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"Dama Ninao" est une revue scientifique interdisciplinaire qui accepte et publie tous les articles relevant des Lettres, Arts et Sciences Humaines. A cet effet, elle s'intéresse aux études et théories littéraires, linguistiques, sociologiques, philosophiques, anthropologiques et historico-géographiques. La Revue "Dama Ninao", entendu "L'Entente" en langue kabyè du Nord Togo, est créée dans l'intention de matérialiser la mondialisation ou la globalisation qui s'opère avec l'esprit d'équipe et d'échanges et la désuétude du monde autarcique. Le monde scientifique universitaire ne peut échapper à cet esprit d'équipe qui fonde un creuset où « le fer aiguise le fer », les échanges se croisent, puis s'entremêlent pour aboutir à une reconstruction des connaissances scientifiques individuelles dans la collectivité.

La Revue Dama Ninao nous renvoie à la Civilisation de l'Universel du poète sénégalais Léopold Sédar Senghor, qui prône la porosité des âmes avec l'acceptation de l'autre, de ce qu'il dispose d'utile pour mon avancement : sa civilisation, sa culture, sa langue ... Elle se fonde notamment sur la philosophie de Paul Ricœur qui préconise la perception de Soi-même comme un autre. Considérer soi-même comme un autre aux yeux de l'autre, nous amènerait à faire taire nos distensions et ressentiments afin de redimensionner notre espace, reconstruire notre histoire et notre société.

La Revue Dama Ninao s'est inspirée de la nature. Des insectes en miniature nous produisent de bels chefs-d'œuvre architecturaux, conjuguent leur génie créateur et leur force dans la patience et dans la tolérance. Ils créent des œuvres monumentales qui dépassent l'entendement humain, les termitières. A cet effet, la nature semble nous parler, nous guider, nous instruire dans le silence. Seules ces créations nous interpellent sans autant faire de nous des disciples. Comme la termitière qui, pour la plupart du temps, est une composante de maillons surgissant de la même matière, la Revue Dama Ninao se veut une termitière scientifique dont les enseignants-chercheurs en sont les maillons.

Au confluent de diverses sciences, la Revue Dama Ninao se propose de promouvoir la recherche scientifique et universitaire en impulsant le dialogue interdisciplinaire, le dialogue entre divers champs disciplinaires et divers contributeurs du monde universitaire.

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La taille des articles

Volume : 10 à 15 pages ; interligne 1.5, police 12 pour le corps du texte et les courtes citations ; police 11 pour les longues citations, Times New Roman, les références des citations doivent être incorporées dans le texte. Exemple : Guy Rocher (1968, p. 29), pas de référence en foot-notes à l'exception de quelques commentaires.

Ordre logique du texte

- Un **TITRE** en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- **Nom et prénom(s)** du contributeur ou des contributeurs, **nom de l'institution** d'appartenance, **adresse mail**
- Un **Résumé (Abstract)** de 8 lignes en français et anglais, en interligne simple, suivi de 6 **Mots clés (Key words)**
- Une **Introduction** : elle doit avoir une problématique, une méthode et une structure.
- Un **Développement** : les articulations du développement du texte doivent-être titrées comme suit :

1-Pour le **Titre** de la première section

1-1-Pour le **Titre** de la première sous-section

1-2- Pour le **Titre** de la deuxième sous-section

2- Pour le **Titre** de la deuxième section

2-1-Pour le **Titre** de la première sous-section

2-2- Pour le **Titre** de la deuxième sous-section

3- Pour le **Titre** de la troisième section (si l'auteur de l'article le souhaite)

-Une **Conclusion** : elle doit être courte, précise et concise en mettant en relief l'authenticité des résultats de la recherche.

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En cas d'utilisation des tableaux, ceux-ci doivent être numérotés en chiffre romains selon l'ordre de leur apparition dans le texte. Ils doivent comporter un titre précis et une source. Les schémas et illustrations doivent être numérotés en chiffres arabes selon l'ordre de leur apparition dans le texte.

