

The Comparative Effect of Direct and Indirect Corrective Feedback in Process-Based Vs. Product-Based Writing Instruction on EFL Learners' Writing Performance

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Abstract

This study attempted to systematically inspect the impact of direct and indirect corrective feedbacks on the writing ability of EFL learners when using product/process based instructions. To do so, 110 female EFL learners, between the ages of 15 and 18, were randomly assigned into four experimental groups to receive four different kinds of treatments, namely product-based instruction with direct feedback, product-based instruction with indirect feedback, process-based instruction with direct feedback, and process-based instruction with indirect feedback. The treatment took 10 sessions. Analyzing the results of the two writing tests (pretest and posttest) showed that direct feedback had significant effects on EFL learners' writing in process-based instruction and product-based instruction but indirect feedback failed to show any significant effect on EFL learners' writing in both process-based instruction and product-based instruction. The results also indicated that direct feedback had significantly better impact on EFL learners writing in the process-based instruction than product-based one.

Keywords: Direct Feedback, Indirect Feedback, Process-Based Instruction, Product-Based Instruction, Writing Ability, Second Language Learning

Introduction

Writing is one of the most important language skills. It is a critical skill for students in school, college, and lifetime (Warschauer, 2010, as cited in Aljumah, 2011). The difficulty of mastering writing has been acknowledged and addressed by many scholars (e.g. Chastain, 1988; Fatemi, 2008; Ferris, 2003; Gregersen, 2003; Hyland, 2003; McCoy, 2003; Paul, 2003; Weigle, 2002 cited in Hapsari, 2011, Tan, 2007). The origin of the difficulty according to Richards and Renandya (2002), lies in the two-folded need of students not only to generate the idea but also to translate it into the comprehensive text. The unsatisfactory performances of Iranian EFL learners has also been addressed frequently (e.g., Hasani & Moghadam, 2012; Mirzaii, 2012; Negari, 2011)

Accordingly, attempts have been made to find a way of overcoming the problem. Beuningen, Jong, and Kuiken (2005), for example, referred to the role of teacher as one major tool to motivate and encourage the learners to write. Teachers can help the learners by indicating their written grammatical errors and providing the correct form in another way, so the students can understand their errors and they do not repeat them in their future writings. Ferris & Roberts, 2001 (as cited in Bulut & Erel, 2007) also mentioned that, most of the EFL/ESL teachers agree that responding to the students' writing through the teacher's corrective feedback is an essential part of any writing course and all of the students need teacher's feedback on their written errors. Also Adams (2003) points out that production of writing and giving feedback on it are very important in second language acquisition.

Inspecting the body of literature, one may encounter different definition of feedback. Lightbown and Spada (1999), for example, see corrective feedback as any indication to the learners that they are not using the target language correctly. Day et al. (1984) also define corrective feedback as any kind of response produced by the native speaker to what they recognize erroneous use of language by non-native speakers. All of the provided definitions, however, have one thing in common: feedback is a reaction to an incorrect production of language.

Feedback has been classified into different categories (e.g. Lyster & Ranta, 1997), but one broadly accepted dichotomous classification is the one which classifies feedbacks into two major categories: direct and indirect feedbacks.

Direct feedback is a strategy of providing feedback to students to help them correct their errors by providing the correct linguistic form or linguistic structure of the target language (Ferris, 2006) while indirect feedback is a strategy of providing feedback used by teachers to help students correct their errors by indicating an error without providing the correct form (Ferris & Roberts, 2001, as cited in Burton et al., 2011). In other words, the teacher provides the student with direct feedback when s/he explicitly refers to the incorrect production and provides the correct form; in case of indirect feedback, however, the teacher only provides an indication of incorrect use of language without providing the correct form.

Providing students with corrective feedbacks, however, has a long history of debates. Some researchers (Ashwell, 2000; Chandler, 2003; Ferris, 1997, as cited in Bulut & Erel, 2007) suggest that error correction helps language learning while some others (Kepner, 1991; Truscott, 1996, as cited in Bulut & Erel, 2007) claim that error correction does not help students improve their written accuracy, and it is even potentially harmful for students' writing ability.

