



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/**Shoresh Jelal Hussein**College of Humanities, University of Zakho,
Kurdistan Region**Idrees Ali Hasan**

Ararat Technical Institute, Kurdistan Region

* Corresponding author: E-mail :
shoreshhussen24@gmail.com**Keywords:**EFL,
experimental study,
Corrective Feedback,
writing improvement.**ARTICLE INFO****Article history:**

Received	3 Feb 2026
Received in revised form	25 Mar 2026
Accepted	27 Mar 2026
Final Proofreading	31 July 2026
Available online	31 July 2026

E-mail t-jtuh@tu.edu.iq©THIS IS AN OPEN ACCESS ARTICLE UNDER
THE CC BY LICENSE<http://creativecommons.org/licenses/by/4.0/>

Journal of Tikrit University for Humanities

The Effect of Oral Corrective Feedback on Students Written Performance of Second-Year EFL

ABSTRACT

This study examines the effect of Oral Corrective Feedback (henceforth, OCF) on the written output of second-year English as a Foreign Language (henceforth, EFL) students at the University of Zakho, College of Humanities during the academic year 2024–2025. The study utilized a pretest and posttest of fifty-seven students who were divided into an experimental group and a control group. The experimental group received six types of OCF classified by Lyster and Ranta (1997) over a ten-week treatment period following the pretest, while the control group continued with regular classroom instruction without systematic Corrective Feedback (CF). To assess student advancement in overall writing quality, the assignments administered were pre- and post-intervention, and the resulting data were analyzed utilizing the Statistical Package for Social Sciences (SPSS) version 25. A comparison of the posttest results of the experimental and the control group revealed a statistically significant enhancement, suggesting that systematic OCF effectively cultivates error awareness, promotes self-correction, and augments writing proficiency. Results indicate that OCF not only improves linguistic accuracy but also encourages cognitive engagement and the development of academic writing skills within EFL environments. Consequently, the study underscores the pedagogical significance of incorporating interactive feedback strategies into EFL instruction, offering practical guidance for educators aiming to cultivate both accuracy and learner independence in writing endeavors.

DOI: <http://doi.org/10.25130/jtuh.33.7.1.2026.18>

أثر التغذية الراجعة التصحيحية الشفوية على الأداء الكتابي لطلاب السنة الثانية في برنامج اللغة الإنجليزية

شورش جلال حسين / جامعة زاخو / كلية العلوم الإنسانية، إقليم كردستان – العراق

ادريس علي حسن / المعهد التقني أرارات، إقليم كردستان – العراق

الخلاصة:

تهدف هذه الدراسة إلى استقصاء أثر التغذية الراجعة التصحيحية الشفوية Oral Corrective Feedback (OCF) – على الإنتاج الكتابي لطلاب السنة الثانية في برنامج اللغة الإنجليزية كلفة أجنبية (EFL) في

جامعة زاخو، كلية العلوم الإنسانية، للعام الأكاديمي ٢٠٢٤-٢٠٢٥. شملت الدراسة اختبارًا قبليًا واختبارًا بعديًا لعدد ٥٧ طالبًا تم تقسيمهم إلى مجموعة تجريبية وأخرى ضابطة. تلقت المجموعة التجريبية ستة أنواع من التغذية الراجعة التصحيحية الشفوية المصنفة وفقًا لنموذج ليستر ورائتا (١٩٩٧) خلال فترة تعليمية استمرت عشرة أسابيع بعد الاختبار القبلي، بينما استمرت المجموعة الضابطة في التعليم التقليدي دون استخدام تغذية راجعة تصحيحية منهجية. لتقييم مدى تحسن الطلاب في الدقة النحوية، وتوظيف المفردات، وبناء الجمل، وجودة النصوص بشكل عام، تم تكليفهم بمهام كتابية قبل وبعد التدخل، وتم تحليل النتائج باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية (SPSS) الإصدار ٢٥. أظهرت مقارنة درجات الاختبار البعدي للمجموعة التجريبية مع المجموعة الضابطة تحسنًا ذا دلالة إحصائية، مما يشير إلى أن التغذية الراجعة الشفوية المنهجية تعزز وعي المتعلم بالأخطاء، وتشجع على التصحيح الذاتي، وترفع مستوى الكفاءة الكتابية. تشير نتائج الدراسة إلى أن التغذية الراجعة التصحيحية الشفوية لا تقتصر على تحسين الدقة اللغوية فحسب، بل تسهم أيضًا في زيادة المشاركة الفكرية وتطوير مهارات الكتابة الأكاديمية في بيئات تعلم اللغة الإنجليزية كلغة أجنبية. وبناءً عليه، تؤكد الدراسة على الأهمية التربوية لتوظيف استراتيجيات التغذية الراجعة التفاعلية ضمن تعليم اللغة الإنجليزية، مقدمةً إرشادات عملية للمعلمين لتعزيز الدقة واستقلالية المتعلم في الكتابة.