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Les instructeurs à qui la revue affecte les articles de leur spécialité, doivent les lire avec rigueur, rejeter tout article dont le contenu est en inadéquation avec le titre et/ou dont le raisonnement n'offre pas une qualité scientifique, faire des propositions pour l'amélioration dudit article, renvoyer l'auteur de l'article à la ligne éditoriale de la revue au cas où elle n'est pas respectée. Ils se doivent notamment de vérifier, par le biais d'internet, si le même article n'est pas déjà publié dans une revue en ligne.

Objectifs et portée

La revue Dama Ninao, de par son nom qui signifie « entente », a pour objectifs :

- de matérialiser le monde universitaire qui est un creuset où « le fer aiguise le fer », les échanges se croisent, puis s'entremêlent pour aboutir à une reconstruction des connaissances scientifiques individuelles dans la collectivité ;
- de promouvoir la recherche scientifique et universitaire en impulsant le dialogue interdisciplinaire, le dialogue entre divers champs disciplinaires et divers contributeurs du monde universitaire.

La revue Dama Ninao a une portée scientifique et sociale. A cet effet, elle publie tous les articles relevant des Lettres, Arts et Sciences Humaines et s'intéresse aux études et théories littéraires, linguistiques, sociologiques, philosophiques, anthropologiques et historico-géographiques sur appel à contribution thématique (colloque) ou varia. Elle est un espace de rencontre, de construction et de reconstruction des réseaux relationnels et scientifiques.

Professeur Koutchoukalo TCHASSIM

Université de Lomé

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EFFECTIVENESS OF DIRECT WRITTEN CORRECTIVE FEEDBACK IN REDUCING GRAMMAR ERRORS IN EFL LEARNERS' ESSAYS

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Abstract: This study investigates the effectiveness of Direct Written Corrective Feedback in reducing grammar errors in EFL learners' essays. The study used an experimental design. It compared two groups of students. While the experimental group received direct correction on their writings, the control group received no feedback. During the experiment, students wrote essays, and their error rates were carefully analyzed. The findings revealed that the control group showed no improvement. Meanwhile, the students who received direct feedback made statistically significant progress, particularly in their use of adjectives and plural forms. This indicates that direct correction improves accuracy in writing.

Keywords: Error-Feedback-Error Correction-Direct correction-Effectiveness-Grammar

Résumé : Cette étude examine l'efficacité de la correction directe dans l'amélioration de la grammaire chez les apprenants d'anglais. Elle a comparé deux groupes d'élèves. La correction directe a été apportée sur les productions écrites des apprenants du groupe expérimental, tandis que le groupe témoin n'a pas reçu de feedback. Pendant l'expérience, les élèves ont rédigé des essais, et leur taux d'erreurs ont été soigneusement analysés. Les résultats ne révèlent pas d'amélioration significative dans le groupe témoin. Le groupe expérimental a réalisé des progrès significatifs, plus particulièrement dans l'utilisation des adjectifs et du pluriel. Ce qui démontre que la correction directe améliore l'expression écrite.

Mots-clés: Erreur-Feedback-Correction d'erreur-Correction directe-Effectivité-Grammaire

Introduction

In Burkina Faso, English is learned as a Foreign Language (FL). Learners used to start learning English as a school subject in secondary school (*Ministère de l' Education Nationale, de l' Art et de la Culture* [MENAC], 1983). As part of a recent reform, English learning is now to start in primary school (*Ministère de l' Education Nationale, de l' Alphanetisation et de la Promotion des Langues Nationales* [MENAPLN], 2022). Since English is a FL, learners usually have few opportunities to interact in the language outside classrooms. Most of the inputs they are provided come from teachers. The latter have to fulfil various tasks, among which responding to the errors learners make in the learning process. For N. Amara (2018, p. 49), all language teachers recognize that one of the hardest tasks in the teaching and learning process is the correction of students' oral and written mistakes. This task can be overwhelming, and even discouraging for teachers who do not perceive its effectiveness. The literature is indicative of the conflicting evidence on the effectiveness of error correction. While some authors advocate for Corrective Feedback (CF) as a means of enhancing language skills, others find it counterproductive. A. H. Farjadnasab & M. R. Khodashenas (2017, p. 30) argued that: "If we take a look at the available body of research for advice, the evidence is seemingly contradictory at best and discouraging at worst: For every study that shows positive effects for error correction, there is another study that reports no effects or even negative effects."