The debate also exists in the theoretical level. The advocates of communicative approaches to language learning – particularly the strong version – see the errors as inevitable parts of language learning and recommend the tolerance when errors occur (e.g. Dulay, Burt, Krashen, 1982; Krashen, 1982, 1985). On the other hand, some other theories have acknowledged the vital role of feedbacks as essential part of theories. Merrill (1994), for instance, believes that feedback holds a vital position within an instructional design theory. Gagne's (1985) model of instructional design is another example of theories that focused on the importance rule of feedbacks. The debate on whether to provide students with feedback or not roots in the larger long-standing debate on the integration of focus on forms and meaning (e.g. see Nassaji, 2000; Seedhouse, 1997a, 1997b). Nevertheless, it seems necessary to consider which theoretical perspective has been taken into account in practice when looking into the effectiveness of corrective feedbacks.

There are two commonly known approaches to language writing, namely product-based and process-based approaches. The product-based approach emerged as a combination of structural linguistics and behaviorist learning theory (Silva, 1990). This approach to writing is also known as "Models Approach" and emphasizes students' exposure to written sentences and

paragraphs (Akinwamide, 2012). This approach focuses on the product – the written text – that serves as the model for the learner. It was believed that if a model text written by a competent writer is given to students to read, the students learn and follow all the good qualities of writing and thus become good writers. The proponents of the Product Approach believe that students can learn how to write with little error when they are given the composition of a good writer before writing (e.g. Nunan, 1999; Adams, 2006). In this approach, students would be given writing exercises that would reinforce language structure that they have learned through the imitation of grammatical patterns. Controlled writing is an example of this approach. Students would be given a paragraph and would be asked to perform substitutions, expansions or completion exercises. Generally the focus of product-based approach to writing is on the written product rather than on how the learner should approach the process of writing.

The process-based approach, on the other hand, emphasizes that writing should be viewed in both cognitive and humanistic perspectives, as Foong (1999) points out. Thus, the writing is seen as a process of forming concepts and new structures on the basis of certain purpose, audience, and language use (Kirsznner&Mandell, 2000). In other words, writing is a process in which activities such as pre-writing, drafting, revising, and editing are involved in a reflective way. The focuses of teachers are not to merely produce a writing piece and finish the job but to involve students actively in class participation during the whole process.

The above mentioned approaches to writing are two more commonly used in teaching writing. However, there is a dearth of study on the effectiveness of using feedbacks within these two approaches. Thus, motivated by the abovementioned premises, this study attempted to systematically study the effects of direct and indirect feedbacks in process-based and product-based instruction of writing. To do so, the following research question was phrased:

Q: Does direct and indirect corrective feedback in process-based and product-based writing instruction have any significant effect on EFL learners' writing ability?

Method

The participants of the present study were EFL learners from Hoda high school and Iran-Oxford institute in Tehran. The total number of learners was 110 EFL learners in the intermediate level. They were female learners ranging from 15 to 18 years old. The PET was first piloted with 30 female learners at Daneshfar high school with participants with similar characteristics of the main participants of the study. To come up with two homogeneous groups of participants, the piloted PET was administered to 120 learners in Hoda high school and Iran-Oxford institute and a total number of 110 EFL learners whose scores were one standard deviation above and below the mean were chosen. They were randomly divided into four experimental groups. In group 1 the product-based approach was used to teach writing and the learners received direct corrective feedback; in group 2 the product-based approach was used to teach writing and the learners received indirect corrective feedback; in group 3 the process-based approach was used to teach writing and the learners received direct corrective feedback; and in group 4 the process-based approach was used to teach writing and the learners received indirect corrective feedback. Four groups of students received two different kinds of written feedback, direct and indirect corrective feedback compared in adapting two approaches; process-based and product-based. Because the capacity of Iran-Oxford Institute's classrooms is limited, the researchers had four classes in first semester with two different treatments, they had two classes consisted of 15 participants and two classes consisted of 10 participants who were received direct and indirect corrective feedback and product-based approach used to teach. At the second semester they had two classes consisting of 15 participants who received direct and indirect corrective feedback and process-based approach used to teach. The teachers of all classes were the researchers themselves who are experienced English teachers. The researchers scored the learners' scripts based on the PET rating scale.

Instrumentation

To check the homogeneity of the participants in terms of general language proficiency, the researcher applied the piloted PET (Preliminary English Test). It is an intermediate level exam which exists in two forms: computer-based and paper-based. There are two versions of Cambridge English exams: Preliminary available Cambridge English, Preliminary and Cambridge English: Preliminary for Schools. Both follow exactly the same format and the level of the question papers is identical. The only difference is that the content and treatment of

topics in Cambridge English Preliminary for Schools have been particularly targeted at the interests and experience of school pupils.

