

**Investigating Pakistani EFL Learners' Beliefs towards written CF and their impact on L2 writing accuracy: The Case of Urban and Rural context**

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**Abstract**

The current study examines the impact of students' beliefs on using writing CF. By comparing students' contexts and investigating beliefs about written CF, this study investigated the topic from the cognitive perspective on cognitive and social perspective. 163 university students at Khwaja Fareed UEIT, Pakistan were participants of this study. Students were placed into three groups: direct, indirect, and metalinguistic CF (urban students) and two groups: direct and indirect CF (rural). Data collected through questionnaires and writing prompts in different pre and post-tests and delayed-post-tests were statically analyzed on SPSS version 28. Findings revealed that there were marginal differences in beliefs of both groups of the students and types of the written CF that is the most effective were different between urban and rural students. Besides, beliefs about written CF were found to impact uptake and retention of written CF more on rural students as compared to the urban students.

**Keywords:** EFL learners; beliefs; written CF; writing accuracy; impact

## 1. Introduction

This is one of the most instructional practices in L2 learning classrooms to provide written CF (Yang, Potts, & Shanks, 2017), which is viewed by most EFL instructors as a part of their jobs and that is also what their students expect. Nevertheless, the role of written CF as an instructional instrument to facilitate foreign language (henceforth FL) learning has been unclear generally. Moreover, it also investigates the extent to which correction in grammatical comprehension could help EFL learners and notice their errors in writing whether or not that leads to more accuracy in subsequent producing drafts.

The opening theme of this current pedagogical debate regarding the significance of written CF stemmed from Truscott's (1996) claim that correction of grammatical comprehension was not only ineffective but harmful also, and therefore, might be abandoned. Responding to this argument, and defending the case of grammar correction, Rich et al. (2017) contended that claims made by Truscott were impulsive. Ferris (2015) put forth the fast emerging research evidence to support the effectiveness of written CF. Ferris also contended that EFL students require supplementary, adjusted intrusion from their teachers in order to provide compensation for their limitations. Students also need to learn some strategies to assist them in finding out corrections and preventing errors in EFL writing.

Although there is increasing indication of the significant relationship between written CF and development in EFL writing over time, as Cahyono (2016) observed that the basis of research studies has been restricted so far to examine the effectiveness of written CF (i.e., students are provided written CF on one or two types of errors) with particular linguistic categories (e.g., the use of verbs or articles). The problem with this pedagogical method is that, as Chen, Nassaji, and Liu (2016) illustrate, focusing on one or two grammar or linguistic categories might lead EFL learners to be consciously involved in monitoring the use of the targeted linguistic features, while overlooking the others. From this perspective, providing focused written CF received criticisms because it did not take into consideration the goals of EFL classroom instructions as well as the purpose of grammatical corrections which are intended to help language learners increase their accuracy as a whole, not in one or two features of grammars (e.g., Luan & Ishak, 2018; Aranha & Cavalari, 2015).

On the other hand, some research studies have probed the impacts of comprehensive written CF that is the most extensively applied in the teaching grammar comprehension in EFL classrooms in which EFL students are provided error corrections on several error types simultaneously. The research studies (e.g., Al-bakri, 2015; Nemati et al. 2017; Cahyono, 2016) have examined the usefulness of comprehensive written CF on new written productions which have evaluated the outcomes of their various treatments by common measures of accuracy e.g., percentage/ratio of error-free words (Kartchava, 2016), error-free sentences and clauses (Liskinasih, 2016), and error rate in the broader categories such as ‘non-grammatical’ and ‘grammatical’ (Han, 2017).

The findings and deductions of these experimental research studies revealed that the learners in the experimental groups acquired (or did not acquire) knowledge obtained from written CF that was provided on the previous writing tasks (i.e., pre-tests) to a second writing task (i.e., posttests). Hence, if there is no significant difference in the average errors’ rates between the two groups (i.e., experimental group and control group) in the learners’ second texts; it is then presumed that the learners of the experimental group used no knowledge gained from written CF. Nonetheless, as Gries & Deshors (2015) argue that there are several illustrations in which errors in the subsequent written productions stand in no relation with the previously corrected errors. So, the application of such metrics provides little evidence on the effects of written CF in subsequent writings. Likewise, the researcher himself contends that global methods of providing accuracy may also run the risk of complicating the cases in which learning has occurred.

