness of the five target categories of feedback on a five-point Likert scale, one being least useful and five being most useful. The questionnaire also included an open-ended question asking respondents to explain their selections. The participants in this study were drawn from the teachers and students in intensive English for academic purposes program at a Thai university. All of the students and teachers in the program were invited to participate. Of the 361 students enrolled at the center, 262 responded, yielding a response rate of approximately 73%. All of the 21 teachers in the program responded. The English proficiency of the students ranged from intermediate to upper-intermediate, and their ages ranged from 17-20. At the beginning of the term, the researchers distributed informed consent forms and explained the survey. Teachers and students were invited to complete and submit the informed consent form then to complete the survey via Google Forms.

The results revealed that teachers and students showed distinct preferences regarding the five categories of written CF. Teachers ranked the categories as follows from most to least useful: organization, content, grammar, vocabulary, and spelling. In contrast, students ranked them grammar, vocabulary, organization, content, and spelling. Teachers valued organization and content over grammar and vocabulary, whereas students valued grammar and vocabulary over organization and content. Both groups ranked spelling feedback as least useful. These results show that the type of written corrective feedback that teachers provide could be influenced by factors other than their preference, such as student expectations or institutional policy.

In another perspective, Wahyuni (2017) investigated the effect of different written corrective feedback on writing quality of college students with different cognitive style. The subjects for this study were fifty-five fourth semester students of the English Education Study Programme of STAIN Kedri, Indonesia. The subjects were randomly selected and assigned into different treatments -getting direct corrective

feedback and indirect corrective feedback, they got all the treatments in different orders. The writing test was used to collect the data about the quality of students' writing. In scoring the students' writing, an analytical scoring rubric was used. In the rubric, a piece of writing was rated on the basis of the quality of each feature that made-up the quality of the whole. It was also related to the feedback focus which was given to all components of writing (content, organization, vocabulary, language use and mechanics).

Based on the result of the study, it was found that the different types of feedback given do not make the students' writing quality significantly different. In other words, there was no difference in the effect of direct and indirect corrective feedback on the students' writing quality. The students' second writing (the revision) was better when they get feedback. No matter the types of feedback given on students' writing, directly or indirectly, the students write better when they get feedback and revise their writing. The former study is similar to the present study in terms of content and focus but geographical location and level of learners differ. This is the gap the present study is set to bridge.

Although, there are vast theoretical and empirical studies on written CF, Soory, Kafopour & Soury (2011) and Junaidi (2017) explained that its effectiveness in escalating students' writing skills remains critical to discuss. This is because the overall outcomes of the studies generate conflicting result. Therefore, the need for further researches on the best written corrective feedback strategies are needed to convince if there is a difference between direct and indirect feedback strategies.

To identify and evaluate current state of empirical evidence, Sia & Cheung (2017) conducted a qualitative synthesis of published research. These researches examined written corrective feedback in both English as a first language and English as the second/foreign language settings. Four claims emerged in their analysis of 68 empirical studies published in journals from 2006-2016. Each claim is supported by empirical evidence. Those claims are individual differences play a part in the effectiveness of written corrective feedback. Secondly, students and teachers' perception affect the effectiveness of written corrective feedback. Thirdly, giving corrective feedback through technology is beneficial to students. Lastly, written corrective feedback is more effective when it is used concurrently with collaborative task. This metasynthesis study sheds light on the written corrective practice of English language teachers across different pedagogical settings and the factors that may affect student engagement in teacher written feedback.

From the empirical review therefore, it was evident that the role of corrective feedback strategies in enhancing students' writing tasks cannot be over emphasized. However, different related literatures that were reviewed showed that the effects of direct and indirect feedback strategies generated academic arguments among scholars in the field of ESL. For example, some scholars maintain that direct corrective feedback is better than indirect corrective feedback especially in promoting acquisition of specific grammatical features. Another group was of the view that

indirect feedback is more effective in the students' ability to correct their linguistic errors. However, there is the third group of scholars whose argument found no difference between direct and indirect corrective feedback strategies. But very few of these three groups of scholars focused their studies on effects of direct and indirect feedback strategies on the holistic view of the four components of assessing students' writing. The literature review revealed that the variables that are used as criteria for the evaluation of students' writing have not been given the deserved attention. In other words, there is dearth of studies on effects of feedback strategies on content, feedback strategies on organization, organisation, expression and mechanical accuracy. Therefore, the literature reviews suggest that the dearth of studies on the effects of feedback strategies could be the causes of students' poor writing performance. Similarly, from the literature review, there was no comprehensive study that focused on effect of direct and indirect feedback strategies on the four variables of evaluation of students' writing. This is the gap in knowledge the present study seek to fill. It is against this background that this study investigated the effects of direct and indirect written feedback strategies on students' English writing performance based on Content, Organisation, Expression and Mechanical Accuracy.

The gains of the literature reviewed are summarised in Table 2.1 below:

Table 2. 1: Gains from Literature Reviewed

Authors Reviewed	Aspects Reviewed	Benefit to the Present Study
Attahiru (2014)	Conformed that speech is an innate inheritance while writing is a skill Learnt.	Second language teachers need to adopt strategies that would assist L2 learners learning the skills of writing.
Akano (2005)	The performance of a given writing task should be assessed based on the four components; content, organization, expression and mechanical accuracy.	In the assessment of overall writing performance, the four components need to be given attention.
Ellis (2009)	Teachers should be focused in providing corrective feedback to learners	Teachers' corrective feedback should focus on fewer linguistics aspects.
Ferris & Roberts (2001)	Direct feedback is better than the indirect especially in promoting acquisition of specific grammatical features	This can be accurate based on the dependent variable. But if the dependent variable is changed there is likely going to be a different result.
Sanavi & Nemati (2014)	Different feedback strategies are affective in the improvement of students performance in writing.	Writing therefore calls for Further research to find the most effective in different aspect of language.
Hamidun Hashim & Othman (2012)	Students are motivated and active to write due to the direct feedback provided to them	Feedback strategies motivated learners to write

Authors Reviewed	Aspects Reviewed	Benefit to the Present Study
Jalaluddin (2015)	Hindi learners of English agreed that indirect feedback is of more beneficial in the improvement of writing skills	Student learning English as a second language could benefit from feedback strategies.
Sadat, Zarifi, Sadat & Malekzadeh (2015)	Students exposed to indirect coded correlation feedback outperformed the students the students who were provided with direct correlation or indirect uncoded feedback on grammatical accuracy.	Coded and uncoded feedback is also beneficial to students especially on accuracy
Jamalnesari, Rahimi & Gowhary (2014)	Students provided with indirect feedback performed better than those given direct feedback in composition	More researches to confirm their findings based on writing
Alimohammadi & Nejadensari (2014)	Unfocused feedback group perform higher than the focused feedback group in writing accuracy, fluency, proficiency and ability in general.	Different types of feedback strategies could be beneficial to learners of second language.
Salami & Moini (2013)	Unfocused feedback strategy is more beneficial to learners on grammatical accuracy and writing correction as a whole.	Unfocused feedback strategy is highly beneficial to learners especially on accuracy and writing.
Rizvi (2011)	Focused feedback strategy has more positive effect on the learners acquisition of the targeted linguistics features than the unfocused feedback.	Different feedback strategies could be beneficial to learners depending on the learners and learning objectives.
Chen, Nassaji & Liu (2016)	Students from Mainland China showed a strong preference for extended comments on both content and grammar of their written work.	Some students have strong preference or direct feedback strategy.
Ghandi & Maghsoudi (2014)	Indirect feedback strategy is more effective than the direct feedback in rectifying students spelling errors.	Indirect feedback strategy could be beneficial to learners on their spelling errors.
Eslami (2004)	There is a strong correlation between corrective feedback and writing accuracy. Indirect feedback group outperformed the direct feedback group on the subjects' language proficiency.	Indirect feedback strategy could be more beneficial to learners than the direct feedback on their language proficiency.
Nasir, Shaked, Wah'd & Akmal (2012)	Direct feedback is more beneficial in correcting the Urdu EFL learners.	Direct feedback strategy could be more beneficial in teaching English as a second language.
Hong (2004)	Students preferred receiving coded feedback over other feedback methods.	Further researches are needed to confirm these findings.

Sivaji (2011)	There was no significant difference observed on the impact of direct and indirect feedback types. Students were able to correct their grammatical inaccuracies based on the feedback provided to them.	Both feedback types are effective. There is need for further research to find their effect on other language aspects and the most effective among the two.

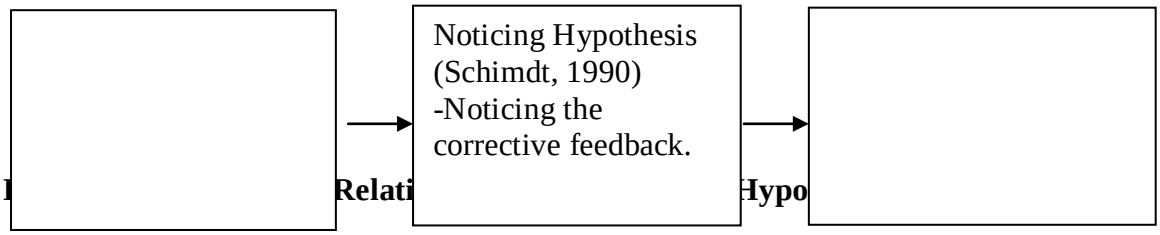
Authors Reviewed	**Aspects Reviewed**	**Benefit to the Present Study**
Beuningen, Jong & Kuiken (2008)	Findings of their research revealed that direct feedback was more useful for error correction than indirect feedback.	Further researches are called for to confirm the findings especially on other language aspects.
Chandler (2003)	There is controversy over the usefulness of both types of feedback. It is also a main issue whether feedback is necessary for improvement or not. The most prominent opponent of error correction, states that corrective feedback on second language learners' written output is ineffective and even counterproductive.	There is need for further researches to confirm these ideas.
Erel & Bulut (2007)	There were no much differences in statistical results both from direct with correct feedback and indirect error feedback but the indirect coded feedback group committed fewer errors than the direct feedback group. And in indirect coded feedback, errors decreased gradually in first, second and third semester respectively.	Different feedback types could assist learners to correct their errors.
Purnawarman (2011)	The results also showed that there was a long-term effect of teacher corrective feedback on the new essay. The results of the study suggest that providing teacher corrective feedback was effective in reducing students' grammatical errors on their essays.	To a certain extent, there was an effect of teacher corrective feedback on writing quality.

2.4.1 Theoretical Framework

This research work adopted two theories. Input Hypothesis and Noticing Hypothesis. Input Hypothesis is also known as Monitor Model by Krashen (1986). According to this Hypothesis, the learner improves and progresses when he receives second language 'input' that is one step beyond his current stage of linguistic competence. It goes beyond the choice of words and involves presentation of context, explanation,

rewording of unclear parts, the use of visual cues and meaning negotiation. The meaning successfully conveyed constitutes the learning experience.