الكلمات المفتاحية: EFL ، دراسة تجريبية، التغذية الراجعة ، دقة الكتابة.

1. Introduction

Effective writing is an important component of students studying English as a Foreign Language (EFL), representing linguistic proficiency as well as the capacity to express their ideas clearly and effectively. Writing accuracy, in particular, has been widely recognized as a crucial indicator of successful EFL writing performance, as it reflects learners' control over grammatical structures, lexical choices, and sentence formation (Cheng et al., 2022; Lira-Gonzales & Nassaji, 2023; Suzuki et al., 2019).

Writing comprises more than just the knowledge of words and grammatical structures; it further encompasses the learner's capacity to structure their ideas systematically and argue them persuasively—capacities that are highly valuable in academic and research-related contexts (Hyland, 2003).

Second-year Kurdish EFL students face persistent difficulties in grammatical accuracy, sentence organization, cohesion, and overall writing proficiency. Despite growing attention to OCF in EFL contexts, research exploring its effect on the written performance of Kurdish students remains limited. In spite of theoretical agreement on the critical nature of feedback, there exist certain unanswered practical issues: whether error correction should take place, which errors should or should not be attended to, and the timing of the most beneficial delivery of feedback. Regarding classroom communication procedures, form negotiation may only take place if the initiating action of the correction procedure causes the students to notice the error (Long, 1996). This step of noticing discrepancies between the intended form and the target form serves as an essential beginning toward linguistic correctness (Pica, 1994). Theoretical underpinnings of this study therefore address the critical part played by OCF regarding enhanced levels of error detection and writing performance.

1.1 Aims of the Study

This study aims to:

1. Examine the impact of Oral Corrective Feedback on the writing accuracy and overall writing performance of second-year Kurdish EFL students.
2. Determine the most effective types of Oral Corrective Feedback in improving students' writing accuracy and supporting error correction.
3. Identify the role of Oral Corrective Feedback in enriching learners' error awareness and their aptitude to self-correct while writing.

1.2 Research Questions

This study is directed by the subsequent research questions, informed by the literature review and identified gaps:

1. To what extent does systematic Oral Corrective Feedback help second-year Kurdish EFL students write more accurately and do better?
2. What categories of Oral Corrective Feedback work best to help learners write more accurately and fix their own mistakes?
3. What effect does Oral Corrective Feedback have on how aware learners are of their errors and how well they can fix them on their own while writing?

1.3 Significance of the Study

This study is significant because it highlights the pedagogical value of integrating OCF into EFL writing instruction. By examining how systematic oral feedback affects writing accuracy, error awareness, and self-correction, the study provides evidence-based guidance for educators. The findings are expected to inform teaching practices that promote both linguistic precision and learner autonomy, ultimately enhancing students' overall writing proficiency in EFL contexts.

1.4 Limits of the Study

The study is limited to EFL second year Kurdish students at the University of Zakho, College of Humanities, and focuses exclusively on the impact of six specific OCF strategies over a ten-week period of the spring semester. It does not investigate other variables such as long-term retention of writing skills, the effects of OCF on other language skills (speaking, listening, reading), or broader sociocultural factors that might influence student performance.

2. Theoretical Framework

Building on the theoretical importance of OCF discussed in the introduction, this section examines six specific strategies and their effectiveness, particularly in Kurdish EFL contexts. Within the various forms of CF, the attention that OCF has attracted as a methodology that can be effectively used during real-time class interactions cannot go unnoticed. As claimed by Lyster and Ranta (1997), the application of OCF offers students immediate opportunities to notice and correct their errors. As further clarified by Ellis (2009), OCF helps students realize their own discrepancies between the errors made and the target form through immediate verbal correction, which enables students to enhance error correction independently.

Second-year Kurdish EFL students at the University of Zakho participated in this study utilizing an experimental pretest-posttest design, which effectively evaluated the causal relationship of the treatment on English linguistic performance. The six OCF strategies, recasts, explicit correction, repetition, clarification requests, elicitation, and metalinguistic feedback, effectively targeted the experimental group during the ten-week treatment. The control group received the usual class routine, allowing comparison of treatment efficiency (Sheen, 2011). This study evaluated the effects of the treatment on students' written performance, error

awareness, and self-correction using different CF strategies (Ellis, 2009; Hyland & Hyland, 2006).