This question is vital as finding the evidence of how written CF can affect the specific linguistic features may provide more insight into assessing the effectiveness and pedagogical significance of a certain written CF treatment by addressing Truscott’s claims (1996) that no written CF is useful to help the learners acquiring lexical and syntactic knowledge. In doing so, written CF research study requires to be guided by the SLA theory because Rizwan and Akhtar (2016) elucidate that some theories can be invoked to address the efficacy or lack regarding errors’ correction (p. 376). Similarly, within the perspective of learning EFL writing, wherein writing is perceived as a tool for EFL learning, SLA-based research studies on grammar correction in writing are significant to obtain better understandings of the role of writing skill and learning grammar for L2 efficacy.

In comparison to what happens in written CF studies, the relationship between theory and research studies has been a common practice in any oral corrective feedback investigation for several years (e.g., Ahiatrogah, Madjoub & Bervell, 2013; Ellis, 2008). Only a few studies conducted on longitudinal design (Williams, 2013; Holec, 2010; Rummel, 2014; García-Mayo & Labandibar, 2017) were designed to investigate the efficacy of comprehensive written CF within SLA approach. These studies were carried out by using principles of SAT (Skill Acquisition Theory) to frame for providing written CF in EFL classrooms. According to the finding of these studies as mentioned before, written CF should give the reflection of “what is the most needed by an individual learner” and “what the learner shows in producing writing” and both the writing activities and the written CF should be “timely, meaningful, constant and easy to be managed” (Cephe & Yalcin, 2015).

Likewise, in the area of written and oral CF, earlier studies within both the sociocultural and interactionist perspectives, have established a series of constructs and involved in productive discussions. They allowed conducting more forceful, empirically-based investigations (Fu & Nassaji, 2016; Ellis, 2012). Predominantly, the concepts of uptake and noticing have attracted much attention in the area of oral CF research (Lyster & Ranta, 2017) as they could develop L2 learners’ abilities to reform their current knowledge and subsequent acquisition. ‘Noticing’ refers to denote “the conscious awareness of surface-level linguistic phenomena (Belaid & Murray, 2015). ‘Uptake’ is learners’ response to the teacher’s feedback provided on a linguistic feature, and is considered effective when the learners use those features correctly or understand them (Belaid & Murray, 2015).

## 2. Problem Statement

Though, the correct use and understanding of L2 forms as Panova and lyster (2012) denote, do not specify that the features have been acquired; instead, he claims that it is essential to examine whether the learners are able to yield the correct forms on their subsequent writings. But, the research studies on written CF that have to examine these constructs to some extent, are still limited. These investigations (e.g., Bitchener & Knoch, 2012; Rummel, 2014; Saeed, 2015; Nemati, Alavi, & Mohebbi, 2019), as discussed in the literature review, particularly probed the processing of the written CF on learners’ uptake and noticing during text revisions by focusing certain linguistic features without taking into consideration the students’ beliefs towards written CF. This

is problematic for the students to improve writing accuracy by being investigated what type of written CF they believe to be useful for them. Therefore, the present research first explored EFL students' beliefs towards written CF and then investigated the impact those beliefs have on the subsequent revisions in writing to help them obtaining accuracy in a large number of writings. This allowed the researcher to observe the students' accuracy in writing over different periods of time.

### **3. Objective of the Current Study**

The research objectives in the current study are to

1. To find out if the beliefs held by EFL learners from urban-rural areas about Comprehensive written CF vary between the two groups.
2. To find out the impact of beliefs about EFL learning on students' achieving L2 writing accuracy in two different contexts.

### **4. Research Questions**

Following research questions are addressed in the study:

1. To what extent foreign language learning beliefs about comprehensive written CF held by urban and rural university students vary between the two groups?
2. Do foreign language learning beliefs about comprehensive written CF impact students' L2 writing accuracy .in two different contexts?