The second theory adopted for this study was Noticing Hypothesis. The theory of Noticing Hypothesis was founded by Richard Schmidt in 1990. The ideology behind this theory is that learners cannot learn the grammatical features of a language unless they notice them. According to Schmidt, noticing alone does not mean that learners automatically acquire language but the Hypothesis states that Noticing is the essential starting point for the acquisition. In a paper on the role of consciousness in second language learning, Schmidt (1990:130) posits that "subliminal language learning is impossible" and that "Noticing is the necessary and sufficient condition for converting input into intake". Hence, the scholar considered that in order to learn some specific aspects of input, noticing those aspects is of key significance. Above theories could be graphically illustrated in Figures 1 and 2 below:



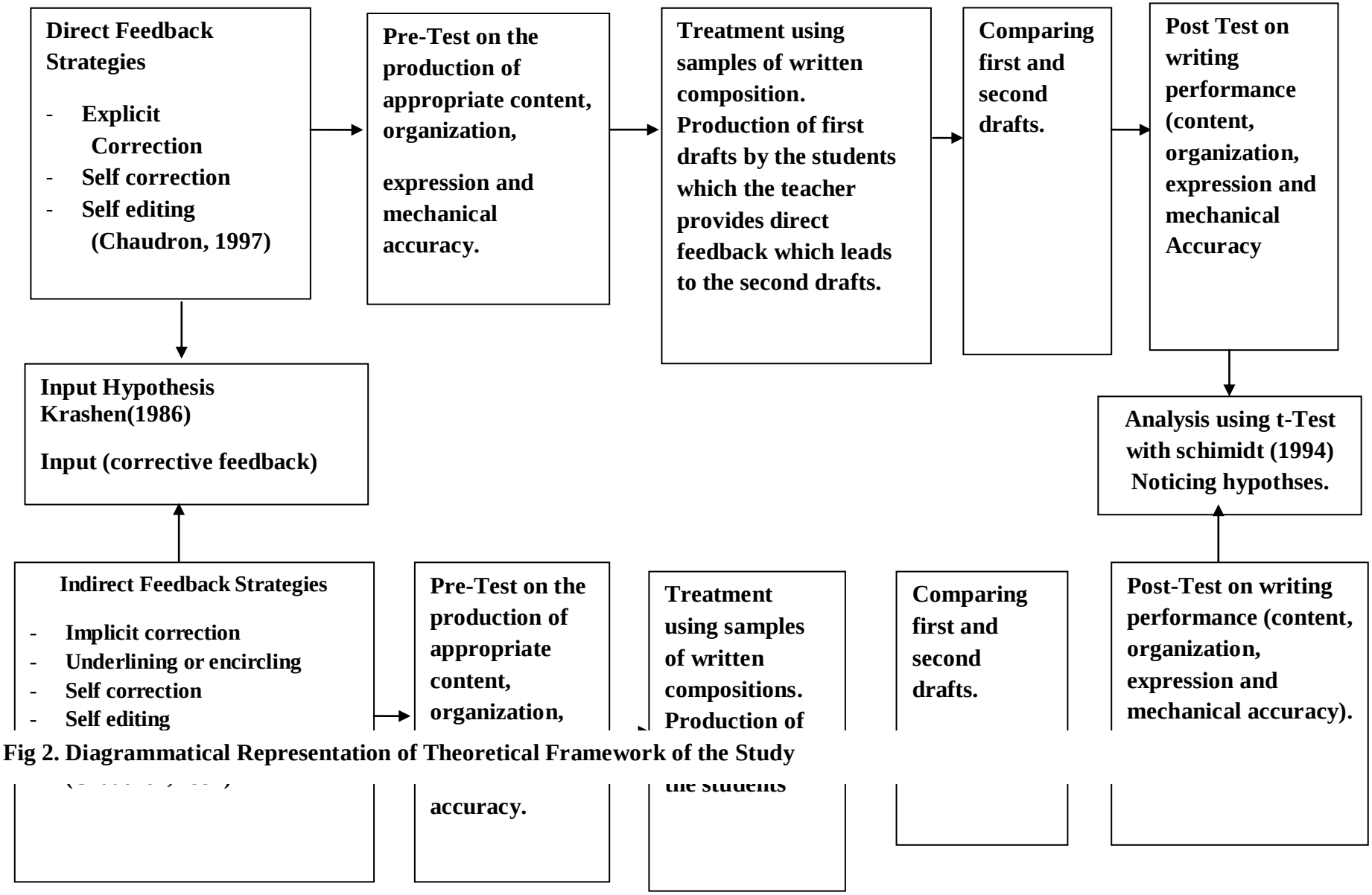


Fig 2. Diagrammatical Representation of Theoretical Framework of the Study

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter discusses the research method employed for this study under the following subheadings: research design, population, sample and sampling procedure and instrument for data collection. Other subtopics to be discussed in this chapter include validation of the instrument, reliability of the instrument, method of data collection and data analytical techniques.

3.1 Research Design

This study adopted Static group non-control pretest-posttest design. The design is an aspect of quasi experimental design. In this design, each individual's pretest score was subtracted from his posttest score in analyzing the data to find the gain after treatment. Quasi- experimental design was adopted in this study because it allows the use of existing classroom structure, where random sampling could not be possible (Frankel & Wallen, 2000; Nworgu 2015). Diagrammatically, the design is represented as follows:

G1 ⟶ 01 ⟶ X_1 ⟶ 02

G2 ⟶ 03 ⟶ X_2 ⟶ 04

Key

G1 – Experimental group FCE (T) Gusau

G2 – Experimental group ZSCOE Maru

01 – 03 Pre-test

02 –04 Post test

X1 – Treatment (Direct feedback strategy)

X2 – Treatment (Indirect Feedback strategy)

3.2 Population of the Study

The population of this study comprised all NCE two students of English of Federal College of Education Technical Gusau and College of Education Maru. As at 2017/2018 academic session, there were 431 NCE II students offering English language in the two colleges. Table 3.1 provides the population for this study by college and level of the students.

Table 3.1: Students' Population for the Study

Name of College	NCE II
Federal College of Education (Technical) Gusau.	178
College of Education Maru	253
Total	431

3.3 Sample and Sampling Procedure

The study was based on multi stage sampling. Purposive sampling was used to select NCE two English students of the two Colleges of Education. The whole classes were given pre-test. The scripts were arranged serially and systematic sampling procedure was employed and 30 participants from each group were selected and after the treatment, were given post-test. This was based on the recommendation by Frankel & Wallen (2000) that 30 participants per group is ideal for experimental research. Table 3.2 summarises the sampling technique thus:

Table 3.2. Sampled Size of the Study

Name of College	Number Sampled
Federal College of Education (Technical) Gusau.	30
College of Education Maru	30
Total	60

3.4 Instrumentation

The research instrument used for this study was a narrative essay writing for both pre and post tests. The essay topic is: *During your visit to the city last holidays you witnessed an interesting event. In not less than 250 words, narrate the incident to your friends.*

3.5 Scoring Procedure

The scoring procedure for this study adopted the Senior Secondary Certificate Examinations Marking Schemes **(**WAEC & NECO) obtained from Chief Examiner's office, Gusau, Zamfara State**).** Table 3.3 details of the assessment guide as follows:

Table 3.3 Assessment Guide

	Excellent	Very good	Good	Average	BelowAverage	VeryWeak	Poor
Content	8-10	7	6	5	4	2-3	0-1
Organization	8-10	7	6	5	4	2-3	0-1

Expression	16-20	14-15	1-13	9-14	7-8	5-6	0-4
Mechanical Accuracy	8-10	7	6	5	4	2-3	0-1

The above table was adopted from the National Examination Council (NECO) and West African Examination Council (WAEC). It was used in scoring the subjects' essay writing based on content, organization, expression and mechanical accuracy. Both content and organization were scored over 10 each. Expression was scored over 20 and mechanical accuracy was scored over 10 which is a total of 50 marks.

Content refers to the statement and development of relevant ideas and points. The ideas presented must be relevant to the theme.

Organization refers to the forms of the composition, i.e the arrangement and ordering of sentences to form paragraphs and the unity of the paragraphs to make a whole composition. The flow of thoughts from the opening, through the middle, the conclusion as well as formal features are also considered here.

Expression is about qualities to be considered which include:

a. Appropriate style as well as choice of words and other expressions that are apt to the context.

b. Proper arrangement of appropriate sentences types.

c. Appropriate use of carefully chosen diction, figurative language as well as skillful use of punctuation marks.

Mechanical Accuracy covers errors are to be penalized by ringing in aspects, which include obvious grammatical errors, spelling errors and punctuation errors. Therefore, deduct half mark (½) for each ringed error up to a maximum number of the marks. This means a student should have at least twenty (20) rings to score zero on this aspect.

3.6 Validity of the Instrument

The instrument was validated by a subject specialist and researcher's supervisors and a specialist in test and measurement in the Department of Arts and Social Science Education, ABU Zaria. The validation has helped to ensure construct, criterion and content validity of the instrument. All corrections, suggestions and observations were

incorporated in the final draft of the instrument, and subsequently approved by the supervisors before it was administered.

3.7 Reliability of the Instrument

To ascertain the reliability of the research instrument, a test re-test method was conducted in a pilot study. The pilot study was conducted using 11 NTI students. The NTI Gusau Study Centre was used because of its proximity as well as its sociological and geographical affinities (such as socio economic status and educational backgrounds) with the area of the study. Besides, these students were not part of this study. Therefore, test-retest method was used to examine the reliability of the instrument. The results of both tests were correlated and the reliability index was computed using Pearson Product Moment Correlation Coefficient. A reliability index of 0.972 which shows a strong relationship between the first and second draft was obtained, which according to Cohen (1978) is a very strong correlation. With regards to these results therefore, the instrument was considered suitable for this study.

3.8 Procedure for Data Collection

The researcher obtained an introductory letter from the Head, Department of Arts and Social Science Education, Faculty of Education, Ahmadu Bello University Zaria, which contained the purpose of the research. The letter was addressed to the registrars of Federal College of Education (Technical), Gusau and that of College of Education Maru. A research assistant was employed to assist in data collection. After receiving orientation by the researcher, he was assigned to give treatment to the experimental group 2. The researcher designed the lesson plans and presented them to him for use during the treatment process. The research assistant was suitable for the conduct of the research because he is an English writing teacher and participates in the marking of National Examinations as well.

3.8.1 Treatment Procedure

A procedure for data collection on experimental groups 1 and 2 on direct corrective feedback and indirect feedback strategies comprises the following steps:

a. Pre Test was given to the two groups which was narrative essay writing. Content, organization, expression and mechanical accuracy were scored from each of the subjects' writings.

b. Eight weeks treatment (two weeks for each of narrative descriptive argumentative and expository) was organized and students were taught the development of the four aspects of writing; content, organization, expression and mechanical accuracy.

c. The students were asked to write an essay of not less than 250 in 30 minutes on the following topics in class and submitted their writings by the end of the class period.

   i. *You have been to a party held by one of your friends, In not less than 250 words tell your colleagues what happed at the party* (Topic for treatment week 1 and 2).

   ii. *An institution in your country is organizing on essay competition on "The man or woman I admire most"* Write your entry (Topic for Treatment week 3 and 4)

   iii. *Male children are more beneficial to their parents than female children* (Topic for treatment week 5 and 6).

   iv. *Explain how traditional marriage is performed in your locality* (Topic for treatment for week 7 and 8).

d. The teacher marked students' writing errors on content, organization expression and mechanical accuracy according to the feedback type for the groups, direct feedback for Group 1 and indirect feedback for Group 2. The scripts were returned them to the students the following week. Subjects sampled from FCT (T) Gusau were provided with direct corrective feedback by the researcher and subjects sampled from COE Maru received indirect corrective feedback by a

research assistant. The scoring method was adopted from the National Examination (NECO and WAEC).

e. The correct form were provided as direct and indirect feedback. Students' scripts were returned to them with direct and indirect feedback for students to revise and take note.

f. The students wrote the second draft of essay on the same topic revising the errors in the first draft.

g. The first and the second draft of essays were collected and marked.

h. The writing performance in each of the students first and second drafts of essays were compared and marked.

i. The students were given post-test using the same writing task and found out if the feedback strategies improved their writing performance.

j. Pre analysis and post analysis of marked test scores were compared.