Error Correction (EC) may convey a dual meaning. As a feedback technique, it consists for teachers to explicitly provide a proper correction, that is to say, the right form of a student's erroneous sentence. In its broad sense, it refers to teachers' reactions to learners' inaccurate use of language. In that sense, EC may take many forms. It may consist only in providing indications, comments or clues to signal the presence of mistakes. It may also consist for the teacher to provide the right form of the language, when errors are made by language learners. In this paper EC is used in the broad sense and has the same meaning as Error Feedback (EF), Corrective

Feedback or feedback. In this paper, Error Correction does not necessarily imply the provision of the right form, but any clues for the learners to be aware of the presence of the error and correct it (I. Lee, 2004; J. Chandler, 2003).

R. Ellis (2009) proposed a typology of Written Corrective Feedback (WCF) based on feedback practices in English as a Foreign Language (EFL) classes, and early published research. Direct Feedback is when teachers cross or underline the errors and provide the learners with the right form. In Indirect Feedback, teachers do not provide the right form. The presence of the mistake is only signalled without sometimes locating them. In Metalinguistic Feedback, errors are indicated and codes used in the margin or in the lines of the text to indicate the type of error.

Feedback can be either focused or unfocused. Unfocused feedback is when teachers attempt to notice and provide feedback to all or most of the errors in learners' productions. In focused feedback, teachers decide to correct specific types of errors. In electronic feedback, teachers indicate the errors, and provide a hyperlink to a concordant file that provides examples of correct usage. Reformulation consists for a native speaker to rewrite a student's text entirely in order to make the language seem as native-like as possible, while the content of the original text is left unchanged.

The general objective of the present study is to investigate the effectiveness of Direct Written Corrective Feedback (DWCF). It is divided into two specific objectives:

1. To examine the extent to which DWCF improves learners' written grammar;
2. To determine the grammar categories showing the most significant improvement with direct feedback.

The study is guided by the following research questions:

1. How effective is DWCF in improving learners' written grammar?
2. Which grammar categories show the most significant improvement with direct feedback?

1. Literature review

Various studies have been carried out in order to assess the effects of EC in English as a Foreign Language learning (A. Tanveer et al., 2018; E. S. Moghadam & N. Ghafournia, 2017; J. Afshinfar & A. Shokouhifar, 2016). Some of them found no significant improvement resulting from correction (C. T. Tseng, 2018; A. H. Farjadnasab & M. R. Khodashenas, 2027). Others provide evidence that feedback improves EFL learners' language skills (E. S. Moghadam & N. Ghafournia 2017; J. Afshinfar & A. Shokouhifar, 2016).

M. Sepasdar & R. Kafipour (2019) conducted an experimental study to compare the effects of explicit and implicit correction in reducing learners' phonological errors. The results of the analysis revealed that explicit feedback was more effective than implicit feedback in treating phonological errors. The study did not involve a control group. Consequently, the participants' progress could be due to other factors than the treatment. In addition, it focused on phonological errors, while the present study focuses on grammar errors, and involves both an experimental and a control group.

A. Tanveer *et al.*, (2018) conducted a quasi-experimental study to investigate whether feedback helped learners reduce article and past tense errors. The researchers concluded that the treatment groups performed better than the control group in revising and writing new essays, and that the direct correction group performed slightly better than the indirect one as a result of the treatment. They then provided evidence of the efficacy of CF in improving EFL learners' use of articles and the past tense. In this study, the researchers operationalized feedback techniques differently by explaining errors.

C. T. Tseng (2018) examined the long-term effect of correction on EFL students' ability to self-correct their written errors. The study intended to find out whether teachers' explicit oral and written feedback, followed by students' revision had an effect on students' ability to revise and correct their errors, mainly on verbs, noun-endings, articles, wrong word, sentence structure, and punctuation. The study

found that feedback did not reduce errors because explicit correction created enormous threat to adult learners' language ego. The study focused on the effectiveness of feedback in helping learners revise their essays, and feedback was both oral and written. In the present study, feedback is only written.