### **5. Methods and Research Tools**

The current was quantitative in nature and based on a longitudinal design. Two tools: a five-point Lickert scale questionnaire and writing prompts were adapted from Rummel (2014). As in the case of the present study, the researcher used to move the innovative process of students' and teachers' beliefs towards written CF and the impact of those beliefs on students' accuracy in writing skills at Khwaja Fareed University of Engineering & IT Rahim Yar Khan, Pakistan.

### 5.1 Sampling and Participants of the Study

EFL urban and rural EFL learners were participants of this study who were enrolled in the BS English program at Khwaja Fareed UEIT, Rahim Yar Khan, Pakistan. The samples of the population were selected by using the purposeful sampling technique as recommended by Creswell (2015) that purposeful sampling technique is suitable for the investigations in seeking that the respondents have the same characteristics. He further contends that a scholar is required to perceive particular characteristics that are being sought.

The participants in both stages of the present study were 50 adult learners (20 urban and 20 rural) and 10 students were placed in the control group. They were all enrolled in four years BS English undergraduate program in the Department of Social Sciences and Humanities at the Khwaja Fareed University of Engineering & IT Rahim Yar Khan located in southern of Punjab, Pakistan. Sheen (2007) suggested that a lot of activities relevant to written CF can be selected and integrated into the composition and comprehension syllabus by the instructors in EFL class.

### 5.2 Data Analysis

For the data collected from writing prompts to compare accuracy rates, an obligatory occasion analysis test was carried out. Besides, accuracy was also examined in the percentage of the accurate uses of target linguistic forms. This implies that seven correct uses out of ten were considered as 70% accuracy in target linguistic form Schmidt, (2001). Repeated measures ANOVA test was conducted to investigate the similarities and discrepancies between and within the groups. This test was selected because Polio (2012) argues that repeated measures ANOVA is used to test the impact of independent variables on the dependent variable and it also identifies any interactional effects.

After determining the similarities and discrepancies within and between-group, a one-way ANOVA test was also performed to examine where exactly the differences and discrepancies occurred. It was done because one-way ANOVA is performed to measure the discrepancies between groups when there is one independent variable (e.g. written CF in the present study) along with three or more than three levels (e.g. in the present study: direct, indirect, metalinguistic, and control). This test was considered

suitable because each group in the present study had different groups and the study was aimed to investigate the differences between these groups.

Besides, to find out the difference in the type of written CF that proved most effective in producing more linguistic accuracy in revision and writing new texts between two groups: urban and rural, a three-way mixed ANOVA test was applied to measure the between-participant variables like feedback types e.g. direct, indirect, metalinguistic, and control and location e.g. rural and urban while within-participant variables of time, e.g. Pre-test, Post-test, Delayed Post-tests.

**6. Results and Discussion**

**Table 1. Comparison of Urban and Rural Students’ feedback preferences and beliefs**

Items	Direct CF		Indirect CF		Metalinguistic CF	
	Urban	Rural	Urban	Rural	Urban	Rural
Which type of written CF you believe will help you the most in future?	7 (35%)	17 (85%)	10 (50%)	03 (15%)	3 (15%)	0
Which type of written CF will you prefer to receive in future?	7 (35%)	17 (85%)	10 (50%)	03 (15%)	3 (15%)	0

Table 1 shows the comparison of students’ beliefs towards written CF shows that both urban and rural students have significant differences in beliefs towards different types of corrective feedback. 10 out of 20 students from urban areas have greater preferences to receive indirect CF. Seven urban students preferred direct CF and three of them liked to have metalinguistic CF; while rural students 17 out of 20 preferred to receive direct CF and only three students preferred to receive indirect CF. Besides, no rural student preferred to receive metalinguistic feedback from the teacher for their writing accuracy. When students were provided corrective CF which they thought to be

the most effective according to their beliefs, students were able to show consistency in achieving linguistic accuracy. Tables 2 and 3 describe the statistical results for test scores carried out over different periods of time.