3.9 Data Analytical Techniques

Descriptive statistics of frequencies and percentages; mean, standard deviation and standard error estimated were used to analyze the post test results. Independent sample t-test was also used to compare experimental groups with Statistical significance for all analysis set at alpha level of 0.05. Data collected for this study were analyzed using the Statistical Package for Social Science (SPSS).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION

This study investigated the effects of direct and indirect feedback strategies on students' writing performance in Colleges of Education in Zamfara state Nigeria. Data collected for both pre-test and post-test were analyzed and presented under sub-headings of analysis of pre-test and post-test scores. Other subheadings include answers to the research questions, null hypotheses testing, analysis of students' scripts, summary of findings, and discussions. Descriptive and inferential statistics using tables, means and standard deviations were used in answering research questions. The t-test was used to test the hypothesis formulated for the study. The level of significance for retaining or rejecting each null hypothesis tested was based on p> 0.05. Analysis of students' scripts for both pre-test and post-test was provided to give an insight of the actual students' writing performance before and after feedback. The samples of student' scripts were presented in Appendix J.

4.1 Analysis of Pre Test and Post Test Scores

The mean pre-test and post-test performance scores on content, organization, expression, mechanical accuracy components of writing are presented in Table 4.1.

Table 4.1 Summary of Students' Pre Test and Post Test Scores

Time	Strategy	C.	O.	E.	M.A.	W
Pre-Test	Experimental 1	3.97	3.83	8.27	0.17	16.30
	Experimental 2	3.83	3.67	9.03	0.03	16.60
	Mean Difference	**0.14**	**0.16**	**-0.76**	**0.14**	**-0.30**
Post-Test	Experimental 1	5.60	5.33	11.43	2.50	24.70
	Experimental 2	5.27	4.80	10.70	0.27	21.1
	Mean Difference	**0.33**	**0.53**	**0.73**	**2.23**	**3.60**
	Total Difference	**-0.19**	**-0.37**	**-1.49**	**-2.09**	**-3.90**

Table 4.1 presents data of Pre Test and Post Test for experimental group 1 (FCET, Gusau) and experimental group 2 (COE, Maru). At Pre Test, the students of Experimental group 1 had a mean score of 3.97 on content and 5.60 for Post Test, 3.83 on organization for Pre Test and 5.33 for Post Test, 8.27 on expression for Pre Test and 11.43 for Post Test, 0.17 on mechanical accuracy for Pre Test and 2.50 for Post Test, 16.30 on the overall writing performance for Pre Test and 24.70 for Post Test.

On the other hand, the students of Experimental group 2 had a mean score of 3.83 on content for Pre Test and 5.27 for Post Test, 3.67 on organization for Pre Test and 4.80 for Post Test, 9.03 on expression for Pre Test and 10.70 for Post Test, 0.03 on mechanical accuracy for Pre Test and 0.27 for Post Test, 16.60 on the overall writing performance for Pre Test and 21.1 for Post Test.

The table summarises the pre-test and post-test performance scores of students on content, organization, expression, mechanical accuracy components of writing. At the pre-test, students of experimental Group 1 were given direct feedback and those of experimental Group 2 were given indirect feedback had a very close means in all the components of writing. This shows that before the commencement of the treatment, the two groups of students were homogeneous in terms of performance in writing. This builds the basis for conducting the research. However, at the post-test, there was an improvement in both experimental group1 and experimental group 2. It is better in the performance of students given direct feedback. In particular, the difference is glaring in mechanical accuracy and writing as a whole.

4.2 Answering the Research Questions

The mean post-test performance scores of students taught writing using direct feedback and those taught using indirect feedback is presented based on the content, organization, expression, and mechanical accuracy. Performance scores of each component were used to answer a different research question.

4.2.1 Research Question One

What is the difference in the mean scores of content performance of students taught writing using direct feedback strategy and those taught using indirect feedback strategy at Colleges of Education in Zamfara State? This research question was answered using mean and standard deviation. The result of the analysis is presented in Table 4.2.

Table 4.2 Mean Content Performance Scores of Students Taught Writing by Direct Feedback and Indirect Feedback

					95% Confidence Interval of the Difference	
Treatment	**N**	**Mean**	**SD**	**Mean Difference**	**Lower**	**Upper**
Experimental 1	30	5.60	1.773	.333	-.432	1.098
Experimental 2	30	5.27	1.112			
Total	**60**					

Table 4.2 presents the mean scores of content performance of students taught writing using direct feedback and those taught using indirect feedback. The mean scores of

content performance of students taught writing using direct feedback (M=5.60, SD=1.773) was higher than of those taught using indirect feedback (M=5.27, SD=1.112). The mean difference between the content scores was 0.333 in favour of students taught using direct feedback. The 95% confidence interval of the difference is -0.432 to 1.098. Therefore, students taught writing using direct feedback performed better than students taught using indirect feedback in content component of writing skills.

4.2.2 Research Question Two

What is the difference in the mean scores of organization performance of students taught writing using direct feedback strategy and those taught using indirect feedback strategy at Colleges of Education in Zamfara State? This research question was answered using mean and standard deviation. The result of the analysis is presented in Table 4.3.

Table 4.3 Mean Organization Performance Scores of Students Taught Writing by Direct Feedback and Indirect Feedback

					95% Confidence Interval of the Difference	
Treatment	**N**	**Mean**	**SD**	**Mean Difference**	**Lower**	**Upper**
Experimental 1	30	5.33	1.688	.533	-.208	1.275
Experimental 2	30	4.80	1.126			
Total	**60**					

Table 4.3 presents the mean scores of organisation performance of students taught writing using direct feedback and those taught using indirect feedback. The mean scores of organisation performance of students taught writing using direct feedback (M=5.33, SD=1.688) was higher than of those taught using indirect feedback (M=4.80, SD=1.126). The mean difference between the organization scores was 0.533 in favour of students taught using direct feedback. The 95% confidence interval of the difference is -0.208 to 1.275. Therefore, students taught writing using direct feedback performed better than students taught using indirect feedback in organization component of writing.

4.2.3 Research Question Three

What is the difference in the mean scores of expression performance of students taught writing using direct feedback strategy and those taught using indirect feedback strategy at Colleges of Education in Zamfara State? This research question was answered using mean and standard deviation. The result of the analysis is presented in Table 4.4.

Table 4.4 Mean Expression Performance Scores of Students Taught Writing by Direct Feedback and Indirect Feedback

					95% Confidence Interval of the Difference	
Treatment	**N**	**Mean**	**SD**	**Mean Difference**	**Lower**	**Upper**

Experimental 1	30	11.43	3.036	.733	-.554	2.020
Experimental 2	30	10.70	1.784			
Total	**60**					

Table 4.4 presents the mean scores of expression performance of students taught writing using direct feedback and those taught using indirect feedback. The mean scores of expression performance of students taught writing using direct feedback (M=11.43, SD=3.036) was higher than of those taught using indirect feedback (M=10.70, SD=1.784). The mean difference between the expression scores was 0.733 in favour of students taught using direct feedback. The 95% confidence interval of the difference is -0.554 to 2.020. Therefore, students taught writing using direct feedback performed better than students taught using indirect feedback in expression component of writing.

4.3.4 Research Question Four

What is the difference in the mean scores of mechanical accuracy performance of students taught writing using direct feedback strategy and those taught using indirect feedback strategy at Colleges of Education in Zamfara State? This research question was answered using mean and standard deviation. The result of the analysis is presented in Table 4.5.

Table 4.5 Mean Mechanical Accuracy Performance Scores of Students Taught Writing by Direct Feedback and Indirect Feedback

					95% Confidence Interval of the Difference	
Treatment	**N**	**Mean**	**SD**	**Mean Difference**	**Lower**	**Upper**
Experimental 1	30	2.50	1.635	2.233	1.599	2.868
Experimental 2	30	.27	.583			
Total	**60**					

Table 4.5 presents the mean scores of mechanical accuracy performance of students taught writing using direct feedback and those taught using indirect feedback. The mean scores of mechanical accuracy performance of students taught writing using direct feedback (M=2.50, SD=1.635) was higher than of those taught using indirect feedback (M=0.27, SD=0.583). The mean difference between the mechanical accuracy scores was 2.233 in favour of students taught using direct feedback. The 95% confidence interval of the difference is 1.599 to 2.868. Therefore, students taught writing using direct feedback performed better than students taught using indirect feedback in mechanical accuracy component of writing.

4.3.5 Research Question Five

What is the overall writing performance of students taught writing using direct feedback strategy and those taught using indirect feedback strategy at Colleges of Education in Zamfara State? This research question was answered using mean and standard deviation. The result of the analysis is presented in Table 4.6.

Table 4.6 Mean Writing Performance Scores of Students Taught Writing by Direct Feedback and Indirect Feedback

					95% Confidence Interval of the Difference	
Treatment	**N**	**Mean**	**SD**	**Mean Difference**	**Lower**	**Upper**
Experimental 1	30	24.70	7.875	3.600	.305	6.895
Experimental 2	30	21.10	4.389			
Total	**60**					

Table 4.6 presents the mean writing performance scores of students taught writing using direct feedback and those taught using indirect feedback. The mean writing performance scores of students taught writing using direct feedback (M=2.50, SD=1.635) was higher than of those taught using indirect feedback (M=0.27, SD=0.583). The mean difference between the writing scores was 2.233 in favour of students taught using direct feedback. The 95% confidence interval of the difference is 0.305 to 6.895. Therefore, students taught writing using direct feedback performed better than students taught using indirect feedback.

4.3 Null Hypotheses Testing

Specifically, five (5) hypotheses were tested using an inferential statistic of independent sample t-test at $p \leq 0.05$ level of significance. These hypothesis are further discussed in subsections 4.3.1 to 4.3.5.

4.3.1 Null Hypothesis One

There is no significant difference in the mean scores of content performance of students taught writing using direct feedback and those taught using indirect feedback at Colleges of Education in Zamfara State. This null hypothesis was tested using an inferential statistic of independent sample t-test. The result of the analysis is presented in Table 4.7.

Table 4.7 Independent Samples t-Test on Content Performance Scores of Students Taught Writing by Direct Feedback Indirect Feedback

Treatment	**N**	**Mean**	**SD**	**T**	**df**	**P**
Experimental 1	30	5.60	1.773	.872	58	.387

Experimental 2	30	5.27	1.112
Total	**60**		

Table 4.7 presents the mean scores of content performance of students taught writing using direct feedback and those taught using indirect feedback. The mean scores of content performance of students taught writing using direct feedback (M=5.60, SD=1.773) was higher than those taught using indirect feedback (M=5.27, SD=1.112). The mean difference between the content scores was 0.333 in favour of students taught using direct feedback. The 95% confidence interval of the difference is -0.432 to 1.098. This is supported by t(58)=0.872, p=0.387; the null hypothesis which stated no significant difference was retained. Therefore, there was no significant difference in the mean content performance scores of students taught writing using direct feedback and those taught using indirect feedback at Colleges of Education in Zamfara State. Thus, students taught writing using direct feedback did not perform better than students taught using indirect feedback in content component of writing.

For scores on content and organization components of writing, students' scripts showed a little improvement. This could be seen on the scores of Students 001 and 002 on the experimental Group 1 who scored 4 marks each respectively in pre-test and 5marks each for the first Student and 5 and 6 for the second Student in post-test. On the other hand experimental Group 2 scores were similar to the experimental group 1 on content and organization sub skills components.

Students in experimental Group 1 wrote fewer words in the pre-test unlike their performance in content. They improved in the post-test from 6-8 marks and 3-5 marks for Students 009 and 030 respectively. Experimental Group 2 scores are similar to the experimental Group 1 with in most cases additional 1 or 2 marks. On organization sub skill, performance scores are close to that of content because content and organization go hand in hand. Poor performance in content will lead to poor performance in organization (Akano, 2005). Thus, Most of the students deviated from the given topic which says:

> *During your visit to the city last holidays, you witnessed an interesting event. In not less than 250 words, narrate the incident to your friends*

Furthermore, students' scripts of pre-test showed a little deviation from the given topic. Most of the students wrote on how they spent their last holidays. The students were able to correct themselves in the post-test due to the direct feedback strategy provided to them on the topic, "*An interesting Event I Witnessed*". This was in contrast to the experimental Group 2, where most of the students were not able to self-correct their errors due to indirect feedback given to them.