PET for Schools test is the second level of Cambridge exams. It recognizes the ability of candidates to cope with everyday written and spoken communications, in a general or academic context. It has three parts:

Reading & Writing: Reading has 5 parts/35 questions; Writing has 3 parts/7 questions

1 hour 30 minutes

Listening: It has 4 parts with 25 questions About 30 minutes

Speaking: It has 4 parts 10-12 minutes per pair

Pre-Treatment Writing Test. A writing task of PET practice tests book was administered as a pre-treatment test at the outset of the study in all four experimental groups before giving any instruction. The participants were given two topics from the third part of writing in PET and they had to choose one of the topics to write in about 100 words in 45 minutes.

Writing Post-Test. A writing task chosen from the third writing part of PET practice tests book was administered as a posttest in all four experimental groups. The participants had given a topic to write a story in 150-200 word in 45 minutes.

Writing Rating Scale. To assess the writing achievement of participants, the researchers used a reliable rating scale to score the participants' writing performance which is developed by Cambridge ESOL for PET. The rating should be done on the basis of the criteria stated in the rating scale including the rating scale of 0-5.

Course-Book. The writing sections of PET practice tests book were taught. In the writing section of the Preliminary English test, there are three parts. In part 1 there are some sentences and the learners should complete the second sentence that means the same as the first one. In part 2 they have to write a short message, and in part 3 they must choose one writing task form among 2 tasks of writing.

Procedure

To achieve the purpose of this study the following steps were taken:

At the outset of the study, PET for Schools was administered to 30 female learners who were not supposed to be the participants of this study and they

were almost the same as the target participants. The purpose of this test was to remove the mal-functioning items of PET.

At the beginning of the study, 120 intermediate level learners were selected through the convenient non-random sampling method. Then the PET, which was already piloted, was administered to check the homogeneity of the participants' writing skill. After that, 110 participants whose scores fell between one standard deviation above and below the mean were selected. Then, they were randomly divided into four groups so that every member had equal chance to be located in each group.

In order to determine the effectiveness of two corrective feedback processes (direct and indirect) and two methods of instruction of writing (process and product), the participants were classified into experimental groups which were selected based on convenient non-random method. They were randomly divided into four experimental groups. There were two groups consisting of 15 learners and two groups consisting of 10 learners in Iran Oxford Institute and four groups of 15 learners were in Hoda high school. In group 1, the product-based approach was used to teach writing and the learners received direct corrective feedback; in group 2, the product-based approach was used to teach writing and the learners received indirect corrective feedback; in group 3, the process-based approach was used to teach writing and the learners received direct corrective feedback; and in group 4, the process-based approach was used to teach writing and the learners received indirect corrective feedback. Prior to the beginning of the semester the researchers who were the teachers of all classes developed a series of writing tasks from PET for schools book for the learners in four groups. At the first session in two classes which were based on process-based approach the teacher provided two topics; the learners were asked to choose their topic of interest, and then write about one of them and share their ideas with the class in order to ensure that all learners were able to write on the topics which were interesting and motivating and to get them personally involved in communicating their ideas to choose a topic related to the same method of development which was provided in the classes. In product-based approach, the teachers provided a model of writing task of PET and showed to the learners, and then they wanted them to write like the model. The model text was prepared based on a short essay written about the subject of writing with some modifications to suit it to the level of students. After reading

and discussing its organization, lexical items, grammatical points and so on, the students started writing their own paper continuing the model text.

Students in the direct and indirect treatment groups received comprehensive direct or indirect corrective feedback respectively on the texts they produced. All feedbacks were administered by the researchers. Whereas direct corrective feedback was in the format of identifying both the error and target form, indirect corrective feedback only consisted of indication of error and its category. The researchers subdivided the form related errors into nine error categories and the rater had to be trained to consider these nine categories: word form (e.g. verb tense, singular, and plural), word choice, spelling, cohesion, coherence, addition and omission of a word by the raters, incomplete sentences, punctuation, and capitalization.