A. H. Farjadnasab & M. R. Khodashenas (2017) investigated the impact of CF in improving students' ability to revise their written productions relying on the feedback they received. The study focused on capitalization, the use of articles, and the simple present tense. The results revealed no significant improvement. This study did not require all the groups to revise their essays. In the present study, both the experimental and control group revised their essays during the treatment.

E. S. Moghadam & N. Ghafournia (2017) investigated the effect of implicit and explicit Corrective Feedback in improving students' use of collocations. The study involved 90 intermediate EFL learners. The study concluded that the explicit feedback group performed better than the implicit feedback and control group at the post-test, suggesting that explicit correction had a better effect in reducing EFL learners' errors. While these researchers in this study focused on the use of collocations, the present study focused on written grammar.

F. Nematzadeh & H. Siahpoosh (2017) studied the impact of direct and indirect correction on students' written performance. The study involved 45 intermediate learners studying English in an Iranian English Institute. The results showed that both types of feedback improved the learners' performance in writing, and that none of the two treatment groups performed better than the other.

J. Afshinfar & A. Shokouhifar (2016) investigated the effectiveness of explicit and implicit correction in improving Iranian EFL learners' writing skills. The results revealed that Corrective Feedback had a positive effect on the learners' writing skills, and that explicit correction was more beneficial than implicit correction.

2. Theoretical framework

This study is grounded in the Interactionist Theory by Bruner (1983) of second language acquisition, which posits that feedback and interaction facilitate language development. It makes learners aware of their errors, and provides them with corrected output. DWCF is viewed through the lens of this theory as an external scaffold that promotes noticing gaps in learners' interlanguage and encourages error correction. This theory provides a robust framework for this study by linking Direct Written Corrective Feedback (DWCF) to language development through feedback mechanisms, despite the written context.

3. Methodology

3. 1.Research design and tools

The study used a quasi-experimental design comparing an experimental group receiving Direct Written Corrective Feedback to a control group with no specific error correction (J. W. Creswell, 2009). Pre- and post-intervention essay samples were analysed to measure grammatical accuracy improvements.

3. 2.Population and sampling

The participants are secondary school students. They are Terminale D students in Lycée privé Cardinal Paul Zoungrana located in Ouagadougou. The participants were chosen purposefully because they have already completed at least six years of formal tuition in English, and can be considered as advanced learners. For A. Tanveer *et al.*, (2018, p. 166): "Writing is an important skill that requires conscious effort, continuous practice and a certain level of proficiency in targeted language forms and structures."

Simple random sampling technique was used to assign the participants in the control group or the experimental group. The two groups were formed by having the participants pick sheets of paper from a box. Each student was assigned to the group indicated in the paper they had chosen. Random sampling allowed to control extraneous variables, and prevent them from biasing the results. When extraneous

variables are controlled, the observed changes can be confidently attributed to the treatment (R. B. Johnson, & L. Christensen, 2014). The participants in the control group or No Feedback Group (NFG) were 11. Those in the experimental or Direct Feedback Group (DFG) were 12.

3. 3.Data collection

The data were taken from L. F. I. Traoré (2022). The writing samples were collected at two points, pre-test and post-test. DWCF was applied systematically to the experimental group's essays during the treatment. The pre-test was administered in order to know the students' performance in writing before the administration of the treatment, with the purpose of making a comparison with their performance after the treatment. It was a 55-minute written essay that the students wrote in class in normal testing conditions. The task was short, simple, and allowed them to express themselves freely. They were allowed enough time to complete the essay.

The treatment consisted in providing written direct feedback to the students in the treatment group. No feedback was provided to the control group. After the feedback, the students revised their essays. After the treatment, the post-test was administered to assess the students' performance after the treatment. The purpose of the post-test was to make a comparison with the students' achievement at the pre-test in order to determine if their performance had improved. To ensure consistency of the measurement instrument, the participants took the same test they had completed as a pre-test. They wrote the post-test in class on the same topic and were allotted the same amount of time as the pre-test. The data were collected during the first term of the school year 2021-2022. The experiment took 7 weeks. The pre-test was administered on October 12th 2021, and the post-test on 30th November.