4.3.2 Null Hypothesis Two

There is no significant difference in the mean scores of organization performance of students taught writing using direct feedback and those taught using indirect feedback at Colleges of Education in Zamfara State. This null hypothesis was tested using an inferential statistic of independent sample t-test. The result of the analysis is presented in Table 4.8.

Table 4.8 Independent Samples t-Test on Organization Performance Scores of Students Taught Writing by Direct Feedback and Indirect Feedback

Treatment	N	Mean	SD	T	Df	P
Experimental 1	30	5.33	1.688	1.439	58	.155
Experimental 2	30	4.80	1.126			
Total	**60**					

Table 4.8 presents the mean scores of organization performance of students taught writing using direct feedback and those taught using indirect feedback. The mean scores of organization performance of students taught writing using direct feedback (M=5.33, SD=1.688) was higher than those taught using indirect feedback (M=4.80, SD=1.126). The mean difference between the organization scores was 0.533 in favour of students taught using direct feedback. The 95% confidence interval of the difference is -0.208 to 1.275. This is supported by t(58)=1.439, p=0.155; the null hypothesis which stated no significant difference was retained. Therefore, there was no significant difference in the mean organization performance scores of students taught writing using direct feedback and those taught using indirect feedback at Colleges of Education in Zamfara State. That is, students taught writing using direct feedback did not perform better than students taught using indirect feedback in organization component of writing.

4.3.3 Null Hypothesis Three

There is no significant difference in the mean scores of expression performance of students taught writing using direct feedback and those taught using indirect feedback at Colleges of Education in Zamfara State. This null hypothesis was tested using an inferential statistic of independent sample t-test. The result of the analysis is presented in Table 4.9.

Table 4.9 Independent Samples t-Test on Expression Performance Scores of Students Taught Writing by Direct Feedback and Indirect Feedback

Treatment	N	Mean	SD	t	Df	P
Experimental 1	30	11.43	3.036	1.141	58	.259
Experimental 2	30	10.70	1.784			

Total	**60**

Table 4.4 presents the mean scores of expression performance of students taught writing using direct feedback and those taught using indirect feedback. The mean scores of expression performance of students taught writing using direct feedback (M=11.43, SD=3.036) was higher than those taught using indirect feedback (M=10.70, SD=1.784). The mean difference between the expression scores was 0.733 in favour of students taught using direct feedback. The 95% confidence interval of the difference is -0.554 to 2.020. This is supported by t(58)=1.141, p=0.259; the null hypothesis which stated no significant difference was retained. Therefore, there was no significant difference in the mean expression performance scores of students taught writing using direct feedback and those taught using indirect feedback at Colleges of Education in Zamfara State. In other words, students taught writing using direct feedback did not perform better than students taught using indirect feedback in expression component of writing.

After analysis of students' scripts of Experimental Group 1 on the component of expression sub skill, there was a remarkable improvement with 12 and 13 marks in post-test against 8 and 11 marks each in pre test. But students of Experimental Group 2 result did not show any improvement. This could be due to the indirect feedback strategy provided to them.

For instance, Student 002 was having poor expressions like "*I was like" instead of "I exclaimed" "unnecessary stuffs" for 'unnecessary discussions"*. Similarly, Student 003 was having poor expression of *"was happening" for "happened"*, *"there*" for *"their*". The students were able to correct their errors after direct feedback.

4.3.4 Null Hypothesis Four

There is no significant difference in the mean scores of mechanical accuracy performance of students taught writing using direct feedback and those taught using indirect feedback at Colleges of Education in Zamfara State. This null hypothesis was tested using an inferential statistic of independent sample t-test. The result of the analysis is presented in Table 4.10.

Table 4.10 Independent Samples t-Test on Mechanical Accuracy Performance Scores of Students Taught Writing by Direct Feedback and Indirect Feedback

Treatment	N	Mean	SD	t	df	P
Experimental 1	30	2.50	1.635	7.048	58	.000
Experimental 2	30	.27	.583			
Total	**60**					

Table 4.5 presents the mean scores of mechanical accuracy performance of students taught writing using direct feedback and those taught using indirect feedback. The mean scores of mechanical accuracy performance of students taught writing using direct feedback (M=2.50, SD=1.635) was higher than those taught using indirect feedback (M=0.27, SD=0.583). The mean difference between the mechanical accuracy scores was 2.233 in favour of students taught using direct feedback. The 95% confidence interval of the difference is 1.599 to 2.868. This is supported by t(58)=7.048, p=0.001; the null hypothesis which stated no significant difference was rejected. Therefore, there was a significant difference in the mean mechanical accuracy performance scores of students taught writing using direct feedback and those taught using indirect feedback at Colleges of Education in Zamfara State. Thus, students taught writing using direct feedback performed better than students taught using indirect feedback in mechanical accuracy component of writing.

Analysis of students' scripts on mechanical accuracy showed a remarkable improvement with 2 and 3 marks in post-test against 0 mark each in pre test. This contrasts with Experimental group 2, whose result did not show any improvement. On the spelling sub skill, student 001 of the experimental group 1 was able to self correct her errors after direct feedback. Words like *canoe, terribly, vehicle, park, Benue, waiting*, were corrected in the second draft. However, most of the students in the experimental Group 2 were not able to self correct their errors of the second draft especially on spelling. Thus, students 006 wrote *"motor pack", "clam"* for "*borded", "droved"* for "*drove*", '*theif*' for "*thief*", "*strated"* for "*started*". The errors were not revised and corrected in the second draft. Student 006 wrote on *"My last Sallah Holiday"* and he was also unable to revise and respond to the indirect feedback provided.

4.3.5 Null Hypothesis Five

There is no significant difference in the mean scores of writing performance of students taught writing using direct feedback and those taught using indirect feedback at Colleges of Education in Zamfara State. This null hypothesis was tested using an inferential statistic of independent sample t-test. The result of the analysis is presented in Table 4.11.

Table 4.11 Independent Samples t-Test on Writing Performance Scores of Students Taught Writing by Direct Feedback and Indirect Feedback

Treatment	N	Mean	SD	T	Df	P
Experimental 1	30	24.70	7.875	2.187	58	.033
Experimental 2	30	21.10	4.389			
Total	**60**					

Table 4.6 presents the mean scores of writing performance of students taught writing using direct feedback and those taught using indirect feedback. The mean scores of writing performance of students taught writing using direct feedback (M=2.50, SD=1.635) was higher than those taught using indirect feedback (M=0.27, SD=0.583). The mean difference between the writing scores was 2.233 in favour of students taught using direct feedback. The 95% confidence interval of the difference is 0.305 to 6.895. This is supported by t(58)=2.187, p=0.033; the null hypothesis which stated no significant difference was rejected. Therefore, there was a significant difference in the mean writing performance scores of students taught writing using direct feedback and those taught using indirect feedback at Colleges of Education in Zamfara State. In other words, students taught writing using direct feedback performed better than students taught using indirect feedback.

The analysis of students' scripts provided an insight of the overall students' writing performance before and after feedback (Appendix E). For instance, Student 001 in the experimental Group 1 (direct feedback) had 16 out of 50 marks in pre-test. Having been exposed to direct feedback, the student got 24 marks, thus moving higher with 8 marks. This could be seen in the student's ability to correct error such as writing the title correctly, wrong expression and spellings. Student 002 scored 19 marks in pre-test but improved a bit to 22 marks in the post test respectively. Similarly, Student 003 had 26 marks in pre-test but improved significantly after feedback to 36 marks, having additional 10 marks. On the other hand, experimental Group 2 (indirect feedback), Student 004 had 13 marks in the pre-test, when exposed to indirect feedback he improved to 17 marks having additional 4 marks in post-test. Student 005 scored 25 marks in the pre-test but had 29 marks in the post test with 4 additional marks. Similarly, Student 006 had 16 and 18 marks in pre test and post-test, that means the score increased by 2 marks.

In addition, there were very few students who could not respond to any feedback type. This could be due to individual differences and differences in educational background. It can be concluded that the students of the experimental group 2 were not sure of how to correct their errors. On a general note, students' writing performance for the direct feedback improved significantly.

4.4 Findings of the Study

This study investigated the effects of direct and indirect feedback strategies on students' writing performance at Colleges of Education in Zamfara State. The findings from the study are summarized as follows:

i. Students taught writing using direct feedback strategy performed better than students taught using indirect feedback strategy in content component of writing.

The mean score was 5.60 and 5.27 for experimental Groups 1 and 2 respectively. However, there was no significant difference found between the two groups.

ii. Students taught writing using direct feedback strategy performed better than students taught using indirect feedback strategy in organization component of writing. The mean score was 5.33 and 4.80 for experimental Groups 1 and 2 respectively. However, there was no significant difference found between the two groups.

iii. Students taught writing using direct feedback strategy performed better than students taught using indirect feedback strategy in expression component of writing with 11.43 and 10.70 for experimental Groups 1 and 2 respectively. However, there was no significant difference found between the two groups.

iv. A significant difference was found in mechanical accuracy performance of students taught writing using direct feedback against those taught using indirect feedback at Colleges of Education in Zamfara State. This is because of the mean score of 2.50 and 0.27 for experimental Groups 1 and 2 respectively.

v. A significant difference was found in the whole writing performance of students taught writing using direct feedback than those taught using indirect feedback at Colleges of Education in Zamfara State. The mean score showed 24.70 for experimental Group 1 and 21.10 for experimental Group 2.

4.5 Discussion of Findings

The study investigated the effects of direct and indirect feedback strategies on students writing performance in terms of content, organization, expression and mechanical accuracy. The results of this study suggest that feedback strategies have positive effect on

students overall writing performance. Both direct and indirect feedback strategies were effective in the improvement of students' writing.

The result of this study revealed that students taught writing using direct feedback strategy performed better than students taught using indirect feedback strategy in content and organization components of writing. However, the findings further indicate that there was no significant difference between the performances of the two experimental groups. This difference is in terms of content and organization components of writing (5.60 for content, 5.27 and 5.33, 4.80 for organization, experimental group 1 and 2 respectively). For instance, student no 001 of experimental group 1 was able to respond to the direct feedback provided and correct the title of the essay from "*We are narrating this story to our friend Fatima"* to " *An interesting event I witnessed"* On experimental group 2 student no 004 was not able to self correct the title of the essay even after the indirect feedback was provided. Therefore, the findings of this study are contradict with the findings of Wahyuni (2017) which revealed that there is no significant difference between direct and indirect feedback strategies in the students' ability to correct their errors. However, the findings concur with those of Beuningen, Jong & Kuiken (2008) and Nasir, Shakeel, Wah'd & Akmal (2012) which revealed that direct feedback is more useful for error corrections than the indirect feedback. On the other hand, findings of this study also contradict Sadat, Zarifi, Sadat & Malekzadeh (2015) and Mohammed (2015) who revealed that students exposed to indirect feedback strategies out performed students given direct feedback. This implies that both direct feedback and indirect feedback strategies are useful ESL teaching strategies that teachers could leverage on in order to improve writing skills of their students. This is because content and organization go together in a given writing task. This corroborates the view of Akano (2005) who stated that poor performance in content will lead to poor performance in organisation of writing task. The analysis of sampled students' scripts confirmed the usefulness of direct feedback strategy and indirect feedback strategy on students content and organization components of writing. For instance, there was closeness in the performance of students of experimental Group 1 and those of experimental Group 2. The direct feedback strategy was more beneficial although the difference was not significant. Similarly, students of the experimental Group 1 (direct feedback) were able to self-correct their errors on the title of the given topic while the students of the experimental Group 2 (indirect feedback) were not able to do so.