Recasts slightly embed the correct form within ongoing communication, allowing students to notice errors without overt correction. By keeping the flow of conversation natural, this method reduces anxiety and promotes implicit learning, particularly for students who may be hesitant to take risks (Lyster & Ranta, 1997; Mackey & Philp, 1998). Building on this indirect approach, explicit correction provides direct and unambiguous guidance, clearly signaling the correct form and making it especially effective for students who benefit from metalinguistic explanations or explicit knowledge of grammatical rules (Ellis et al., 2006; Sheen, 2007).

Along with these methods, repetition helps students notice mistakes by changing the prosody or intonation of their speech, which makes them correct themselves and think about what they said. Asking for clarification makes students rephrase what they said when they don't understand something, which helps them become more aware of their mistakes and more involved in communication (Long, 1996). These strategies naturally lead to elicitation, which actively encourages students to come up with the right form on their own. Elicits boost cognitive processing skills and reinforce students' capacity to independently correct their own errors by "requiring students to access and use the knowledge" itself.

Metalinguistic feedback extends the effectiveness of these two strategies by offering students "cues, explanations, or questions" to help elicit analytical thinking on the rules involved in the language learning task (Bitchener & Knoch, 2008). By doing this, a student not only becomes aware and repairs an error, he also becomes aware and internalizes the rule so that he can use it productively in the future. By combining cognitive, behavioral, and affective engagement, this comprehensive framework addresses immediate errors, promotes long-term language development, and equips teachers with useful tools to respond to students' individual needs, preferences, and learning styles. summarizes the six OCF strategies outlined by Lyster and Ranta (1997).

Table 1. The six OCF strategies based on Lyster and Ranta (1997)

Technique	Description of the techniques
Explicit correction	This is directly correcting the learner's error with a clear indication of what is wrong (e.g., "You should say 'I go' instead of 'I goed'").
Recasts	It reformulates the learner's erroneous utterance into the correct form without explicitly indicating that an error has been made (e.g., "She doesn't like it").
Elicitation	Prompts the learner to self-correct by asking questions or providing cues (e.g., "How do we say that in the present tense?").
Metalinguistic feedback	Provides comments or hints about the error without directly giving the correct answer (e.g., "Think about the subject-verb agreement").
Clarification requests	Asks the learner to clarify or repeat their statement when the teacher does not understand (e.g., "Sorry, I didn't catch that. Can you say it again?").
Repetition	Repeats the learner's error with a change in intonation or emphasis to highlight the mistake (e.g., "She go to school?" with rising intonation).

Despite the growing attention to OCF in EFL contexts, little research has examined its effect on written outcomes among Kurdish EFL students. This study therefore investigates how various OCF strategies influence writing accuracy, error detection, and editing skills, with particular emphasis on the relationship between oral feedback and written performance.

Regarding the previous studies that have been conducted in this respect, Numerous investigations have explored the application of OCF within EFL environments, concentrating on the diverse strategic approaches employed, their efficacy, and the perspectives of both learners and educators across various educational stages and cultural contexts.

Al-Azzawi and Al-Barwari (2020) undertook a study to examine the OCF strategies implemented by EFL instructors in secondary schools situated in Duhok, within the Kurdistan Region of Iraq. This research utilised a descriptive design, collecting data from EFL teachers through classroom observations and a questionnaire. The feedback strategies were classified according to Lyster and Ranta's (1997) established framework. The results indicated that the recast

technique was the most frequently utilised strategy, succeeded by explicit correction; in contrast, elicitation, clarification requests, metalinguistic feedback, and repetition were employed less often. The study ultimately determined that instructors demonstrated a preference for implicit feedback strategies, potentially diminishing opportunities for learner self-repair and uptake.

In their study, Barzani, et al. (2022) examined Kurdish EFL university students' attitudes and preferences toward OCF. The study used a quantitative research design, and data were gathered using a structured questionnaire administered to undergraduate EFL students. Although the study did not explicitly state the use of Lyster and Ranta's model, the feedback types investigated corresponded closely to their classification. The findings indicated that students showed strong preferences for explicit correction and metalinguistic feedback, while recast was perceived as unclear. The study also highlighted the vital role of explicit feedback in facilitating learners' noticing and understanding of linguistic errors.

Additionally, Qadir and Aziz (2024) carried out a study to explore the use of OCF strategies by EFL instructors at universities in the Kurdistan Region. The study followed a quantitative approach, and data were collected through questionnaires distributed to university instructors. OCF types were analyzed in accordance with Lyster and Ranta's (1997) taxonomy. The findings revealed that instructors predominantly utilised recasts and clarification requests, especially when correcting grammatical and pronunciation mistakes. Elicitation and metalinguistic feedback were implemented to foster learner engagement and self-correction; furthermore, delayed feedback was typically favoured over immediate correction.