3. 4.Data analysis

Quantitative analysis was used to process the data. This involved calculating error rates and comparing improvements after the experiment. The number of words and the number of grammar errors in each essay were counted. Then, the percentage

of errors in each essay was calculated instead of considering only the number of errors, since some students could have made more errors because they wrote longer essays. Excel 2013 and SPSS 25 were used to analyse the data. Excel 2013 was used to calculate error rates. They were transferred into SPSS 25 to compute inferential statistics. Paired samples and independent samples t-tests were used.

4. Results

4. 1.The effectiveness of DWCF

A paired samples t-test was used to compare each group’s grammar performance before and after the treatment. Table I presents the results of the paired samples t-test.

Table I: Paired sample t-test of the participants’ grammar performance

		Sample paired test					T	Df	Sig. (two-tailed)
		Paired difference							
		Mean	SD	Standard error mean	Interval of confidence of the mean at 95 %				
					Inferior	Superior			
Paired 1	prnfg-ponfg ⁵⁹	-2.35	9.40	3.55	-11.04	6.34	-0.66	6	.53
Paired 2	prdfg-podfg ⁶⁰	5.05	5.44	2.06	.02	10.09	2.46	6	.04

Source: Field work (October & November 2021)

Table I shows that the mean difference between the pre-test and post-test in the control group was -2.35. When the post-test is subtracted from the pre-test, the negative result means that there was an increase of errors at the post-test. With $t = -0.66$, the significance of the difference was .53, $p > .05$. So, the difference was not statistically significant.

In the experimental group, the mean difference was 5.05. This shows that errors decreased at the post-test. With a test value $t = 2.46$, $p = .04$, $p < .05$, then the improvement of the DFG after the treatment was statistically significant. The

⁵⁹ prnfg-ponfg = Pre-test No Feedback Group-Post-test No Feedback Group

⁶⁰ prdfg-podfg = Pre-test Direct Feedback Group-Post-test Direct Feedback Group

participants’ grammar performance before and after the treatment is depicted in Figure 1.

Figure 1: The participants’ performance at the pre-test and the post-test

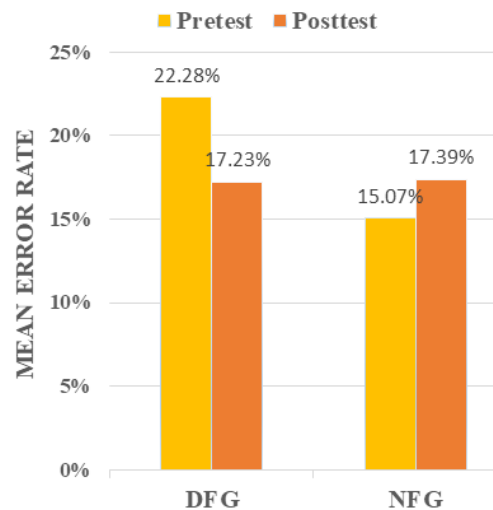


Figure 1 shows that the Direct Feedback Group made fewer errors after the treatment, while the control group did not improve.

Independent samples t-test were also generated to make between group comparisons. It compared the overall grammar error rate to know whether there was a statistically significant difference in each group’s grammar performance before and after the treatment. The results are presented in Table II.

Table II: Independent samples t-test of the participants’ grammar performance

Independent sample test									
	Levene’s test of equality of variances		T-test of equality of means						
	F	Sig.	T	Df	Sig. (two-tailed)	Mean difference	SD	Interval of confidence of the difference at 95 %	
								Inferior	Superior
Pre-test	5.38	.04	-1.65	8.98	.13	-7.24	4.40	-17.19	2.71
Post-test	1.67	.22	.04	12	.97	.16	4.51	-9.65	9.98

Source: Field work (October & November 2021)

Table II presents the results of the independent samples t-test which compares the DFG and the NFG performance at the pre-test and the post-test. It shows that at $p < .05$ the difference between the means of the two groups was not statistically

significant before and after the treatment. The Levene’s test gave a significance of .04 at the pre-test, which is statistically significant. This indicates that the variances in the two groups varied widely from the means. After the treatment, the two groups were homogeneous, which shows that the performance of individual students converged toward the means of the groups.