The closeness in performance (between experimental Group 1 and 2 in organisation) also supports the findings of the study by Yahaya (2018). This study reveals that in terms of organization majority of the students have appreciable skills of complying with the convention of organization in essay writings. Hence, the results of the present study suggest that both direct feedback and indirect feedback can be beneficial in ESL classroom depending on a given writing task. As such previous knowledge of students should come into play before deciding on the type of feedback strategy to be used in teaching writing skills.

Similarly, students taught writing using direct feedback strategy performed better than students taught using indirect feedback strategy in expression component of writing. However, the findings further indicate that there was no significant difference between the performances of the two experimental Groups in terms of expression component of writing (11.43 and 10.70 for experimental Group 1 and 2 repectively). The analysis of students' scripts revealed that students have poor knowledge of grammar. This could be an attributing factor for their low performances in expression. These findings can be linked to students' low performance in grammar as evident from the students' script. This is because expression entails correct verb usage, use of articles, word order, correct sentence constructions and right choice of words. These are all parts of grammatical accuracy. For instance, student no 002 or the experimental Group 1 used the expression "*unnecessary stuffs*" and "*I used to*" (for habitual action) and was able to correct after the feedback with *"unnecessary discussions* and "*I normally*". Similarly, student no 004 was also able to correct "*which I have never saw"* and wrote "*which I have never seen*". These findings are in line with the findings of Sivaji (2011) which revealed that both feedback types had positive impact on students' grammatical inaccuracies. It also supports the findings of Purnawarman (2011) and Lockee, Kenneth, Michael & Steven (2011) which revealed that direct feedback strategy was more effective in reducing grammatical errors on students' essays.

Furthermore, students taught writing using direct feedback strategy performed better than students taught using indirect feedback strategy in mechanical accuracy component of writing. Spelling mistakes and punctuation marks were corrected specifically on experimental Group 1 (Appendix E). However, the findings further indicate that there was significant difference between the performances of the two experimental Groups in terms of mechanical accuracy component of writing. The glaring performance at mechanical accuracy component of experimental Group 1 could be linked to the students' knowledge of the punctuation symbols. Therefore, it can be argued that students are likely to perform better in mechanical accuracy because they deal with symbols which are conspicuous features in writing. In addition, punctuations are universal in whatever type of writing. Unlike content and organization which are abstract in nature and require students to have a good understanding of a given topic and produce content related to it.

The analysis of students' scripts revealed that spelling errors and use of punctuations were improved by experimental Group 1 (direct feedback). The students of experimental Group 2 (indirect feedback) were not sure of what to write for correcting their errors as such, performed poorly in the post test compared to the first group. For instance, the students of the two groups use of capital letters and spelling were very poor but it was improved by the experimental Group 1 in the post test. Similarly, their use of comma and full stop was poor but the experimental group 1 was able to respond to the feedback strategy and correct themselves at post test stage. Therefore, the study confirmed the

findings of Sani (2014) who revealed that explicit feedback (direct) is more effective on students' punctuation errors. However, it contradicts the findings of Ghandi & Maghsoudi (2014), Balegizadeh & Dadashi (2011) and Eslami (2004) which revealed that indirect feedback strategy is more beneficial in rectifying students' spelling errors.

On the overall writing performance of students taught writing using direct feedback strategy performed better than students taught using indirect feedback strategy. From the general perspective, the findings of the study indicate that there was significant difference between the performances of the two experimental groups. This shows that the use of direct feedback that focuses on the whole components of assessing writing could result into significant improvement of the students' overall writing. This means that ESL teachers should take cognizance of all the aspects of assessing writing in order to improve the writing performance as a whole. However, scholars like Ellis (2009) are of the view that ESL teachers should focus on fewer errors for better writing performance. In contrast, Burt (1975) argued that providing feedback on global errors (whole components of writing) is more beneficial than focusing on local errors (fewer errors). Based on the findings of this study, feedback strategy should be provided on all components of writing with prior explanation on the subject matter of a given writing task.

Finally, analysis of students' scripts revealed that there was significant improvement by the experimental Group 1 (direct feedback). It was also observed that students became more motivated to write. After feedback, some of the students decided to write on different points. At the treatment process, they asked verbal questions and needed verbal explanations (oral feedback) to accompany the written corrective feedback. They also discussed with their friends to get a clue of the correct linguistic form. This implies that they need peer feedback to accompany the teacher's corrective feedback for better writing performance. The findings of this study contradict Jamalnesari, Rahimi & Gowhary (2014) who revealed that indirect feedback strategy is more effective on essay writing.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of research procedures and conclusion of the study. Limitations and suggestions for further studies were also highlighted. The study sought to

find out the effects of direct and indirect feedback strategies on students essay writing performance at Colleges of Education in Zamfara State.

5.1 Summary

This study investigated the effects of direct and indirect feedback strategies on students essay writing performance at Colleges of Education in Zamfara State. The study discussed the importance of writing as one of the four language skills. Similarly, assessing students' writing performance through feedback strategies was also discussed. Components of writing such as content, organization, expression and mechanical accuracy in relation to essay writing were also elaborated. In the chapter, the objective of the study, research questions and hypotheses, significance and scope of the study were also discussed.

Previous research works relevant to the present study were reviewed. The sources of information used for the literature review include books, print and online journals, and other relevant materials. The literature review focused on previous studies on content, organization, mechanics and expression, feedback strategies and strategies for error correction. Furthermore, the study adopted quasi-experimental design. From four hundred and thirty-one (431) NCE II students at the two Colleges of Education, 60 students were sampled and used for the study. The instrument used was a narrative essay writing task for both pre-test and post test. The instrument was validated by experts and the pilot study was carried out among NTI Students of English. The procedures for data collection involved 1 research assistant who assisted during the four weeks treatment. The descriptive statistics of mean and standard deviation were used for the data analysis. Inferential statistics of independent sample t-test was also used to test the null hypotheses at 0.05 level of significance.

The result of the study was presented using tables, means, and standard deviations based on content, organization, expression and mechanical accuracy of the two experimental groups. The performance scores of each writing component were used to answer a different research question. The mean performance scores of students on each components of writing and the overall writing was presented using independent sample t-Test. The summary of results for overall writing showed that there was significant difference in the mean writing performance of students taught writing using direct feedback and those taught using indirect feedback at the Colleges of Education in Zamfara State.

5.2 Conclusion

From this study, the following conclusion was drawn:

i. that students of English given direct feedback strategy performed better than those given indirect feedback on the use of mechanical accuracy such as spellings and punctuations.

ii. that students of English that were exposed to direct feedback were better in the overall writing performance.

iii. that students of English at the two Colleges of Education do not possess the techniques of writing in the areas of content, organization and expression.

iv. that both direct and indirect feedback strategies are beneficial to ESL students' writing performance.

v. that ESL teachers do not give adequate attention to all the writing components as required by their students of English in the two Colleges of Education.

5.3 Recommendations

Based on the findings of this study, the following recommendations are made:

i. Direct feedback should be given to the students especially on writing performance. However, teachers can combine the two feedback strategies on content areas.

ii. Direct feedback should be given to the students especially on writing performance. However, teachers can combine the two feedback strategies on the aspect of organisation.

iii. Direct feedback should be given to the students on expression component of writing. Grammar should be given more attention too.

iv. Direct feedback should be given to the students on mechanical accuracy component of writing.

v. Direct feedback strategy should be provided to the students on the enhancement of overall writing performance.

5.4 Suggestions for Further Studies

The following suggestions were made for further study in future.

i. Research could be carried out on the effect of direct and indirect feedback strategies using computer based instruction.

ii. A study can be conducted by combining teacher's feedback and peer-feedback on students writing.

iii. A study can be conducted on other levels of education such as secondary schools.

iv. It could be more appreciated and beneficial to have a longitudinal research in which students would be given various writing tasks and different feedback strategies in subsequent writings. There should be empirical evidences on which type of feedback is more effective in their subsequent writing performance.

v. Other researchers should be geared towards peer-feedback and self-correction through group work.

vi. Future research could include focused and unfocused feedback on students' writing.

REFERENCES

Adebayo, L. M. (2015). A comparative study of senior secondary school Arabic students' performance in reading and writing skills in Oyo state, Nigeria. *Journal of Educational Foundations and Development.* Vol. 1 (2). Benin. 121-137.

Aliyu, H. (2009). *Essays and letters: Practical approach for schools and colleges.* Gusau: Ol-Faith Prints.

Akano, A. (2005). *How to write acceptable essays and letters.* Ibadan. University press.

Alimohammadi, B. & Nejadansari, D, (2014). Written corrective feedback: focused and unfocused.*Theory and Practice in Language Studies*, 4(3), 581-587. doi:10.4304/tpls.4.3.581-587

Alshahrani, A, & Storch, M. (2014) Investigating teachers' written corrective feedback practices in a Saudi EFL context: how do they align with their beliefs, institutional guidelines and students' preferences? *ARAL*, 37(2), 101-122.DOI 10.1075/aral.37.2.02alsAustralian Review of Applied Linguistics.

Amrhein, H. R. & Nassaji, H. (2010). Written corrective feedback: What do students and teachers think is right and why. *Canadian Journal of Applied Linguistics*, 13(2, 95-137)

Attahiru, M. (2014). *Professional writing: A practical book for students, researchers, administrators and media practitioners.* Zaria. Ahmadu Bello University Press.

Baleghizadeh, S. & Dadashi, M. (2011) The Effects of Direct and Indirect Corrective Feedback on Students' Spelling Errors. Available online at www.sciencedirect.comscience Direct Profile vol. 13 no.1.

Baruah, T.C (2011). *The English Teachers' handbook.* New Delhi. Sterling Publishers Limited.

Beuningen, V. C. G., Jong, D. N. H., & Kuiken, F. (2008). The Effect of direct and Indirect corrective feedback on L2 learners' written accuracy. *ITL International Journal of Applied linguistics*, 98, (6) 279-296.

Beuningen, V. C. G. (2010). Corrective feedback in L2 writing: Theoretical perspectives.

Bitchener, J. & Knoch , U. (2008). The relative effectiveness of different types of direct written corrective feedback. *System* 12(3) , 322-329. doi:10.1016/j.system.2008.12.006

Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing* 17(2) , 102-118.

Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback onESL student writing. *Journal of Second Language Writing, 14*, 191-205.

Black, D. A. & Nanni, A. (2016). Written corrective feedback: Preferences and justifications of teachers and students in Thai context. *GEMA online journal of language studies*.16 (3). 99-114.

Brookhart, S. (2008). How to give effective feedback to your students. Alexandria. *Journal of Association for Supervision and Curriculum Development*. Available at www.ascd.org

Burt, M. (1975). Error analysis in the adult ESL classroom. *TESOL Quarterly 9*(1), 53-63.

Burke, D. & Pietericks J. (2010). Giving Students Effective Written Feedback. *Maidenhead UK:* Open University Press.

Cahyono, B. Y. (2002). Maintaining process and improving grammar use in writing. *Melbourne Papers in Linguistics and Applied Linguistics,* 1, 57-68.

Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing 12* , 267–296.

Chaudron, C. (). *Role of error correction in second language teaching.* Retrieved from https://pdfs.semanticscholar.org

Chauham R..M. (2011).*English for teacher trainers.*Delhi.APH publishing corporation. .265-283.