The first group consisted of 20 students. The product-based approach was used to teach writing and the learners received direct corrective feedback. The process of writing was not important in this group. A model text was prepared every session based on the level of students. The students just wrote the paragraphs with 150- 200 words as the final draft in 45 minutes. The feedback that the students received on the submitted compositions mainly focused on the structure, organization, and mechanisms of writing according to the PET rating scale. The teachers corrected the learners' mistakes and the correct forms were written on the student's paper. The teachers marked all the mechanical errors in red ink and wrote notes in the margins about the logic and clarity of the essay.

The other 30 students were in the second group. The product-based approach was followed to teach writing and they received indirect corrective feedback. The procedure was the same as the procedure of first group; the learners just received indirect corrective feedback instead of direct corrective feedback. Corrective feedback was provided if the teachers indicated the location of the error indirectly on the paper by underlining, highlighting or circling, or indirectly by indicating in the margins that there is an error on that line but without providing the correct form.

The other 30 learners were in the third group. Process-based approach used to teach writing instruction and they received direct corrective feedback. The students were asked not to finish their final draft in their first attempt during prewriting stage. They were; rather, informed to experience writing in three

stages of pre-writing, writing, and post writing. During the prewriting phase of writing, different types of activities were used; the activities which were starting with brainstorming; these activities helped the students to keep on writing without stopping. In each part of the writing process the teachers gave their feedbacks on learners' writing directly. In the next stage of writing, the students were asked to look over their writing to see which information they would like to use in their writing task. The goal of this stage was to combine some of the ideas which the learners gained during the prewriting stage. Since their writing was not yet a finished product, they were not evaluated. During the last stage of the writing process when the students revised their ideas they were asked to pay attention to removing the errors carefully. The teachers provided them with appropriate feedback.

The other 30 learners were in the fourth group. Process-based approach used to teach writing and they were receiving indirect corrective feedback. The procedure was the same as the procedures of third group. The participants just received indirect corrective feedback instead of direct corrective feedback. Corrective feedback was provided if the teachers indicated the location of the error indirectly on the paper by underlining, highlighting or circling, or indirectly by indicating in the margins that there is an error on that line but without providing the correct form.

In all process based groups every session the learners had a topic to write and in product based groups every session the teacher provided a model of writing text for participants and they had to write according that model. In the last session learners wrote their last writing. It was their posttest. The teachers collected their compositions and gave their feedbacks and responses to the learners' performance then they asked the other teacher who was the rater to score the learners' writing performance.

Design

This research had quasi-experimental design. The participants of this study were selected based on convenient non-random method but randomly divided into four experimental groups with two treatments. The groups were compared into four experimental groups with two treatments. At the end of the course the participants were going to wrote a writing as a posttest. So the design of this study was post-test design only and comparison group.

In the present study direct and indirect corrective feedbacks in process-oriented vs. product-oriented classes were considered as independent variables and writing was considered as a dependent variable. Process based approach and product based approach were two modalities of this study.

Results

Several statistical analyses were carried out in order to answer the research questions. The statistical analyses aimed at determining the effectiveness of two types of corrective feedback with two approaches of instruction of writing and making a comparison between them regarding the PET rating scale.

1. The statistical analysis of PET for schools test which was used as a homogenization process is Cranbach's alpha for reliability.
2. Pearson correlation was used for estimating the inter-rater consistency of ratings of reading and writing section of PET.
3. The mean and standard deviation of errors which was made by students in each group were computed and subjected to two ways ANCOVA analysis.

Piloting the Homogeneity PET Test

At the beginning of this study, PET was piloted with 30 students whose language proficiency level was similar to that of the participants of this study. This test consists of two parts: reading (35 items) and writing (7 items). The students' writings were scored based on the PET analytic scale for rating the writing tasks. Based on the PET scoring procedure, the candidates were given scores from 0-5 in the second subpart and from 0-15 in the third sub-part. It should be stated that the writing section was scored by two raters, and inter-rater reliability was calculated for the given scores. Then a process of item analysis was carried out for the reading part in order to identify and discard the poor items. The item facility and item discrimination indices of each item were calculated. Items with facility indices below 0.30 and beyond 0.70 and discrimination values below 0.40 were discarded. The results indicated that no item had to be omitted.

Table 1 provides the descriptive statistics of the homogeneity PET test in the piloting phase.

Table 1
Descriptive Statistics of the Homogeneity PET

	N	Min.	Max.	Mean	SD
Scores	30	30.00	69.00	50.70	9.86

The inter-rater reliabilities of the scores of writing were calculated by using the Cronbach- α formula to find the ultimate score of each participant in each group. The inter-rater reliability quotients of the scores of writing part are given in Table 2.