4. 2.Improvement in grammar categories

4. 2. 1. The control group

A paired samples t-test was used to compare the performance of the control group in specific grammar categories. The results are presented in Table III.

Table III: Paired sample t-test of the NFG at the pre-test and the post-test

Sample paired test									
		Paired difference					T	Df	Sig. (two-tailed)
		Mean	SD	Standard error mean	Interval of confidence of the mean at 95 %				
					Inferior	Superior			
Paired 1	pr1adj-po1adj ⁶¹	-0.19	1.36	0.52	-1.45	1.07	-0.38	6	0.72
Paired 2	pr1art-po1art ⁶²	-0.73	3.86	1.46	-4.30	2.84	-0.50	6	0.63
Paired 3	pr1ger-po1ger ⁶³	-0.02	0.42	0.16	-0.41	0.37	-0.13	6	0.90
Paired 4	pr1inf-po1inf ⁶⁴	-0.75	2.44	0.92	-3.00	1.51	-0.81	6	0.45
Paired 5	pr1pas v-po1pas v ⁶⁵	0.66	1.95	0.74	-1.15	2.46	0.89	6	0.41
Paired 6	pr1per p-po1per p ⁶⁶	0.17	1.39	0.52	-1.12	1.45	0.32	6	0.76
Paired 7	pr1plu-po1plu ⁶⁷	-1.31	2.92	1.10	-4.01	1.38	-1.19	6	0.28

⁶¹ pr1adj = pre-test adjective control group - po1adj = post-test adjective control group

⁶² pr1art = pre-test article control group - po1art = post-test article control group

⁶³ pr1ger = pre-test gerund control group - po1ger = post-test gerund control group

⁶⁴ pr1inf = pre-test infinitive control group - po1inf = post-test infinitive control group

⁶⁵ pr1pas v = pre-test passive voice control group - po1pas v= posttest passive voice control group

⁶⁶ pr1per p = pre-test personal pronoun control group - po1per p = post-test personal pronoun control group

⁶⁷ pr1plu = pre-test plural control group - po1plu = post-test plural control group

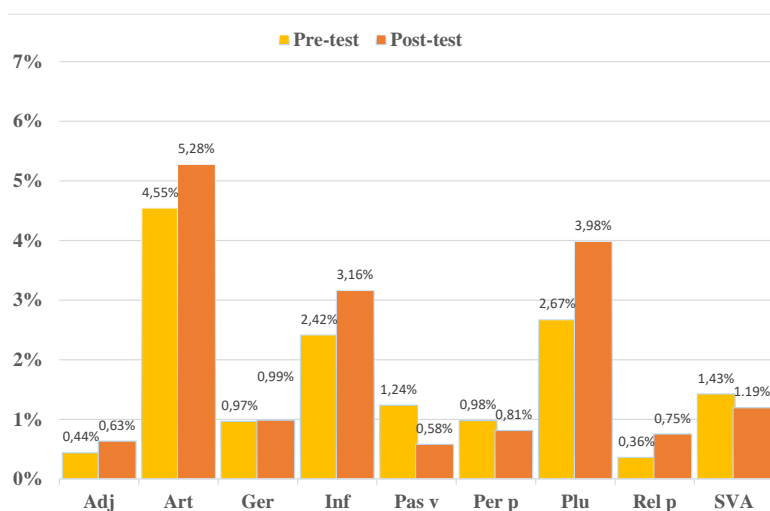
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Paired 8	pr1rel p-po1rel p ⁶⁸	-0.39	1.33	0.50	-1.62	0.84	-0.77	6	0.47
Paired 9	pr1sva-po1sva ⁶⁹	0.23	1.63	0.62	-1.28	1.74	0.37	6	0.72

Source: Field work (October & November 2021)

Table III shows that at $p < .05$, the control group’s performance did not change significantly in any grammar category at the post-test. The control group’s achievement in each grammar category is depicted in Figure 2.