Alzeebaree et al. (2025) attempted to identify the attitudes and practices of Kurdish high school EFL teachers in using OCF. The research used a mixed-methods paradigm. The study focused on the usage of feedback strategies based on a category devised by Lyster and Ranta. The findings showed a gap existing in the perceptions and practices of teachers in applying OCF strategies to a large degree. The research found a large gap existing in teachers' perceptions and practices related to the application of OCF strategies.

A study was conducted by Qadir and Bostanci (2023) to analyze the errors made in writings among Kurdish EFL students. The intention of the study was to examine

the type of error that is dominant among these students. The study aimed to help understand the reasons. The data was collected from 57 argumentative essays. The grammatical, lexical, spelling, and punctuation mistakes were classified. The results of the study clarified that grammatical mistakes, especially the mistake of using articles, were dominant, while lexical mistakes were less.

Taken together, these studies underline the consistent writing issues in Kurdish EFL settings, the discrepancy in applying strategies regarding OCF, and a gap in knowledge about the effect of OCF on written performance, which justifies the rationale behind this study.

3. Methodology

3.1 Research Design

The present study has adopted a quantitative approach to examine how OCF affects the writing skills of Kurdish EFL students. The research used a pretest-posttest experimental design, including both an experimental group and a control group. The study had three main parts: a pretest to measure initial writing skills, a ten-week teaching period where the experimental group received regular OCF, and a posttest to assess the students' progress. During the treatment phase, the experimental group practiced OCF in writing and communication tasks, while the control group received standard instruction without targeted feedback. This design allows the effect of OCF to be measured while keeping teaching materials, lesson length, class setting, and test tasks consistent for both groups. According to Mertens (2019), utilizing a quantitative approach helps capture the breadth of the topic under investigation.

3.2 Participants

The participants in this study were second-year EFL students who were enrolled in the English Department at University of Zakho. Two classes were selected through sampling based on their availability during the semester. One class of 31 students was randomly designated as the experimental group, while the other class of 26 students was assigned as the control group. The sample consisted of 34 female and 23 male students, and shared similar academic backgrounds, having completed the same English courses during their first year, which ensured comparability in prior writing proficiency and linguistic readiness for the study. Moreover, the random

classes to the experimental and control groups facilitated lessen selection bias and improved the credibility of the findings. This procedure helped for equal comparison between groups and enhanced the representativeness of the results within the study context (Creswell & Creswell, 2018; Cohen et al., 2017).

3.3 Data Collection

Data collection was carried out through pretest and posttest writing assessments, along with observation of the classroom interactions throughout the treatment period of ten weeks. The pretest required students to write a paragraph of 150 words on the topic "How exercise helps you stay healthy." This topic was parallel to the departmental writing syllabus and was adapted for assessing content development, sentence organization, vocabulary range, grammar accuracy, and mechanics. Both tests were scored using an analytic rubric adapted from Oshima and Hogue (2006) comprising a five-point scale for each component. The employment of an established rubric ensured reliability and consistency across evaluations. By the end of the treatment, participants took the posttest, they were asked to write a paragraph on "Spending time with family". The teacher scored the test using similar rubrics to pre-test for the purpose of writing performance measurement. The data of pretest and posttest were then put to SPSS in order to identify gains accredited to the intervention.

3.4 OCF Procedure During Treatment

Writing assignment concerning a favorite place to relax introduced at the beginning of this educational experiment allowed diagnosing writing samples. This sequence can be seen as a needs analysis to detect regular grammar, syntax, vocabulary, and cohesion errors. The teacher could use this information to selectively administer OCF strategies.

The teacher used recasts and clarification requests during this activity to offer immediate contextualized feedback while writing and talking. The strategy involved rewriting deficient grammar-sentence constructions into correct versions to allow students to pick up grammatical constructions implicitly within meaning-emergent contexts (Ellis et al., 2006; Lyster & Ranta, 1997; Sheen, 2007). The example grammar sentence "The sound of birds make me happy" can actually be transformed into a corrected construction like this: "The sound of birds makes me happy." This corrected construction slightly points to the grammar issue between

verbs' agreement concerning subjects, without directly attacking grammar knowledge inadequacies.

The purpose of clarification requests is to persuade cognitive involvement with linguistic constructions (Long, 1996; Ellis et al., 2006). Examples concerning grammar include "It is an empty and wonderful place, that makes me to relax," which required teacher inquiries like this: "Do you mean 'makes me relax' without 'to'? Can you say it again?"

Throughout these lessons, the teacher utilized repair, repetition, metalinguistic feedback, and clarification requests. Repair helped students correct grammatical errors and sentence structure on their own by pointing out errors such as those contained in "The rough sea's" and correcting them to "The rough seas." The teacher repeated grammatical errors with questioning intonation to allow students to self-correct, which occurred without teacher assistance. Metalinguistic feedback allowed students to evaluate grammatical rules on which they could base their writing structure, capitalization, and sentence formation. The teacher asked clarification requests to allow students to rephrase any grammatically awkward sentences to improve both grammar and sentence structure (Long, 1996).