Chen, S., Nassaji, H. & Liu, Q. (2016). Perception and preferences of EFL learners' on written corrective feedback. *Asian – pacific Journal of Second and Foreign Language Education,* Retrieved from https://doi.org/10.1186/s 4086/s 40862-016-0010-1. Springer Open

Cohen, A. D. (1978). Student processing of feedback on their compositions. In A. Wanden& J. Rubin (Eds), Learner Strategies in Language Learning. PP 57-69. Prentice-Hall: Eaglewood Cliffs, NJ.

Doughty, C., & Varela, E. (1998). Communicative focus on form. In C. Doughty & J. Williams (Eds.). *Focus on Form in Classroom Second Language Acquisition.* P 114-138 New York: Cambridge University Press.

Eko, E.C. (2013). *Effective Writing.* Ibadan, HEBN Publishers.

Eko, E. (2015). *Effective Writing and Communication*. Ibadan, HEBN Publishers.

Ekwueme-Ugwu, C. C., Adeniyi, S. T. & Olaluwoye, L. E. (2017). *Advanced English Writing and Study Skills.* Nsukka: University of Nigeria Press.

Ellis, R. (2008). Corrective feedback and teacher development. *L2 Journal* , 3-18.

Ellis, Rod (2009a) Corrective feedback and teacher development. *L2 Journal, An electronic referenced journal for foreign and second language educators*. Retrieved from http:// scholarship.org/uc/item/ 2504d6w3

Ellis R. (2009b). A Typology of Written Corrective Feedback Types ELT Journal 63, 97-107 doi:10 1093/elt/un023.

Ellis, R. (2010). A framework for investigating oral and written corrective feedback. *Studies in Second Language Acquisition*. 32(2)335-349.

Ellis, R., Sheen, Y., Murakami, M., & Takashima, H., (2008). The effects of focused and unfocused written corrective feedback in English as a foreign language context .*System* 36(3), 353-371.

Erel, S. O. & Bulut,Y. D.(2007). Error treatment in L2 writing: A comparative study of direct and indirect coded feedback in Turkish EFL context. 1: 397-415.

Eslami. E. (2004).The effects of direct and indirect feedback techniques on EFL students' writing Available online at www. Science direct.com. procedia-social and behavioural sciences 98, 445-452 ELSEVIER international conference on current trends in ELT.

Ette, B. (2007).Evidence in support of written corrective fedback. *Journal of second landuage writing, 17, 112-118.*

Fabian, U. & Chinyere, A. V. (2015). Scoring techniques and minimizing subjectivity in Essay test for accuracy and reliability in students' assessment. *Journal of Educational Research and Evaluation.* Vol. 14,(2), 139-146.

Farjadnasab, A. H. & Khodashenas, M. R. (2017). The effect of written corrective feedback on EFL students' writing accuracy. *International Journal of Research in English Education.* Available at www.ijreeonline.com

Fathman, A. K. & Whalley, E. (1990). Teacher response to student writing: Focus on form versus content. *Second language writing: Research insights for the classroom.*(ed B. Kroll) pp. 178–190. Cambridge: Cambridge University Press.

Ferris, D. R. (1995). Can advanced ESL students be taught to correct their most serious and frequent errors? *CATESOL Journal, 8*, 41-62.

Ferris, D. R., & Hedgcock, J. S. (1998). *Teaching ESL composition: Purpose, process, and practice*. Mahwah, NJ: Lawrence Erlbaum Associates.

Ferris, D.R., & Roberts, B. (2001). Error feedback in L2 writing classes: How explicit does it need to be? *Journal of Second Language Writing,10*, 161– 184.

Ferris, D. (2002). *Treatment of error in second language student writing* . Ann Arbour: The University of Michigan Press. DOI: 10.3988/mpub.2173290

Ferris, D. R. (2003). Response to students' writing: Implications for second language students. Lawrence Eribaum Associates, Mahwah NJ.

Ferris, D. R. (2004). The "grammar correction" debate in L2 writing. Where are we, and where do we go from here? Journal of Second Language Writing., 13, 49-62.

Ferris, D. R. (2007). Preparing teachers to respond to student writing. Journal of second Language Writing, 16, 165-193.

Ferris, D. (2010). Second language writing research and written corrective feedback. *SLA Studies in Second Language Acquisition* 32(2) , 181-201.

Frankel, J. R. & Wallen, N. E. (2000). *How to design and evaluate research in Education* (4th ed). McGraw Hill, New York.

Frear, D. (2012). The effect of focused and unfocused direct written corrective feedback on a new piece of writing. Issues and Trends 3, 57-72.

Frear, D. & Chiu, Y. (2015). The effect of focused and unfocused indirect written corrective feedback on EFL learners' accuracy in new piece of writing. Retrieved www.sciencedirect.com doi 10.1016/J.system. 2015.06.006

Gezegin, B. B. (2015). Feedback in L2 writing: Voices from native and non-native English speaking teachers. Procedia-Social and Behavioural Sciences. 199(2015), 763-769. Available at www.sciencedirect.com

Ghandi, M. & Maghsoudi, M. (2014). The Effect of Direct and Indirect Corrective Feedback on Iranian EFLLearners' *Spelling Errors. English Language Teaching,* 7(8).

Grabe, W. & Kaplan, R.B (1996) *Theory and practice of writing An Applied linguistic perspective.* London: Longman.

Hansen, J., & Liu, J. (2005). Guiding principles for effective peer response. *ELT Journal, 59*, 31-38.

Hamidun, N., Hashim, S.H. & Outhman, N.F. (2012). Enhancing students' motivation by providing feedback on writing: The case of international students from Thailand. *International Journal of Social Science and Humanity.* 2(6). Doi:10.7763/IJSSH.2012V2.179

Harris, M. & Silva T. (1993) *Tutoring ESL students: Issues and options College composition and communication.* 525-537. Edinburgh: Pearson Education Ltd.

Hattie, J. & Timperley, H. (2007). *The power of feedback.*SAGE Open. Retrived from https://journal.sagepub.com>doi>abs

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Hendrickson, J. M. (1978). Error correction in foreign language teaching: Recent Theory Research and practice. *Modern Language Journal*,64(2), 216-221. DOI:10.1111/j.1540-4781.1980.tb05188.x

Hong, Y. (2004) The effect of teachers' error feedback in international students' self-correction. (A Master of Arts thesis, University of Jaffna, Srilanka)

Hyland, K. (1990). Providing productive feedback. *ELT Journal,*44(4), 279-285.

Hyland, F. & Hyland, K. (2001). Sugaring the Pill: Praise and Criticism in Written Feedback. *Journal of Second Language Writing*, 10, 185-212.

Hyland, K. & Hyland, F. (2006). *Feedback in second language writing: Contexts and issues*. Cambridge,: Cambridge University Press.

Hu, G. (2005). Using peer review with Chinese ESL student writers. *Language Teaching Research*, 9,(3), 321-342

Jalaluddeen, M. (2015) Role of Direct and indirect corrective feedback in improvement of Hindi students' writing skills. *American international Journal of Research in Humanities, Arts and Social science. (AIJRHASS)* 11(3), 159-162 Available online at http://www.iasir.net 28/03/2018

Jamalinesari, A., Rahimi F., Gowhary, H. & Azizifar, A. (2014). The Effects of Teacher-written Direct vs. Indirect Feedback on Student's writing. Second Global Conference on Linguistics and Foreign Language Teaching, LINELT – 2014 Dubai – United Arab Emirates, December 11 – 13- 2014. Procedia – social and Behavioural Sciences 192 (2015) 116 – 123.

Junaidi, M. (2017). Issues and critical review of written corrective feedback in teaching writing. *Journal of English Teaching, Linguistics and Literature,* 1(2), 101-115.

Kamal, A (2010).*Language for academic purposes a learning central approach*.Zaria:ABU press

Keh, C.L. (1990). Feedback in the writing process. A model and methods for implementation. *ELT Journal.* 44(4):294-304.

Krashen, S. (1986).*The input hypothesis: Issues and implications.* London: Longman.

Kroll, B. (1990). *Second language writing: Research insights for the classroom.* Cambridge: Cambridge University Press.

Kwasau, H. (2015). Challenges of teaching writing in the Polytechnics: A case of Nigeria institute of Leather and science Technology (NILEST) Zaria. Journal of Research in Social Science Education, 5(2). ABU Zaria 114-125.

Langan, J. (2005) *College writing skills* (sixth edition).US :McGraw-Hill Companies.

Lalande, J. F. (1982). Reducing composition errors: An experiment. *The Modern Language Journal*, 66(2), 140-149.

Lee, I. (1997). ESL learners' performance in error correction in writing: Some implications for teaching. *System, 25,* 465- 477.

Lee, I. (2004). Error correction in L2 secondary writing classrooms: The case of Hong Kong. *Journal of Second Language Writing, 13,* 285-312.

Leki, (1991). The preference of ESL students for error correction in college level writing classes. *Foreign Language Annals.* 208-218.

Lewis, M. (2002). Giving feedback in language classes. Singapore:SEAMEO Regional Language Centre.

Lightbown, P. M. & Spada, N. (2006). *How languages are learned*(Third edition).Oxford: Oxford University press.

Liu, J. & Hansen, J.(2002). Peer response in second language writing classrooms. Michigan: University of Michigan press.

Loan, N. T. T. (2017) A case study of combined peer teacher feedback on paragraph writing at a university in Thailand. *Indonesian Journal of Applied Linguistics*. 7(2),15-24. Doi:dx.doi.org/10.17509/ijal.v7i2.8128

Lockee, B.B. Kenneth R. P, Michael A. E & Steven M. C, (2011). Impacts of Different Types of Teacher Corrective Feedback in Reducing Grammatical Errors on ESL/EFL Students' Writing.

Lyster, L. & Ranta L. (1997). Corrective Feedback and Learner Uptake: Negotiation of form in Communicative Classrooms. *Studies in Second Language Acquisition,*19,37-66 doi:10-1017/so272263197001034.

Maarof, N., Yamat, H. & Li, L. (2011). Role of teacher, peer and teacher-peer feedback in enhancing ESL students' writing. *World Applied Sciences Journal,* 15, 29-35.

Mohammed, S. & Hamisu, L. (2015). Impact of self-directed learning strategies on the written English performance of secondary school students. Journal of Research in Social Science Education, 4(1). ABU Zaria, 94-101.

Mohammad, R. & Ebrahim, A. (2014). Effect of different types of written corrective feedback on accuracy and overall quality of L2 learners' writing. *European Journal of Academic Essays,* 1(6),1-7. www.euroessays.org.

Muth'im, A. (2013). EFL learners' ability in writing comparison-contrast essays. In B.Y. Cahyono (Ed.), *Second Language Acquisition and English Language Teaching* (pp. 105-115). Malang: State University of Malang, UM Press.

Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *TESL-EJ,* 6(2) 1-12.

Naghdipour, B. (2016). English writing instruction in Iran: Implications for second language writing curriculum and pedagogy. *Second language writing Journal,32, 81-87.*

Naghdipour, B. (2017). Incorporating formative assessment in Iranian EFL writing: A case study. *The curriculum Journal,* 28 (2), 283-299.

Nanni, A. & Black, D. A. (2017). Student and teacher preferences in written corrective feedback. *The Journal of Asia TEFL.* 14 (3), Fall 2017. 540-547. http://dx.doi.org/10.18823/asiatefl.2017.14.3.11.540

Nasir, M, Shaked, M., Wahid, N. & Akmal, P. (2012). Effect of direct and indirect feedback on Urdu EFL learners at graduation level. *Journal of policy Research* 1(2) 72-87; http://rfh.org.pk/jur/magazine-category/jpr.

Noor, M. (2016). Improving the Ability in Writing Narrative Text of Junior High School Students through Peer Feedback. *IJELTAL Indonesian Journal of English Language Teaching and Applied Linguistics,* 1(1),

Nworgu, B.G. (2015). *Educational research. Basic issues & methodology* (Third edition). Nsukka, University Trust Publishers.