Figure 2: NFG’s achievement in specific grammar categories at the pre-test and the post-test



Source: Field work (October & November 2021)

Figure 2 shows that the control group did not improve in any grammar category.

⁶⁸ pr1rel p = pre-test relative pronoun control group - po1rel p = post-test relative pronoun control group

⁶⁹ pr1sva = pre-test subject-verb agreement control group - po1sva = post-test subject-verb agreement control group

4. 2. 2. The experimental group

A paired samples t-test was also used to compare the performance of the experimental group in specific grammar categories. The results are presented in Table IV.

Table IV: Paired sample t-test of the DFG at the pre-test and the post-test

		Sample paired test					T	Df	Sig. (two-tailed)
		Paired difference							
		Mean	SD	Standard error mean	Interval of confidence of the mean at 95 %				
					Inferior	Superior			
Paired 1	pr2adj-po2adj	.58	.60	.23	.03	1.14	2.58	6	.04
Paired 2	pr2art-po2art	1.60	3.84	1.45	-1.95	5.15	1.10	6	.31
Paired 3	pr2ger-po2ger	1.07	2.89	1.09	-1.61	3.74	.98	6	.37
Paired 3	pr2inf-po2inf	-1.03	2.63	.99	-3.47	1.40	-1.04	6	.34
Paired 5	pr2pas v-po2pas v	.53	2.14	.81	-1.45	2.50	.65	6	.54
Paired 6	pr2per p-po2per p	-.38	1.21	.46	-1.50	.74	-.83	6	.44
Paired 7	pr2plu-po2plu	2.24	2.14	.81	.26	4.22	2.76	6	.03
Paired 8	pr2rel p-po2rel p	.55	1.53	.58	-.87	1.96	.94	6	.38
Paired 9	pr2sva-po2sva	.00	1.08	.41	-1.00	.99	-.01	6	.99

Source: Field work (October & November 2021)

Table IV reports the results of the paired sample t-test which compares the Direct Feedback Group’s performance in each grammar category at the pre-test and the post-test. It shows that, at $p < .05$, the experimental group improved significantly in the use of adjectives and the plural.

Considering the errors in the use of adjectives, the mean difference between the pre-test and the post-test was 0.58. This means that there was a decrease of error rate at the post-test. With $t = 2.78$, the significance of the difference was .04, $p < .05$. So, the difference was statistically significant.

The mean difference of error rate before and after treatment in the use of plural forms was 2.24. This indicates that errors decreased at the post-test. With $t = 2.76$, the significance of the difference was .03, $p < .05$. So, there was a statistically significant decrease of errors at the end of the experiment. The achievement of the DFG is depicted in Figure 3.

Figure 3: DFG's achievement at the pre-test and the post-test

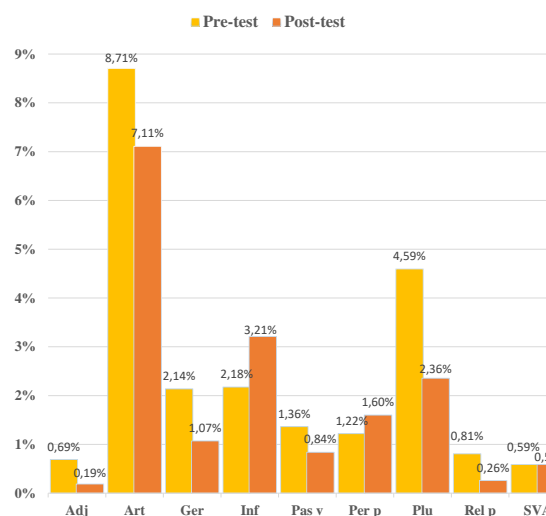


Figure 3 shows the improvement in the DFG in each grammar category before and after the treatment.

5. Discussion

The Results of the paired samples t-test indicate that the performance of the control group did not improve after the treatment. The performance of the Direct Feedback Group improved significantly. This indicates that direct correction is effective in improving students grammar accuracy in writing.