**Table 2. Descriptive statistical results for Mean scores of Urban students’ tests**

Group	N	Pre-test		Post-Test		Delayed test 1		Post- test 2	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Direct	25	83.20	9.40	86.10	13.90	95.43	9.23	96.44	9.23
		82.27	13.30	89.63	5.83	93.77	6.14	96.20	12.33
Indirect	35	91.73	93.56	90.37	7.80	93.33	6.60	91.89	9.13
Control	22								

Table 2 shows the mean % for the four tests conducted over different periods of time. Mean scores reveals that although students in the control group appeared to be stronger at the very outset as compared to the other two groups but with not so much significant difference and they showed their improvement slightly on the immediate post-test and this group also did not reveal any significant development in writing accuracy on the other two delayed post-tests. Whereas, both written CF groups (direct and indirect CF) showed an observable accuracy rate in writing on their immediate post-test and a more significant improvement on their first delayed post-test. Although, there was a slight decline in improvement observed in the indirect CF group on their 2nd delayed post-test yet both groups still revealed notable consistency in their improvement right from their pre-test.

To further compare the experimental group and control groups’ scores in one pre-test, post-test, and two delayed post-tests, a series ANOVAs were calculated. As one-way ANOVA revealed no significant difference between two groups  $F(3, 58.20) = .427, p = .76$ . a two-way repeated-measures ANOVA was run. Scores of the test were inserted as the dependent variable of time and two written CF as independent variables.



The following graph further shows the comparison of accuracy rates between experimental and control groups.

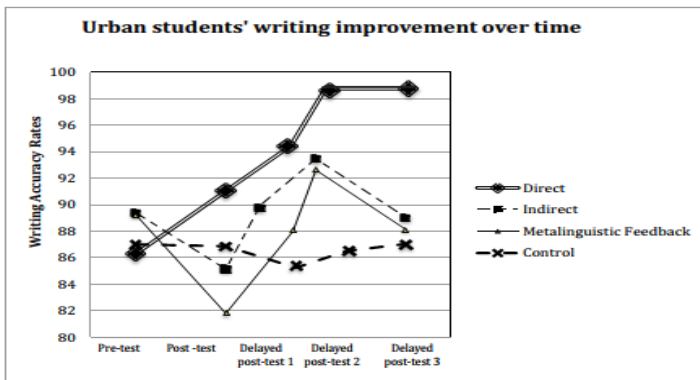


Figure 1 urban students’ linguistic accuracy over different period of time

Table 3. Two-way ANOVA results for urban students

Source	Df	F	p
<b>Between subjects</b>			
Written CF	2	.427	.835
<b>Within subject</b>			
Time	3	16.13	.000
Time x Written CF	9	1.819	.141

The above table 3 shows that there is no significant relationship between time and the types of written CF provided to the students. However, a significant difference has to be noted regarding time and when within the subjects, impacts are observed. Upon this, one-way ANOVAs were run which revealed that both written CF groups showed significant development in writing accuracy (direct written CF, p value= .00 and indirect written CF, p-value = .05) over different periods of time. Contrary to this, the control group did not show such consistency on improvement in writing accuracy (p value= .74). In figure 1, it is revealed that although the students who received direct written CF,

first showed a decline in writing accuracy in the immediate post-test which was insignificant at time 2 (post-test), yet they were able to show improvement in their writing accuracy at test 3 (first delayed post-test). Whereas indirect CF group depicted consistency in showing a significant increase in the accuracy at time 2 and they kept up improving significantly at time 3.

The results revealed that although, two written CF groups were witnessed to have declined in the accuracy rate which was not, in fact, significant from time 3 to time 4, yet they continued to significantly acquire a higher rate of writing accuracy than they showed at the very outset of the study. The control group which at the beginning, started with showing a higher rate of writing accuracy, did not show significant variation in writing accuracy over the total course of the research.