With regards to writing, both recast and elicitation strategies were used during tasks such as "Your Favorite Season," to increase correct syntax usage while promoting self-monitoring on the part of the writer. The error "My favorite seasons is winter because I am loving it" could thus be recast to "My favorite season is winter because I love it," correcting errors regarding pluralization, use of the article, and correct usage of the verb tense. Elicitation could then allow the writer to identify such errors on their own.

Opinion writing was on social media both elicitation and repetition techniques are used to give feedback. For example, "Many people use Facebooks and Tiktoks" became "Many people use Facebook and TikTok," which stressed the value of pluralizing words appropriately. Writing exercises on argumentative writing like "should school clothes be required or optional?" showed how both replication and elicitation could successfully deal with issues concerning lexical matters and syntactic complexity.

Finally, tasks involving descriptive writing about festivals required the integration of the whole range of previously discussed OCF strategies such as recast, explicit correction, and metalinguistic feedback. The errors involving tense, article usage, pluralization, and prepositions were corrected methodically, and examples include correcting “In Kurdistan have many special day” to “In Kurdistan, there are many special days” via metalinguistic questioning.

The control group went through the same activities in writing, but the instruction provided was traditional with no provision for systematic OCF. This difference enabled the researcher to test whether or not OCF contributed directly to any changes in writing performance.

3.5 Data Analysis Procedures

The grades obtained from the pretest and posttest were entered and analyzed using SPSS version 25. Descriptive statistics, including mean and standard deviation, were calculated to summarize the writing performance of both experimental and control groups, providing an overview of central tendencies and variability. Inferential analysis was conducted using independent-samples t-tests to compare the performance of the experimental and control groups, and paired-samples t-tests to examine within-group improvements from pretest to posttest. In order to assess the level of statistical significance, the t-tests and corresponding p-values were computed. For determining the statistical differences between pretest and posttest scores, as well as between groups, $p < 0.05$ was used as the threshold.

3.6 Ethical Considerations

The participants were informed about the objectives of the study and reassured that their participation was entirely voluntary, in line with ethical standards for educational research (Mertens, 2019 as cited in Murad & Malo, 2025). They were also informed of their right to withdraw from the study at any point without any consequences. Strict confidentiality was upheld by securely storing the data, with access limited to the research team to prevent any unauthorized use. Once the participants realized that their information and data were kept confidential, they tended to become more supportive and forthcoming in the data they provided. The study adhered to institutional ethical procedures to guarantee the rights and safety of every participant.

4. Results

4.1 Pretest Results

The descriptive statistics on the scores on paragraph writing obtained by both groups prior to the implementation were calculated to assess their initial writing proficiency level upon which the investigation is based. The results show that while the experimental groups scored an average of 4.45 (SD = 1.37) on paragraph writing, their counterparts scored higher with a mean score of 5.31 (SD = 1.47) on paragraph writing. The results obtained show that there was a significant difference between the two groups at pretest, $t(56) = 2.30$, $p = 0.025$, indicating that those in the control group performed slightly better than those in the experimental groups on paragraph writing initially. The results of pretest of both groups are presented in Table 2.

Table 2. Pretest Descriptive Statistics and t-test Results

Test Type	Group	Mean	SD	t-value	p-value
Pre-Test	Experimental	4.45	1.37		
Pre-Test	Control	5.31	1.47	2.30	<0.025

Table 2 represents the pretest reveals that although the two groups' writing skills were comparatively comparable, the control group's score was marginally higher. Due to the statistical significance of this tiny discrepancy, it is imperative that the experimental group get targeted remedial input to balance their initial proficiency levels.

4.2 Posttest Results

The post-test outcomes show a distinct difference between the two groups after ten weeks of OCF interventions. The experimental group scored an average of 7.03 with a standard deviation of 0.93. On the other hand, the value obtained by the control group is 5.19 with a standard deviation of 1.45. The difference between both groups is evident, having been revealed by the independent samples t-test at $t = 5.29$, $p < 0.001$. Table 3 shows the outcome of the posttest of both control and experimental group.