Considering the grammar categories, the experimental group improved in the use of adjectives, the mean difference was 0.58, $t = 2.78$, $p = .04$. They also improved in the use of plurals, the mean difference was 2.24, $t = 2.76$, the significance of the difference was .03, $p < .05$. This improvement was not observed in the control group, then it was occasioned by the treatment.

Direct Feedback is effective because it was selective. Correcting specific types of errors and not attempting to correct all of them prevents teachers from being overloaded. It also increases students' willingness to read the correction (J. Truscott 1996, p. 338). For D. Ferris (1999, p. 4), selective feedback is more effective since it raises students' awareness on recurrent errors, it also allows teachers to be more accurate in feedback provision, and prevents them from being overloaded by trying to correct all the errors of each student.

Another reason for the effectiveness of Direct Written Corrective Feedback in improving learners' performance is that it provides them with explicit information, especially when they do not know the right form (I. Lee, 2008; R. Ellis, 2009). Learners can easily determine what was wrong in their past productions and avoid producing wrong forms later.

Direct Feedback improved students' performance in some grammar categories, while others did not improve significantly. The lack of statistical significance could be attributed to the group sizes. Another reason could be the developmental sequences involved in language learning. All language learners master language rules in a given order (S. D. Krashen, 1982; H. Dulay & M. K. Burt, 1974).

The findings of the study are consistent with some other studies, which found significant effects of Error Feedback. A. Tanveer al. (2018) found that teacher's explicit oral and written Error Feedback helped students correct their errors. E. S. Moghadam & N. Ghafournia (2017) also reported that implicit and explicit feedback improved students' use of collocations. F. Nematzadeh, & H. Siahpoosh (2017) reported that direct and indirect correction had positive effects on students' written performance in the use of articles, prepositions, and verb tense. Similarly, S. R. Abedi, & G. Tayyebi (2014) found that direct and indirect feedback improve EFL students' writing accuracy. Another study revealed that implicit and explicit feedback had a positive impact upon students' use of articles, subject-verb agreement, prepositions, spelling, and the use of logical connectors (S.M. Assassfeh, 2013).

However, some other studies did not find a significant improvement in EFL learners' performance as a result of correction. C. T. Tseng (2018) found that teacher's explicit oral and written error feedback did not improve students' ability to self-correct their errors. A. H. Farjadnasab & M. R. Khodashenas (2017) also reported that WCF did not improve students' performance in the use of articles, capitalization, and the simple present tense.

Conclusion

The difficulties teachers face in handling EFL learners' errors motivated the present study. It used the Interactionist Theory as a theoretical framework. Data were collected through a pre-test and a post-test administered to an experimental and a control group. Direct correction was provided to the experimental group, while the control group received no treatment. Inferential statistics were used to process the data. The findings showed a significant improvement in the experimental. They provide evidence that explicit, and focused feedback are effective.

Deriving from the results, it is recommended that teachers use Direct Feedback, and focused feedback. Teachers are recommended to correct specific types of errors, and provide students with the right form. They need to be systematic and selective in feedback provision. They should decide to correct specific types of errors and correct them consistently through learners' productions. This not only reduces teachers' workload, but also increases learners' willingness to read the correction.

There are various limitations in the study. The first one is the size of the groups after the experiment. The study considered the data of seven students in two groups (NFG and DFG). Some participants were excluded because it was hard to understand their productions. The errors could neither be counted nor corrected. Others missed the post-test. The next limitation is the duration of the treatment (7 weeks). Finally, some participants did not bring the rewritten version of their essays, which makes it hard to determine whether they actually read the corrections they were provided.

There is a need for other studies to be carried out on the efficacy of correction covering larger time periods. In addition, other studies could use language proficiency tests to select participants of an intermediate or advanced proficiency. In the present study, many students were excluded because their ideas were not clear enough to be corrected. Other studies could also involve larger groups since the data analysis tools are sensitive to group sizes. Furthermore, other studies could be implemented to assess the effects of other corrective techniques. Finally, future studies could design data collection tools in such a way that they yield errors to specific grammar items.

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