**Table 4. Descriptive statistical results for Mean scores of Rural students’ tests**

Group	N	Pre-test		Post-Test	Delayed Post-test 1	Post-Test 2	Delayed Post-test 2	
		Mean	SD	Mean	Mean	SD	Mean	SD
Direct	20	87.19	11.40	90.11	99.41	0.53	99.54	9.33
				10.89				
Indirect	20	87.17	8.30	84.53	91.67	8.14	94.19	8.13
				7.73				
Control	10	88.03	8.80	86.17	87.13	8.60	89.29	8.17
				8.60				

Table 4 shows the mean % for the four tests conducted over different periods of time. Mean scores reveal that although students in the control group showed steady development at all the four tests and they showed a slight decline on the immediate post-test and this group also did not reveal any significant difference or development in obtaining writing accuracy on the other two delayed post-tests. Whereas, both written CF groups (direct and indirect CF) showed accuracy development differently. The indirect CF group revealed an observable decline in their immediate post-test and contrastively sudden increase in their 1st delayed post-test. In the end, another decrease in the delayed post-test was noted. However, the direct CF group revealed an observable accuracy rate in writing between the pre-test and immediate post-test. In addition to this, rural students in the direct CF group also showed significant results in obtaining writing

accuracy between the immediate post-test and 1st delayed post-test which remained constant on the 2nd delayed post-test. Although, there was a slight decline observed in the indirect CF group on their 2nd delayed post-test yet both groups still revealed notable differences in their improvement right from their pre-test.

To further compare the experimental group and control groups' scores in one pre-test, post-test, and two delayed post-tests, a series of ANOVAs were calculated. As one-way ANOVA revealed no significant difference between two groups  $F(3, 22.59) = .730$ ,  $p = .73$ , hence; a two-way repeated-measures ANOVA was applied. The Score of the test was inserted as the dependent variable of time and two written CF as independent variables. The following table 5 shows the results of the analysis and figure 2 also shows an accuracy development graph with the comparison between two experimental and one control groups.

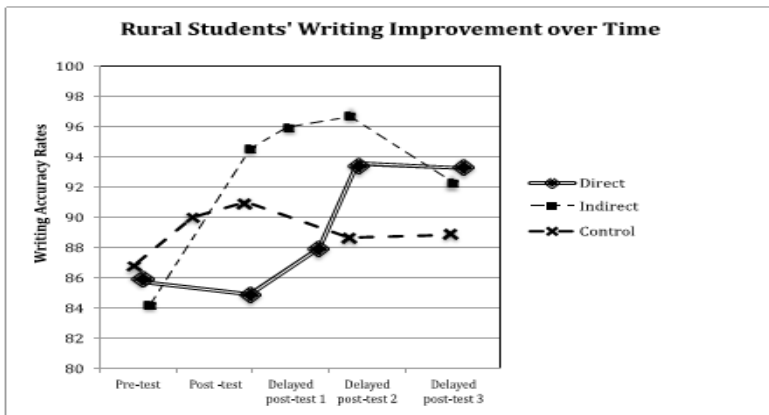


Figure 2 shows accuracy over the period of time

Table 5. Two-way ANOVA results for rural students

Source	Df	F	P
<b>Between subjects</b>			
Written CF	2	4.039	.014
<b>Within subject</b>			
Time	3	7.413	.012
Time x Written CF	9	4.304	.012

The above table 5 shows that there is a significant relationship between time and the types of written CF provided to the students. One-way ANOVAs computed performed also depicts that direct CF group shows the statistically significant difference in terms of obtaining writing accuracy (direct CF p-value = has to be noted regarding time and when within the subjects, impacts are observed. Upon this, one-way ANOVAs were run which revealed that both written CF groups showed significant development in obtaining writing accuracy (direct written CF, p value= .00) over different periods of time. Contrary to this, the indirect CF group and control group did not show such significant improvement in obtaining writing accuracy (Indirect CF, p value= .66 and control group, p-value= .59). In figure 4.2, it is also revealed that although the students who received direct written CF, first showed a decline in writing accuracy in the immediate post-test which was insignificant at time 2 (post-test), yet they were able to show improvement in their writing accuracy at test 3 (first delayed post-test). Whereas, indirect CF and control groups depicted no significant increase in obtaining writing accuracy at times 2 and 3.

The results reveal that although, two written CF groups (indirect and control groups) are witnessed to have no significant accuracy rate from time 3 to time 4, yet direct CF group continued to significantly acquire a higher rate of writing accuracy than they showed at the very outset of the study.