Table 3. Posttest Descriptive Statistics and t-test Results

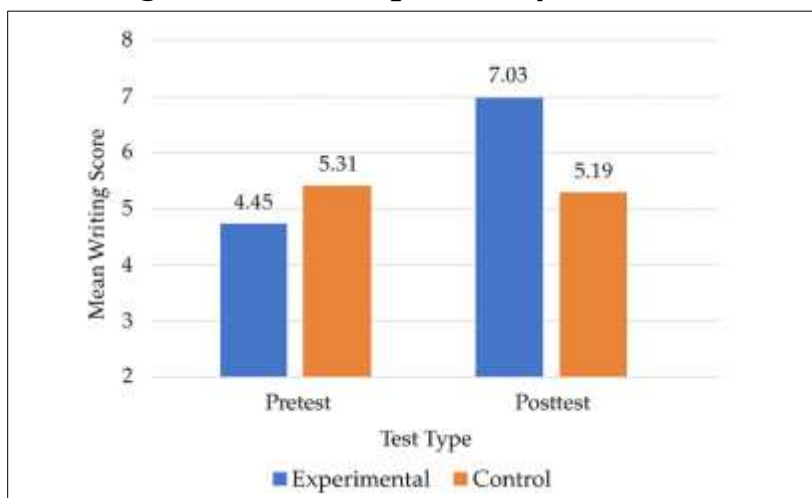
Test Type	Group	Mean	SD	t-value	p-value
Post-Test	Experimental	7.03	0.93		
Post-Test	Control	5.19	1.45	5.29	<0.001

The effectiveness of the intervention in enhancing the writing performance of EFL students in terms of correctness, structure, and clarity is confirmed by the posttest in Table 3, which shows that the experimental group considerably outperformed the control group following OCF.

4.3 Comparison of Pretest and Posttest

Figure 1 shows the outcomes of the experimental and control groups' pretest and posttest results. Similar baseline performance was demonstrated by the experimental group's somewhat lower pretest score (4.45 vs. 5.31) compared to the control group. The experimental group's posttest scores improved significantly ($M = 7.03$) after the ten-week intervention, while the control group's posttest scores marginally decreased ($M = 5.19$).

Figure 1. The comparison of results



5. Discussion

The results reached in the study presented strong proof that the systematic methods of OCF over a period of ten-week treatment pointedly enriched the writing performance of second-year Kurdish EFL students. The posttest results showed that the experimental group achieved higher overall writing performance than the control group. The performance proposes that OCF not only assists students in

correcting their mistakes but also solidifies their notions of language forms; besides, it helps them to apply self-correction in later writing tasks. In this context, the study obviously addressed **the first research question**, showing that consistent combination of OCF in classroom instruction results in measurable improvements in writing compared to traditional instruction without feedback.

According to the results of the pretest, the control group's writing abilities were marginally superior to those of the other group at first. This first comparison supports the claim that the experimental group's posttest gains are due to the OCF intervention and not to innate skill gaps in the students. The significant improvement in the experimental group, which resulted in an average posttest score of 7.03 as opposed to 5.19 for the control group, demonstrated the value of feedback through instruction. These results are in line with other studies earlier provided in the study by Bitchener & Ferris (2012) and Ellis (2009).

An analysis of the six OCF taxonomies showed that each contributed differently to students' writing enhancement. Recast technique appeared as closely effective, as it provided corrected forms superbly without interrupting communication in which it helped the student and showed them to adopt main grammatical structures, including consistency, subject–verb agreement, and word order, and to apply them independently in later writing tasks. The elicitation process actively involved the students in the learning process by asking them to generate correct forms by themselves. The process involved asking the students questions based on the completeness of the sentence, word selection, punctuation, and syntax. The elicitation process helps the students to develop metalinguistic awareness, which allows the students to reflect upon the grammar of the sentence. In repetition and clarification requests techniques, the student had to analyze the information again after the instructor repeated the items to highlight the incorrect form. Contrarily, clarification questions required the learner to actively process the items by asking them to defend the use of dubious things. Moreover, metalinguistic feedback allowed for the provision of grammar explanations, rules, or pointers, which helped the students in identifying the error pattern in the sentence as well as implementing the same in the future writing tasks thus addressing **Research Question 2**. This finding expands on prior Kurdish research (Al-Azzawi & Al-Barwari, 2020; Qadir & Aziz, 2024), which described teachers' OCF usage but did not evaluate its direct effect on students' writing.

Students in the experimental group progressively gained self-assurance and increased their participation. They changed their tasks, raised questions, and accepted corrections, demonstrating a positive shift in their perspective on writing practice and error repair. Interaction between peers significantly influenced OCF's effectiveness. They constantly engaged in peer discussions, corrections, and helped each other out with feedback understanding. Social activities such as these increased understanding of teacher feedback, developed cooperative learning, and empowered collective problem-solving. For example, students utilized metalinguistic feedback noticed in a peer's sentence to correct their writing. This responds **Research Question 3**.

These results show that systematic OCF helps students to acquire linguistic knowledge by promoting internalization and monitoring, verifying that systematic OCF is an effective tool to optimize writing proficiency. The additive effect of combining multiple OCF strategies allowed students to take advantage of both implicit and explicit approaches to second language acquisition and writing proficiency. Repeating and clarification requests helped to boost students' attention and cognitive processes. According to Lyster & Ranta (1997), the best way to support both rapid and consistent language development is to use a variety of feedback formats.