Obanya, P., Olaofe, I., & Olatunji, A., (2005). *Language Arts Methods:*Associateship Certificate in Education Series. Ibadan: Heinemann Educational books.

Ogbuehi, C. U. (2017). *Towards effective writing skill for higher education.*Enugu. New concept publishers.

Ohakwe, B. (2018).West African Examination Council (WAEC) Marking Scheme.

Olaofe I. A. (2010).*Research for academic growth.* Ahmadu Bello University Press.

Olaofe, I. (2013). *Teaching English in Second Language adverse situations.* Zaria Yahaya Ventures, General Printers and Publishers pp 71 – 85.

Olaoye, A.A. & Olaniyi, A. (2009). *General studies English: a practical guide for tertiary institutions. Abuja*. Ogunleye commercial printing press. P 116.

Polio, C. Fleck, C. & Leder, N. (1998).“ If only I have more time” ESLlearners’ changes in linguistics accuracy on essays revisions. *Journal of second language writing.* 10 (4), 277-303.

Prasad, P. (2012). *The functional aspects of communication skills.* New Delhi, S.K Kartaria and sons publishers.

Purnawarman P. (2011). Impact of different types of teacher corrective feedback in reducing grammatical errors on ESL/EFL students writing.(Ph.D Thesis. Virginia Polytechnic Institute and State University)

Qomariyah, S.S. & Permana, D. (2016). Process Based Approach towards Students’ Creativity in Writing English Paragraph. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics), 1(1)*.

Quality Assurance Agency for Higher Education (QAA) (2000). *Subject review handbook.*: September 2000-December 2001. QAA 005 1/2000.Gloucester. QAA.

Rahimi, M . (2009). The role of teacher's corrective feedback in improving Iranian EFL learners' writing accuracy over time: is learner's mother tongue relevant? *Reading and Writing,* 22, 219-243.

Radecki, P. & Swales, J. (1998). ESL student reaction to written comments on their work. *System.* 16 (3) 355-365.

Raimes A. (1983). *Techniques in teaching writing.* Oxford: Oxford University Press.

Rassaei, E. (2015) Oral corrective feedback. Foreign language anxiety and L2 development. *System*, 49 98-104. Available @ https://www.academia.edu/36062960.

Ramaprasad, A. (1983).On students' rights to their own texts: A model ofteacher response. *College Composition and Communication, 33*(2), 157-166.

Rezaei, A., Izadpanah, S., Shahnabaz, A. (2017). The effects of corrective feedback on Iranian EFL learners' writing. *International Journal of English Language & Translation, 5(4),107-117.*

Richards, J. C. & Lockhart, C. (1994). Reflecting teaching in second language classrooms. Cambridge. Cambridge University press.

Richards, J., & Renandya, W. A. (2005). *Methodology in language teaching. An analogy of current practice.* 6th ed. Cambridge: University Press.

Razavi, A. R. (2011). The efficacy of focused and unfocused written corrective feedback in developing Iranians' adult EFL learner writing skills. MA TESOL Dissertaion, University of Nottingham, Malaysia Campus. doi:10-1017/so272263197001034.

Sadat,T., Zarifi, A., Sadat, A. & Malekzadeh, J. (2015) Effectiveness of direct and indirect corrective feedback on Iranian EFL learners' accuracy and retention of conditional sentences I, II & III. *Theory and Practice in Language studies.* 5,(10),23-28. Doi:http://dx.doi.org/10.17507/tpls.0510.07

Saddler, B. & Andrade, H. (2004). *The writing Rubric. Educational Leadership.* 57, pp13-18.

Salami, M. & Moini, M. R. (2013). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 students' writing. *Journal of second language writing*, 12 (3),267-296.

Sanavi, R. V. & Nemati, M. (2014). The effects of six different corrective feedback strategies on Iranian English language learners' IELTS writing task 2. DOI:10.1177/2158244014538271S.

Sani, H. (2014). Effects of Explicit and Implicit Feedback Strategies on Punctuation Marks Used Among Senior Secondary Students in Zaria Metropolis. Masters Dissertation. Ahmadu Bello University Zaria.

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics,11*, 129-158.

Schulz, R. A. (2001). Cultural differences in student and teacher perception concerning the role of grammar teaching and corrective feedback. USA: Columbia. *The*

modern language journal, 85, 244-258. Available at https://dx.doi,org/101111/0026-7902.00107

Sayyar, S. & Zamanian, M. (2015). Iranian learners and teachers on written corrective feedback: How much and what kinds? Journal of Educational Investigations, 2(2), 98-120.

Sheen, Y. (2007). The effect of focused written corrective feedback and language aptitude on ESL learners' acquisition of articles. *TESOLQuarterly 41*, 255–283.

Sheen, Y. (2009). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing*, 16, 255–272. http://dx.doi.org/10.1016/j.jslw.2007.06.003

Sheen, Y., Wright, D., & Moldawa, A. (2009). Differential effects of focused and unfocused written correction on the accurate use of grammatical forms by adult ESL learners. *System*, 37, 556-569.http://dx.doi.org/10.1016/j.system.2009.09.002

Shintani, N. & Aubrey, S. (2016). The effectiveness of synchronous and asynchronous written corrective feedback on grammatical accuracy in a computer mediated environment. *The Modern Language Journal*, 100(1), 296-319.

Sia, D. & Cheung, Y. L. (2017). Written corrective feedback in writing instruction: A qualitative synthesis of recent research. *Issues in Language Studies*, 6(1),61-80.

Silva, T. (1993) Towards understanding of the district nature of L2 writing: The ESL Research and its implications. *TESOL Quarterly*, 24, 657-677.

Sivaji, K. (2011) A study of the impact of Direct and Indirect Error correction on Undergraduate writing. (Masters thesis University of Jaffna)

Sobhana, N. (2016). *Communicative Competence in English.* Delhi: Discovery Publishing House PVT LTD.

Soori, A., Kafipour, R., & Soury, M. (2011). Effectiveness of Different Types of Direct CorrectiveFeedback on Correct use of English Articles among the Iranian EFL Students. *European Journal of Social Sciences*26 (4), 494-501.

Schulz, R. A. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction on corrective feedback. *Modern language Journal*, 85, 244-258.

Suseno, M. (2014). Roles of feedback to overcome grammatical problems of academic writing in EFL class. Proceeding of the sixty first TEFLIN International conference. 7-9 Oct 2014. 685-688.

Supreme Management and Consultancy Services. (2012). Designing and implementing e-learning solutions. A training module for National Programme on E-learning. Held at Federal Ministry of Education Step-B Secretariat, Abuja. From 4th -8th June, 2012. Pp 30-37.

Tavakoli, E., Amirian, M. R., Burner, T., Davoudi, M. & Ghaniabadi, S. (2018). Operationalization of formative assessment in writing: An intuitive approach to the development of an instrument. *Applied research on English Language*. DOI:http://dx.doi.org/o.22108/are.2018.112373.1340

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning 46:2*, 327-369.

Tswanya, M. K. (2011). The effects of direct and indirect speech acts of written teacher feedback (WTF) on written compositions. *Papers in English and Linguistics*. Vol 12, p 46-54

Ur, P. (2012). A course in language teaching (2nded) Cambridge, England: Cambridge University press.

Wahyuni, S. (2017). The effect of different feedback on writing quality of college students with different cognitive style. *DinamikaIlmu*, 17 (1). Doi:http://dx.do.org/10.21093/di.v17i1.649 pp 39-59

Warschauer, M. (2002).Networking into academic discourse. *Journal of English for Academic Purposes*,1(1), 45–58.

Yahaya, S., (2018). The application of Watson's Genre Based Approach to organization in the essay writing at Zamfara State College of Education Maru: A study of NCE III students. *Journal of English Scholars Association of Nigeria*. 20 (1&2). 228-239.

Zacharias, N. T. (2007). Teacher and learner attitudes towards teacher feedback. *RELC Journal*, 38(1). 38-52.

Zamel, V. (1985). Responding to student writing. *Tesol Quarterly*,19, 79-101. http://dx.doi.org/10.2307/3586773.

APPENDIX A
INSTRUMENT FOR DATA COLLECTION

During you visit to the city last holidays, you witnessed an interesting event. In not less than 250 words, narrate the incident to your friends.

APPENDIX B

SAMPLE LESSON PLANS FOR TREATMENT

Lesson Plan on Narrative Essay

Class: NCE II

Subject: English Language.

Topic: Narrative Essay writing.

Time: 2 hours.

Date:

Previous knowledge: Students are familiar with forms of letter writing.

Behavioural objective: By the end of the lesson students should be able to apply the feedback strategy provided to them and produce better essay.

Introduction: The teacher introduces the lesson by asking students questions based on their previous knowledge.

What do you understand by letter writing?

Mention the parts of a letter you know.

Presentation

Step 1: the teacher presents the lesson by explaining narrative essay as the process of narrating events that had taken place. In this type of essay an individual is to tell a story that is interesting and at the same time credible.

Step II: The teacher goes further by asking students to give examples of topics that are narrative in nature.

1. You have been to a party held by one of your friends. In not less than 250 words tell your colleagues what happed at the party.
1. An important person recently visited your schools. One of your friends was not there then and he wished to know what happed. Relate this visit to him (Akano, 2005)
2. Give an account of an excursion you made with your classmates to a place of interest in your country. Narrate what you saw and what you gained (WAEC 1989)

Step III: The teacher distributes a sample copy of a narrative essay of one of the above tittles. She guides the students in studying the essay. She then draws their attention on the four components of writing. These are content, Organisation, expression and mechanical accuracy.

Evaluation: the teacher evaluates by asking students to write in 45 minutes a narrative composition of not more than 250 words on the topic

"You have been to a party held by one of your friends. In not less than 250 words tell your colleagues what happed at the party.".

Conclusion: The teacher concludes by collecting the scripts from the students.

The teacher marks the students writing by adopting the National Examination Marking scheme (WAEC AND NECO) She marks the students' essays and produces Direct Feedback to Group 1 and Indirect Feedback to Group 2. She returns the scripts to the students the following day and asks them to go through the scripts and then write again on the same topic responding to the teachers' written corrective feedback. After they finished she then collects the first and the second drafts for marking and comparison.

Lesson Plan on Descriptive Essay

Class NCE II

Subject: English Language

Topic: Descriptive Essay Writing

Time: 2 hours.

Date:

Previous knowledge: Students are familiar with Narrative Essay Writing.

Behavioural objective: By the end of the lesson students should be able to apply the feedback strategy provided to them and produce better essay.

Introduction: The teacher introduces the lesson by asking students base on their previous knowledge.

What do you understand by Narrative Essay?

What tense of verb do we use in Narrative Essay?

Presentation: Step 1: The teacher presents the lesson by explaining Descriptive essay writing as the process of describing objects, places or situations as they are, thereby creating a precise mental image of such objects, places or situations in the reader's mend.

Step II: The teacher goes further to ask the students to give examples of topic that are descriptive in nature.

a. A friend of yours has been absent from school for about a month due to illness. Write a letter describing some interesting things that have happened in the school during the period and expressing your wish for a quick recovery. WAEC, 1990.

b. Write an article suitable for publication in your school magazine on "The most memorable day in my life" WAEC 1994.

c. An institution in your country is organizing on essay competition on "The man or woman I admire most. Write your entry.

Step III: The teacher distributes a sample copy of a descriptive essay of one of the above tittles. She guides the students in studying the essay. She then draws their attention on the four components of writing. These are content, Organisation, expression and mechanical accuracy.

Evaluation: the teacher evaluates by asking students to write in 45 minutes a descriptive essay of not more than 250 words on the topic

"An institution in your country is organizing on essay competition on "The man or woman I admire most. Write your entry"

Conclusion: The teacher concludes by collecting the scripts from the students.