## 7. Discussion

Findings from the data regarding question 1 are significant from two perspectives. First, in the case of differences of beliefs within the same group (urban students) coming from different provinces of the country, because prior studies (e.g,

Rummel & Bitchener, 2015; Lennane, 2017) investigated beliefs about written CF without presenting data of students' proper backgrounds. They used either country alone as background to define groups of students or provinces of the countries. However, the findings of the current study indicate the significance of highlighting any variation within the same contextual differences.

Second, differences were also observed between urban and rural students at the university. These differences between the two groups also indicated the necessity to carry out comparative studies which should probe differences and similarities between groups of the students in the proper context. It is not only significant to investigate university students from different regions (Urban & Rural) but also from different educational contexts (private or public sector). Furthermore, exploring the beliefs of students from different regional and educational contexts may facilitate teachers in pedagogical practices. In this regard, Ivankova and Creswell (2019) pointed out that written CF is useful only to the students if they are encouraged and motivated to create willingness in them to be properly engaged with the feedback. It is also pertinent to be well aware of the students' beliefs because if they feel fully involved in understanding particular written CF, it may have impacted the way they are using the feedback provided by their teachers.

### **7.1 Discussion on the Impact of Beliefs about Written CF**

The present study reveals that in some of the cases, beliefs may have an impact on students' uptake and retention of written CF, which could be found significantly in the case of rural students but not among urban students so significantly. Moreover, Storch and Wiggleworth (2017) and Rummel and Bitchener (2015) also found that when EFL learners did not believe the effectiveness of written CF because it helped them not pay attention to that. As a result of which they could not achieve accuracy writing accuracy. This was also reinforced by the findings from US12 in the present study. US12 showed her reaction strongly negative towards the written CF she received; hence, she denied to be engaged with that written CF when she was given ten to fifteen minutes to have the review of corrections. This indicates that her negative reaction towards written CF might be a cause due to which she could not attain the accuracy rate.

Concerning the impact of the negative reactions on students' performance, it is pertinent to note that the learners in the control groups of urban and the rural context

revealed their evasive behavior for not receiving their feedback during the course of the study and in their exit interviews. They realized that writing without receiving any written CF from their teacher was the waste of time. This also supported the prior research that explored that though certain beliefs about written CF were changeable, students' willingness towards receiving CF was so strong that it could not be changed (Bryman,2012; Rummel, 2014; Rummel & Bitchener, 2015). Furthermore, expressing their viewpoints during interviews eight of the urban students told that if they were not given any written CF on their writing, their writing would be filled with a lot of errors. They would think that their teachers did not help them out in correcting their errors and made a mistake. They also said that they would ask their teacher to give them CF. Whereas, only two students claimed that their writing would be good without receiving written CF from the teacher. Among the rural students, nine students told in their interviews that if their teacher did not give them CF on their writing, they would think that perhaps their teacher might have forgotten to give them feedback. They would not approach their teacher asking for feedback lest he should get angry with them. These findings in the current study reveal that explanations with respect to the overly positive or negative reactions from the students might have impacts on their writing accuracy.

In addition to this, findings in the present study also indicate that the positive beliefs about the written CF may lead to the students' uptake and retention in the case of rural students who were able to improve their writing accuracy by eliminating their targeted linguistic errors on two delayed post-tests in thirty-eight out of forty-nine cases. Moreover, rural student RS13 could succeed in eliminating errors with the highest accuracy rate on her 1st delayed post-test and had only three errors on the 2nd delayed post-test when she received her preferred type of written CF. However, this was not the case with urban students who could only eliminate their errors when provided both direct and indirect CF regardless of their stated beliefs.

The findings of the present study indicate the need to carry out further investigations on the impact of beliefs and other social, contextual, and individual factors on the uptake and retention of written CF. Besides, causes why beliefs impact on the uptake for some learners but not others need to be explored. To carry out such investigations, the investigators may consider probing other social aspects so that the students' contextual factors are considered along with their ability of information processing. As various social, individual, and contextual factors are found to have an

impact on cognition, therefore, such factors are required to be further identified and investigated to determine why written CF is effective in some cases but not in others