From a pedagogical perspective, this research points to EFL teachers incorporating a methodical and interactive approach to error correction. A strategic integration of different OCF approaches can both remedy immediate and habitual errors and enhance metacognition and autonomy. The provision of feedback scaffolding within a positive and collaborative environment can both optimize correction processing and minimize anxiety. Extended feedback interventions are more ideal because they have allowed ample opportunities to work with correction exercises, master rules, and make improvements to writing.

Finally, the results confirm previous empirical studies on CF. Following Ellis' (2009) view that feedback on noticing, self-correction, and metalinguistic reflection leads to increased writing proficiency, and similar to Bitchener & Ferris' (2012) and Lyster & Ranta's (1997) studies, this study shows how these aspects will increase EFL writing proficiency. Additionally, it contributes experimental evidence in the Kurdish EFL context, filling the gap left by prior studies that

focused on teacher practices, student perceptions, or error analyses rather than intervention outcomes. Despite this study's evidence of systematic OCF, the timeframe is satisfactory but may not fully measure long-term retention after the post-test is complete. Future studies can evaluate delayed post-tests to test long-term retention. The emphasis on feedback being oral can be complemented by studies focusing on written feedback. Future studies can measure these factors to gain more insight into how OCF affects students' psychological aspects.

6. Conclusion

The study concludes that the impact of OCF on the written output. The positive impacts of the systematic feedback method through the application of the six strategies enhanced the grammatical accuracy, sentence formation, lexical expression, and overall written quality of the students of the experimental group, and these aspects were found to be statistically significant when compared to the control group.

The feedback practices each contributed differently to the students' development. Participants were given instantaneous corrective opportunities through recasts and clarification requests, which aided them in identifying and obtaining the appropriate type of feedback. While explicit correction and metalinguistic feedback assisted participants in reflecting and considering grammar and writing rules, elicitation and repetitions enabled individuals to privately observe and rectify their own errors. The practices enhanced students' capacity to adjust themselves and enhanced metalinguistic knowledge, which is important for enhancing writing skills.

Nevertheless, with such positive outcomes, there are a few aspects that are not ideal concerning the research study. Firstly, the intervention program lasted for only ten weeks and was implemented with a small homogeneous sample of second-year Kurdish EFL students at a specific university.

7. Recommendations

Future research directions on the impact of OCF on the writing skills of the students can be conducted to examine the sustained influence of OCF. Moreover, further research can also examine the effect of different levels of linguistic skills to determine whether or not different levels are benefiting comparatively from the use

of the OCF. Future research can also be conducted to examine the effectiveness of OCF on different genres of writing, such as argumentative, narrative, and descriptive writing. It would be imperative to consider the effect of different psychological parameters, such as the motivation level and anxiety level of the students, to obtain an overall picture.

8. Pedagogical Implications

The results obtained in this study have implications for ELT practice as follows:

1. EFL teachers can use systematic OCF strategies to enhance the grammatical accuracy and quality of EFL students' writings.
2. One-way OCF may contribute to autonomy is that it allows learners to self-correct.
3. A combination of several OCF techniques used in classroom instruction enables learners to absorb language rules and apply these rules independently in future writing activities.
3. Offering structured as well as engaging feedback in student writing activities can positively impact students in terms of their engagement.

9. References

- Al-Azzawi, M. B., & Al-Barwari, A. O. (2020). A study of types of oral corrective feedback strategies used by EFL teachers at secondary schools in Duhok City/Kurdistan Region of Iraq. *Academic Journal of Nawroz University*, 9(3), 129. <https://doi.org/10.25007/ajnu.v9n3a770>
- Amnuai, W. (2020). An error analysis of research project abstracts written by Thai undergraduate students. *Advances in Language and Literary Studies*, 11(4), 13–20.
- Alzeebaree, Y., Ahmed, H. A., & Hasan, I. A. (2025). Oral corrective feedback: Investigating Kurdish high school teachers' beliefs and practices. *International Journal of English Linguistics*, 8(6), 115–121. <https://doi.org/10.5539/ijel.v8n6p115>
- Barzani, S. H., Aslam, M. Z., & Ali, H. F. (2022). Oral corrective feedback: Kurdish EFL students' preferences and attitudes. *Canadian Journal of Educational and Social Studies*, 2(5), 96–110. <https://doi.org/10.53103/cjess.v2i5.71>
- Bitchener, J., & Ferris, D. R. (2012). *Written corrective feedback in second language acquisition and writing*. Routledge. <https://doi.org/10.4324/9780203832400>
- Bitchener, J., & Knoch, U. (2008). The value of written corrective feedback for migrant and international students. *Language Teaching Research*, 12(3), 409–431. <https://doi.org/10.1177/1362168808089924>
- Cheng, X., Zhang, L. J., & Yan, Q. (2022). Exploring teacher written feedback in EFL writing classrooms: Beliefs and interaction. *Language Teaching Research*. <https://doi.org/10.1177/13621688211057665>
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. Routledge. <https://doi.org/10.4324/9781315456539>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Ellis, R. (2009). A typology of written corrective feedback types. *ELT Journal*, 63(2), 97–107. <https://doi.org/10.1093/elt/ccn023>
- Ellis, R. (2010). *Second language acquisition, teacher education and language pedagogy*. Wiley-Blackwell.

- Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, 28(2), 339–368. <https://doi.org/10.1017/S0272263106060141>
- Ferris, D. R. (2003). *Response to student writing: Implications for second language students*. Routledge. <https://doi.org/10.4324/9781410607201>
- Ferris, D. R. (2011). *Treatment of error in second language student writing* (2nd ed.). University of Michigan Press. <https://doi.org/10.3998/mpub.2173290>
- Hyland, K. (2003). *Second language writing*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667251>
- Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *Language Teaching*, 39(2), 83–101. <https://doi.org/10.1017/S0261444806003399>
- Lira-Gonzales, M. L., & Nassaji, H. (2023). The differential effects of focused and comprehensive corrective feedback on accuracy of revision and new writing. *The Canadian Modern Language Review*, 79(1), 38–58. <https://doi.org/10.3138/cmlr.2021-0061>
- Liu, L. A., & Hwang, G. J. (2024). Effects of metalinguistic corrective feedback on novice EFL students' digital game-based grammar learning performances, perceptions, and behavioural patterns. *British Journal of Educational Technology*, 55(2), 687–711. <https://doi.org/10.1111/bjet.13400>
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press. <https://doi.org/10.1016/B978-012589042-7/50015-3>
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37–66. <https://doi.org/10.1017/S0272263197001034>
- Lyster, R., & Saito, K. (2010). Oral feedback in classroom SLA: A meta-analysis. *Studies in Second Language Acquisition*, 32(2), 265–302. <https://doi.org/10.1017/S0272263109990520>
- Mackey, A., & Philp, J. (1998). Conversational interaction and second language development: Recasts, responses, and red herrings. *Modern Language Journal*, 82(3), 338–356. <https://doi.org/10.1111/j.1540-4781.1998.tb01211.x>
- Mertens, D. M. (2019). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage.

- Murad, I. H., & Malo, S. S. (2025). Exploring Kurdish EFL students' views on the assessment process at university level. *Humanities Journal of University of Zakho*, 13(1), Article 1538.
- Oshima, A., & Hogue, A. (2006). *Writing academic English* (4th ed.). Pearson Education.
- Panova, I., & Lyster, R. (2002). Patterns of corrective feedback and uptake in an adult ESL classroom. *TESOL Quarterly*, 36(4), 573–595. <https://doi.org/10.2307/3588241>
- Pica, T. (1994). Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? *Language Learning*, 44(3), 493–527. <https://doi.org/10.1111/j.1467-1770.1994.tb01115.x>
- Qadir, P. M., & Aziz, N. M. (2024). Investigating EFL instructors' use of oral corrective feedback types in the classrooms. *Raparin Journal of Humanities*, 11(1), 626–650. <https://doi.org/10.26750/Vol%2811%29.No%281%29.Paper25>
- Qadir, S. M., & Bostanci, H. B. (2023). An analysis of English as a foreign language undergraduate students' written errors. *Forum for Linguistic Studies*, 5(3), Article 1881. <https://doi.org/10.59400/FLS.v5i3.1881>
- Sheen, Y. (2007). The effect of focused written corrective feedback and language aptitude on ESL learners' acquisition of articles. *TESOL Quarterly*, 41(2), 255–283. <https://doi.org/10.1002/j.1545-7249.2007.tb00059.x>
- Sheen, Y. (2011). *Corrective feedback, individual differences and second language learning*. Springer. <https://doi.org/10.1007/978-94-007-0548-7>
- Suzuki, W., Nassaji, H., & Sato, K. (2019). The effects of feedback explicitness and type of target structure on accuracy in revision and new pieces of writing. *System*, 81, 135–145. <https://doi.org/10.1016/j.system.2018.12.017>
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Newbury House.
- Truscott, J. (1999). The case for “the case against grammar correction in L2 writing classes”: A response to Ferris. *Journal of Second Language Writing*, 8(2), 111–122. [https://doi.org/10.1016/S1060-3743\(99\)80124-6](https://doi.org/10.1016/S1060-3743(99)80124-6)