Table 2
Inter-rater Reliability of the Writing Part

Cronbach- α	N of Raters
Writing Part	0.88
	2

Because of the high consistency between the two raters in this part, (0.88), the average of the scores given by the two raters to each paper was considered as the ultimate score of each participant in each group.

The reliability of reading part of the homogeneity PET was calculated through the Cronbach- α formula. Table 3 provides the inter-rater reliability quotients of the scores in reading part.

Table 1
Reliability Statistics of Reading Part of the Homogeneity Test

Cronbach- α	N of Items
Reading Part	
0.82	35

The reliability of reading part turned out to be 0.82, which was desirable. The researcher felt safe in employing the above-piloted test for determining the homogeneity of the participants in this study.

The piloted PET test was used to verify the homogeneity of the participants. Table 4 summarizes the descriptive statistics of the homogeneity of PET.

Table 2
Descriptive Statistics of the Proficiency Test

Groups	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
Direct Process	23	55.69	10.33	.729	.481
Ind. Process	24	56.86	5.28	.253	.472
Direct Product	19	53.12	12.34	.327	.524
Ind. Product	19	54.39	10.37	.145	.524

The results of the skewness analysis, as shown in Table 4, revealed that the assumption of normality was observed in the distribution of the proficiency test scores of the four groups (1.51, 0.53, 0.62, and 0.27 for the direct/ indirect process-based groups, and direct/indirect product-based groups respectively, all falling within the range of -1.96 and +1.96). Figure 1 shows the normality of the writing pre-treatment test scores.

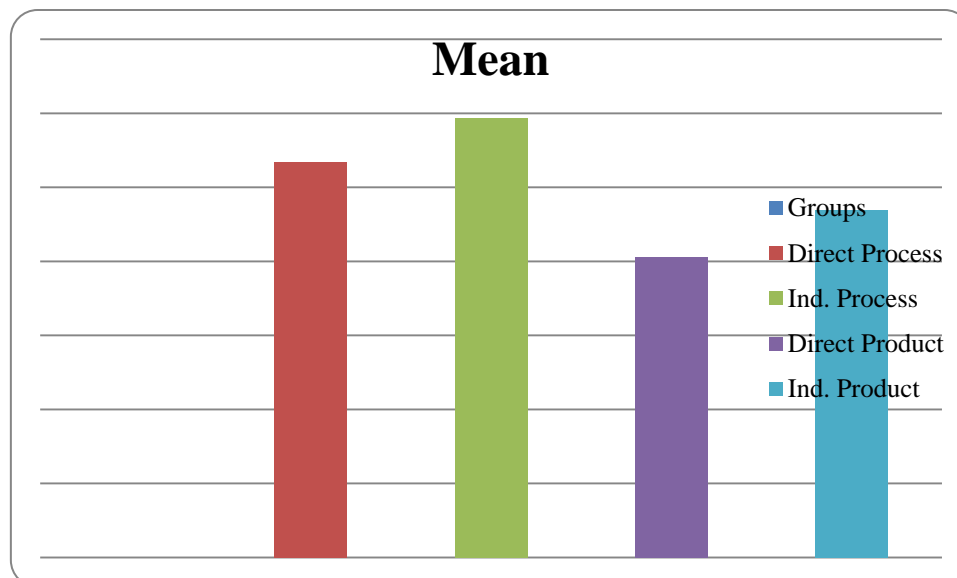


Figure 1-1 the mean scores of four groups on the proficiency test

In order to answer the research question, a two by two between-groups analysis of covariance (two-way ANCOVA) were performed, the results of which are reported and discussed below.

It was conducted to assess whether the direction of corrective feedback had any significant influence on EFL learners' writing skill in two different types of writing instruction. The independent variables were the direction of corrective feedback (i.e., direct and indirect) and type of writing instruction (i.e., process-based and product-based) and the dependent variable was the scores on the writing test after the treatment completed, namely posttest scores. Participants' pretest scores on writing test were used as the covariate in this analysis.

Preliminary checks were used to ensure that there was no violation of the assumptions of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariance. After making sure that the assumptions were met, the two-way ANCOVA was run to test the research hypothesis, whose results are summarized in Tables 5, 6 and 7.