The teacher marks the students writing by adopting the National Examination Marking scheme (WAEC AND NECO) She marks the students' essays and produces Direct Feedback to Group 1 and Indirect Feedback to Group 2. She returns the scripts to the students the following day and asks them to go through the scripts and then write again on the same topic responding to the teachers' written corrective feedback. After they finished she then collects the first and the second drafts for marking and comparison.

Lesson Plan on Argumentative Essay

Class: NCE II

Subject: English Language.

Topic: Argumentative Essay Writing.

Time: 2 hours

Date:

Previous knowledge: Students are familiar with Descriptive Essay.

Behavioural Objective: By the end of the lesson students should be able to apply the feedback strategy provided to them and produce better essay.

Introduction: Teacher introduces the lesson by asking students question base on their previous knowledge.

What do you understand by Descriptive essay?

What is the difference between narrative and descriptive essay?

Presentation: Step 1:- The teacher presents the lesson by explaining Argumentative essay writing as the types of writing the require a writer to argue in support of or against a given idea or a topic with the purpose of convincing or persuading the reader or examiner to see the issue from the angle we have seen it, and so agree with the writers point of views.

Step II: The teacher goes further to ask students to give examples of topics that are Argumentative in nature.

1. Male children are more beneficial to their parents than the female children.
2. Public secondary schools are better than the private ones.
3. It is better to attend a school near your neighbourhood.

Step III: The teacher distributes a sample copy of argumentative essay of one of the above tittles. She guides the students in studying the essay. She then draws their attention on the four components of writing. These are content, Organisation, expression and mechanical accuracy.

Evaluation: the teacher evaluates by asking students to write in 45 minutes an argumentative essay of not more than 250 words on the topic "Male children are more beneficial to their parents than the female children."

Conclusion: The teacher concludes by collecting the scripts from the students.

The teacher marks the students writing by adopting the National Examination Marking scheme (WAEC AND NECO) She marks the students' essays and produces Direct Feedback to Group 1 and Indirect Feedback to Group 2. She returns the scripts to the students the following day and asks them to go through the scripts and then write again on the same topic responding to the teachers' written corrective feedback. After they finished she then collects the first and the second drafts for marking and comparison.

Lesson Plan on Expository Essay

Class: NCE II

Subject: English Language

Topic: Expository Essay.

Time: 2 hours.

Previous knowledge: Students are familiar with narrative, descriptive and argumentative Essay.

Behavioural objective: By the end of the lesson students should be able to apply the feedback strategy provided to them and produce better essay.

Introduction:- Teacher introduces the lesson by asking question on students' previous knowledge.

What do you understand by argumentative essay?

Differentiate between descriptive and argumentative essay writing.

Presentation: Step 1:- The teacher presents the lesson by explaining expository essay writing as the type of essay that attempts to explain or interpret facts or ideas on a particular subject or topic. This involves question asked on explaining how something works or how something is produced. Example how an electric iron works, how to operate windows 10 Microsoft word or how certain agricultural crops like maize, yam are produced. It is similar to narrative essay.

Stem II:- The teacher goes further to ask students to give examples of topics that are expository in nature.

1. Explain to your friend how your favourite dish is prepared.
2. Explain how traditional marriage is performed in your locality.
3. Explain how any crop of your choice is planted up to the stage it is harvested.

The teacher distributes a sample copy of an expository essay of one of the above tittles. She guides the students in studying the essay. She then draws their attention on the four components of writing. These are content, Organisation, expression and mechanical accuracy.

Evaluation: the teacher evaluates by asking students to write in 45 minutes an expository composition of not more than 250 words on the topic: "Narrate how traditional marriage is performed in your locality".

Conclusion: The teacher concludes by collecting the scripts from the students.

The teacher marks the students writing by adopting the National Examination Marking scheme (WAEC AND NECO) She marks the students' essays and produces Direct Feedback to Group 1 and Indirect Feedback to Group 2. She returns the scripts to the students the following day and asks them to go through the scripts and then write again on the same topic responding to the teachers' written corrective feedback. After they finished she then collects the first and the second drafts for marking and comparison.

APPENDIX C (1)

RAW SCORES FOR PRE TEST AND POST TEST

PRE TEST FCE (T) GUSAU (DIRECT FEEDBACK STRATEGY)

S/N	CON 10 MRKS	ORG 10 MRKS	EXP 20 MRKS	MA 10 MRKS	TOTAL 50 MRKS
001	4	4	8	0	16
002	4	4	11	0	19
003	6	6	13	1	26
004	3	3	8	0	14
005	6	6	11	1	24
006	4	4	9	0	17
007	4	4	8	0	16
008	2	2	5	0	9

009	6	6	13	0	25
010	5	5	9	0	19
011	4	4	9	0	17
012	2	3	4	0	9
013	6	6	10	0	22
014	4	4	9	0	17
015	2	2	3	0	7
016	3	3	6	0	12
017	3	3	8	0	17
018	5	6	13	0	24
019	7	7	13	1	27
020	2	2	3	0	7
021	5	4	10	0	19
022	7	6	12	1	26
023	6	5	12	1	24
024	0	0	2	0	2
025	6	6	11	0	23
026	4	3	9	0	16
027	1	1	3	0	5
028	5	4	8	0	17
029	0	0	0	0	0
030	3	2	8	0	13

APPENDIX C (2)

POST TEST FCET GUSAU (DIRECT FEEDBACK)

S/N	CON 10 MRKS	ORG 10 MRKS	EXP 20 MRKS	MA 10 MRKS	TOT 50 MRKS
001	5	5	12	2	24
002	6	5	13	3	22
003	8	8	15	5	36
004	6	5	12	2	25
005	7	7	14	5	33
006	6	5	12	3	26
007	5	5	12	1	23
008	4	4	9	1	18
009	8	7	14	4	33
010	6	6	12	3	27
011	6	6	12	4	28
012	5	5	11	1	22
013	7	6	14	3	30
014	5	5	10	2	22

015	4	3	7	0	14
016	5	5	11	3	24
017	5	5	11	2	23
018	8	8	15	5	36
019	7	7	14	4	32
020	3	3	9	0	15
021	6	6	12	3	27
022	7	7	13	2	29
023	7	7	14	5	33
024	1	1	3	0	5
025	8	7	14	4	33
026	7	6	13	4	30
027	3	3	6	0	12
028	6	6	13	2	27
029	2	2	4	0	8
030	5	5	12	2	24

APPENDIX D (1)

PRE TEST COE MARU (INDIRECT FEEDBACK STRATEGY)

S/N	**CON 10 MRKS**	**ORG 10 MRKS**	**EXP 20 MRKS**	**MA 10 MRKS**	**TOTAL 50 MRKS**
001	5	5	10	0	20
002	4	4	10	0	18
003	4	3	8	0	15
004	3	3	7	0	13
005	6	6	13	0	25
006	4	4	8	0	16
007	4	4	9	0	17
008	6	6	13	0	25
009	4	4	9	0	17
010	0	0	5	0	5
011	4	4	9	0	17
012	4	4	9	0	17
013	6	6	13	0	25
014	4	4	10	0	18
015	5	5	10	0	20
016	3	3	7	0	13
017	3	3	8	0	17
018	6	5	12	0	23

019	0	0	5	0	5
020	4	4	10	0	18
021	4	4	10	0	18
022	0	0	4	0	4
023	6	6	12	1	25
024	5	4	9	0	18
025	0	0	5	0	5
026	4	4	9	0	17
027	5	4	9	0	17
028	5	4	9	0	17
029	5	5	11	0	21
030	2	2	8	0	12

APPENDIX D (2)

POST TEST COE MARU (INDIRECT FEEDBACK)

S/N	**CON 10 MRKS**	**ORG 10 MRKS**	**EXP 20 MRKS**	**MA 10 MRKS**	**TOT 50 MRKS**
001	5	5	11	0	21
002	5	5	10	0	20
003	5	5	10	0	20
004	4	4	9	0	17
005	7	7	13	2	29
006	5	4	9	0	18
007	5	4	10	0	19
008	7	6	14	1	28
009	5	4	9	0	18
010	4	4	9	0	17
011	5	4	9	0	18
012	5	4	11	0	20
013	7	7	14	1	29
014	5	5	10	0	20
015	6	6	12	0	25
016	4	4	8	0	16
017	4	4	11	0	19
018	7	7	13	1	28
019	4	4	9	0	17
020	5	4	10	0	19
021	6	5	11	0	22
022	4	3	8	0	15

023	7	6	13	1	27
024	7	6	13	2	28
025	5	5	12	0	22
026	4	4	9	0	17
027	5	4	11	0	20
028	5	5	11	0	21
029	7	6	13	0	27
030	4	3	9	0	16

Appendix E

The following appendices on pages 120-143 are sample of narrative essays written by the subjects of the study. The essays were scored and analysed in the study. Sample no 001 (E1a and E1b), 002 (E2a and E2b) and 003 (E3a and E3b) are samples of Pre and Post Test from experimental group1 (FCET, Gusau), the direct feedback group. Sample no 004 (E4a and E4b), 005 (E5a and E5b) and 006 (E6a and E6b) are samples from experimental group 2 (COE, Maru), the indirect feedback group.

Appendix E1a is a sample of Pre Test from experimental group 1. The student scored 4/10 marks on content, 4/10 marks on organization, 8/20 marks on expression and 0/10 on mechanical accuracy with a total of 16/50

Appendix E1b is a sample of Post Test from experimental group 1. The student scored 5/10 marks on content, 5/10 marks on organization, 12/20 marks on expression and 2/10 on mechanical accuracy with a total of 24/50.

Appendix E2a is a sample of Pre Test from experimental group 1. The student scored 4/10 marks on content, 4/10 marks on organization, 11/20 marks on expression and 0/10 on mechanical accuracy with a total of 19/50.

Appendix E2b is a sample of Post Test from experimental group 1. The student scored 6/10 marks on content, 5/10 marks on organization, 13/20 marks on expression and 3/10 on mechanical accuracy with a total of 27/50.

Appendix E3a is a sample of Pre Test from experimental group 1. The student scored 6/10 marks on content, 6/10 marks on organization, 13/20 marks on expression and 1/10 on mechanical accuracy with a total of 26/50.

Appendix E3b is a sample of Post Test from experimental group 1. The student scored 8/10 marks on content, 8/10 marks on organization, 15/20 marks on expression and 5/10 on mechanical accuracy with a total of 36/50.

Appendix E4a is a sample of Pre Test from experimental group 2. The student scored 3/10 marks on content, 3/10 marks on organization, 7/20 marks on expression and 0/10 on mechanical accuracy with a total of 13/50.

Appendix E4b is a sample of Post Test from experimental group 2. The student scored 4/10 marks on content, 4/10 marks on organization, 9/20 marks on expression and 0/10 on mechanical accuracy with a total of 17/50.

Appendix E5a is a sample of Pre Test from experimental group 2. The student scored 6/10 marks on content, 6/10 marks on organization, 13/20 marks on expression and 0/10 on mechanical accuracy with a total of 25/50.

Appendix E5b is a sample of Post Test from experimental group 2. The student scored 7/10 marks on content, 7/10 marks on organization, 13/20 marks on expression and 2/10 on mechanical accuracy with a total of 29/50.

Appendix E6a is a sample of Pre Test from experimental group 2. The student scored 4/10 marks on content, 4/10 marks on organization, 8/20 marks on expression and 0/10 on mechanical accuracy with a total of 16/50.

Appendix E6b is a sample of Post Test from experimental group 2. The student scored 5/10 marks on content, 4/10 marks on organization, 9/20 marks on expression and 0/10 on mechanical accuracy with a total of 18/50.