### **Practical Implications**

The findings of the current study have significant practical implications. Krutikova, (2017) mentioned that to ensure learners' beliefs don't interfere with L2 learning, they are required to first improve their understanding of L2 acquisition and what establishes sound progress; second, they need to make aware that there are various ways of achieving mastery over L2 learning to which diverse strategies can be applied; third, they need to comprehend that a key factor for language learners' success is the self-discovery method which helps them in the best possible ways to learn a language. Regarding written CF, it implies that EFL teachers need to be eager to utilize various written CF techniques to make sure that the learners can find out a technique that is very helpful for them to achieve their linguistic accuracy. EFL teachers also need to be more clear in providing explanations as to why they should provide CF in certain ways. Making it more explicit to the learners, there required more than one technique to provide written CF.

The findings of this study also have implications regarding information processing opinions of cognition. It reveals that in some ways at least, beliefs may have an impact on the way the learners process their information. Any negative reaction in students' minds may cause refusal to be engaged with written CF (Rummel, 2014; Rummel and Bitchener, 2015), which is the first necessary process involved in the processing of information. Therefore, EFL learners should first consider or pay attention to the type of corrective feedback to be effective for them. The amount of focus applied to the written CF might determine to what extent it becomes uptake and retention (Farjadnasab & Khudashenas, 2017). Bitchener and Ferris (2012a) claim that the motivation of an individual and affective factors could have an impact on the amount of attention that learners pay to written CF. If the learners have negative reactions towards the type of feedback they receive, they only take feedback into account superficially. This may have impacted the extent to which it can become uptake and retention to be used in revision or producing new writings. It may also imply that if a learner believes a written CF to be ineffective, he refuses to get engaged with that type of feedback because he believes that it is not effective. The next step where he has to process the information to improve his understanding may be hindered. His negative

feelings may prevent language learners from paying attention to the written CF quite sufficiently to become a part of his short-term memory.

As evidence from the results of the present study, it can be seen that beliefs may have an impact on some students' uptake and retention of written CF. Future investigations need to be carried out to consider mediating factors like beliefs so that it may be helpful for the researchers as well as the EFL teachers to understand the reason why written CF is effective in some cases but not in others. Recommendations for Future Research

The current study has highlighted several issues that require further investigation. First of all, EFL students from other universities in Pakistan need to be further investigated to determine the extent to which the findings of this research could be generalized. Besides, gender is another possible variable which if investigated, may explore further differences in foreign language learning beliefs which may also impact written CF. The current study was carried out on EFL students' beliefs towards written CF but future researchers may also add EFL teachers of universities in Pakistan to investigate what impact teachers' beliefs may have on students' choice toward written CF. In addition to this, similarities and differences of belief between teachers and students can also be important factors to explore.

Douglas (2018) contended that language learning and its use are integrated into a world that is socially intervened; hence, those social aspects are required to be examined as a part of the similar cognitive process which underlies L2 learning and development. The present study has revealed that how previous social, contextual, and educational experiences may be effective together for constructing students' existing beliefs about written CF and practices with respect to learning English as a foreign language. By taking this into consideration, future researchers may continue to investigate the environmental factors (present classroom environment, educational backgrounds, etc.) and social factors (cultural expectations, identity, etc.). This may also affect the extent to which provided CF is effective. Moreover, individual factors like personality, age, mental health, etc. should also be probed to examine if they have any impact on students' uptake and retention of written CF.



## **8. Conclusion**

The findings of the present research revealed that a more personalized approach should be taken to provide feedback by taking learners' language learning beliefs about feedback and other social as well as individual factors into account for developing feedback schemes. Besides, the instructors should develop effective communication with students regarding the types of feedback they believe to be more useful and effective. By exploring what expectations students have towards feedback and explaining details why feedback is being provided in a particular way by the teacher, EFL students can feel themselves to be more receptive and welcoming to the various types of CF and specifically the type of CF which is the most effective and useful may no longer be challenging issue to them.

It is, further, hoped that future researchers along with lines in the present research, will carry out more investigations, and that, such investigations will provide guidance to language instructors in a direction that permits feedback to be effectively used by EFL learners in Pakistan. If language instructors find the feedback to be more effective, it may become easier for them to provide by making the method of providing CF more pleasing for the learners.

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