Table 5
Descriptive Statistics

Direction of Corrective Feedback	Writing Instruction	Mean	Std. Deviation	N
Direct	Process-based	3.98	.53	30
	Product-based	3.60	.47	25
	Total	3.80	.53	55
Indirect	Process-based	3.43	.66	30
	Product-based	3.34	.53	25
	Total	3.39	.60	55
Total	Process-based	3.70	.65	60
	Product-based	3.47	.51	50
	Total	3.60	.60	110

Table 5 clearly indicates the two significant measures of central tendency, that is, the mean scores and the standard deviations of the groups.

Table 6
Tests of Between-Subjects Effects
Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	9.31 ^a	4	2.32	7.86	.000	.23	31.46	.99
Intercept	29.01	1	29.01	98.00	.000	.48	98.00	1.00
Direction	4.28	1	4.28	14.47	.000	.12	14.47	.96
WI	1.39	1	1.39	4.716	.032	.04	4.71	.57
Pretest	2.38	1	2.38	8.05	.005	.07	8.05	.80
Direction * WI	.33	1	.33	1.12	.292	.01	1.12	.18
Error	31.08	105	.29					
Total	1466.00	110						
Corrected Total	40.40	109						

a. R Squared = .231 (Adjusted R Squared = .201)

b. Computed using alpha = .05

As is evident in Table 6 above, after adjusting the pretest scores, the first main treatment effect (i.e., direction of corrective feedback) has been significant, $F(1, 105) = 14.47$, $p = 0.000$, $p < 0.05$, $Eta = 0.12$. So, it can be

concluded that the direct corrective feedback had more significant positive effect on EFL learners' writing skill in process-based than in product-based writing instruction in comparison to the indirect corrective feedback (See Table 1.7 & Figure 2). Moreover, based on the findings, the second main effect (i.e., type of writing instruction) has been also significant, $F(1, 105) = 4.74$, $p = 0.032$, $p < 0.05$, $\eta^2 = 0.04$. Thus, it can be argued that the process-based writing instruction had more significant positive effect on EFL learners' writing skill in both direct and indirect corrective feedback in comparison to the product-based writing instruction (See Table 7 & Figure 2). However, the interaction between type of writing instruction and direction of corrective feedback was not significant (See Table 6).

Table 7
*Direction of Corrective Feedback * Writing Instruction*
Dependent Variable: Posttest

Direction of Corrective Feedback	Writing Instruction	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Direct	Process-based	3.95 ^a	.10	3.75	4.15
	Product-based	3.61 ^a	.10	3.40	3.83
Indirect	Process-based	3.44 ^a	.09	3.25	3.64
	Product-based	3.33 ^a	.10	3.11	3.55

a. Covariates appearing in the model are evaluated at the following values: Pretest = 3.09.

Table 7 shows the estimated marginal mean of the groups, which is also depicted in Figure 2.

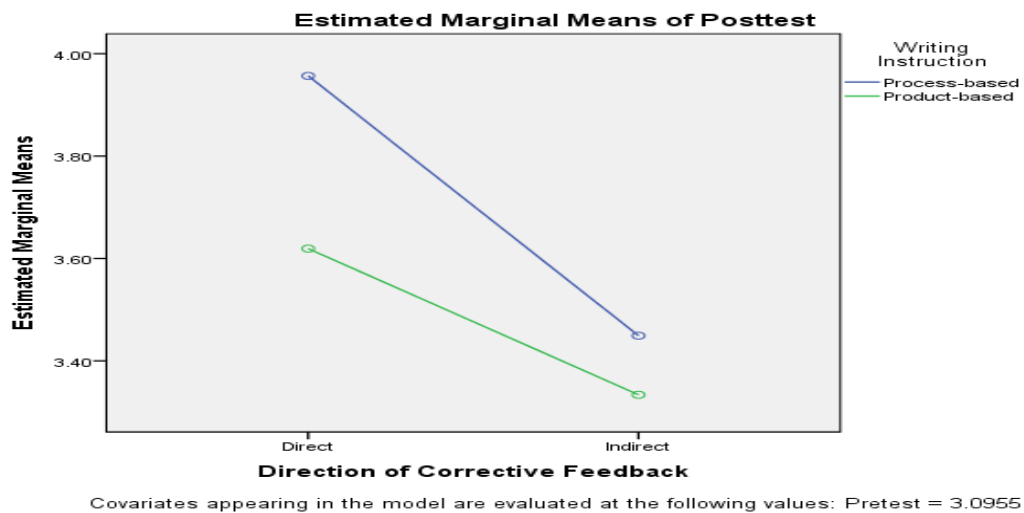


Figure 2: *The Estimated Marginal Means*

Discussion

In recent years, there have been numerous studies showing that corrective feedback improves learners' writing performance (AlizadehSaltah&Sadeghi, 2012; Afraz&Ghaemi 2012; Bitchener& Young & Cameron, 2005; Bitchener, 2008; Bitchener&Knoch, 2010). Furthermore, there are some studies which show the advantages of teaching writing skills in process-based and product-based instruction. (Brakus, 2003; Keh, 1990; Akinwamide, 2012; Anthony, 2005; Badger & White, 2000; GholamiPasand, P.&BazarmajHaghi, 2013).

Error correction could significantly improve the learners' writing ability of student writers. Also corrective feedback is actually beneficial for students when the participants' writing is considered as a whole; because the overall writing scores of all participants in this study have improved significantly. A more promising result was found in Chandler's study (2003), in which the experimental group received underlining treatment and was asked to correct the underlined errors before writing the next assignment. After doing four assignments, there was a significant improvement of student writing on the fifth assignment. As a matter of fact, recent studies by Ashwell (2000), Fathman and Whalley (1990), Ferris and Roberts (2001), and Lee (1997; 2004) have all

found that groups receiving corrective feedback significantly outperformed groups who were receiving no feedback.

The results of this study are in accordance with Chandler (2003), Ferris (1999) and Bitchener (2008) on the idea that giving the learners an awareness of the mistakes they make or providing them with the correct form directly enhances linguistically correct written output; and the results are in contrast with Anh (2012) in that using indirect feedback in EFL writing classes could be a fruitful and effective method to reduce grammatical errors of students, and Kepner (1991) that corrective feedback by the teacher is not effective for developing accuracy in L2 students' writing.

The findings of this study showed that direct corrective feedback improves learners' writing performance, according to observations of researchers the students who were received direct corrective feedback were more motivated to write and they didn't repeat their errors. Also dealing with the students' errors through negotiation and interaction made them notice and correct their errors. While receiving indirect corrective feedback made the learners confused about their errors; they didn't understand some errors indications and they couldn't write as well as the other students in the other groups who were received direct corrective feedback. Additionally, those students who were thought by process-based approach outperformed the other participants in product-based instruction classes. Students like more the process-based approach because they were communicated with each other and the teachers during writing of each step, so the class wasn't boring for them. The results of this study showed that they performed better than the other students.

As the findings of present study indicate, those groups who received direct corrective feedback outperformed the groups who received indirect corrective feedback in according to the PET writing rating scale. Accordingly, it may be concluded that providing written feedback (including elicitation and metalinguistic clue) through interaction has a significant effect on the learners' writing. In the other words, the results of this study showed that dealing with the students' errors through negotiation and interaction made them notice and correct their errors.

Moreover the results of this study show that process-based approach in teaching writing motivates learners to write. Furthermore, they feel free to write better and share their writing with teacher and other learners while accepting all

their comments to improve their writing. The researchers found that the implementation of process-oriented approach is empirical and teaching writing in process-based approach to EFL learners is more effective than product-based approach.

The overall conclusion to be drawn from the study is that many students do not know how to start to write since they have not been provided with enough input to help them to generate new ideas and motivates to actively take part in the learning process. From the findings of this study, it is very important for writing teachers to utilize different types of tasks, provide learners with adequate amount of input and activity, and involve them in classroom procedure. Based on the researcher's observation in class the group of learners in process-based instruction was more corporative than product-based approach groups, because it creates a sense of relation among them and they enjoyed working with that.

Furthermore, there is a significant difference between the effect of process-based and product-based approach in teaching writing on EFL learners writing. The product-oriented approach to the teaching of writing emphasizes mechanical aspects of writing, such as focusing on grammatical and syntactical structures and imitating models. This approach fails to recognize that learners write for an audience and for purpose and that ideas are created and formulated during the process of writing. Process-oriented approaches concern the process of how ideas are developed and formulated in writing. The findings of this study showed that Process-based approach has more impact on grammar and word choice of the learners in writing.

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Biodata

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