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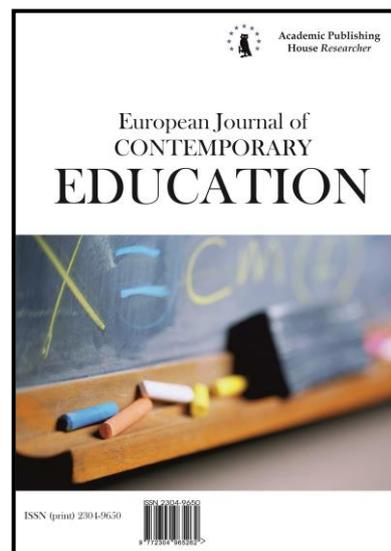
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The Problems of Contemporary Education

The Differential Effects of Dynamic Assessment Versus Coded Focused Feedback on the Process Writing of EFL Learners

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Abstract

The role of corrective feedback in general and focused feedback in particular has been investigated widely in second language (L2) writing over the past several decades. Moreover, Dynamic Assessment (DA) with its roots in socio-cultural theory has been noticed to play a role in fostering language learner development and assessment. However, their differential effects have rarely been investigated. Thus, the present study was an attempt to explore the impact of dynamic assessment (DA) and Coded Focused Feedback (CFF) on the Iranian EFL students' writing performance. To this end, two experimental groups of high intermediate learners were selected to compare the effects of assisted writing instruction through Dynamic Assessment (DA) versus unassisted feedback (CFF) on their process writing. A mixed method analysis was used to answer the research questions. Students' performance on pre-test and post-test were analyzed via paired sample *t*-test and independent *t*-test. Transcripts of the teacher-student interactions in the DA group were also used to analyze the data further qualitatively. Results of the *t*-tests ($p = 0.00025$, $T = -7.415$ and $p = 0.5$, $T = -1.0$) and the descriptive study of the transcripts indicated that the DA group outperformed the CFF group both in the process writing and the revisions of the assigned topics implying that assisted writing instruction through DA helped learners to improve their writing ability. A careful design of the study via the sequential mixed-methods approach enhanced

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the originality and strength of the present study. It concluded that scaffolded assessment through dialogue would result in improvement in students' process writing performance.

Keywords: dynamic assessment, coded focused feedback, process writing, revision ability, EFL learners.

1. Introduction

One of the main objectives of writing instruction is to enable the students to write well (Berbache, 2007) and to be able to express their points in an accurate and logical manner. However, experiences of writing scholars and teachers as well as the published articles in the field indicate that EFL students do not write as well as we think they should (e.g., Hillocks, 1986; Ping, 2000; Rijaarsdam et al., 2005). There are manifold reasons for students' inability to write well enough to meet teachers' expectations. Some teachers relate it to students' laziness, while most students blame the writing skill for being extremely complex (Berbache, 2007, Gađušová et al., 2020a; Gađušová et al., 2020b). For Smit (1991), the most obvious reason that students do not write well is that they do not receive enough instruction, practice, and feedback in writing. It is necessary, therefore, to consider the fact that improving the writing ability of our students is dependent on teaching writing more often and more effectively, and requiring our students to write more often so that they can get the practice they need (e.g., Hampton, 1995; McCormick, 1989; Kondrla et al., 2020). Moreover, it is only by responding to comments on early drafts and putting them into practice that students can "demonstrate what they have learned and internalize from the advice they have received" (Smit, 1991: 3). However, there is a great deal of evidence that teacher written comments – in and of themselves – have no effect on student writing except when they are focused (e.g., Hillocks, 1986; Leki, 1990). The teachers' little unfocused feedback that students usually receive on their finished papers seems to be neither enough nor effective in improving the various stages of the writing process with which learners need the most help (Berbache, 2007; Aizman et al., 2020; Tvrdoň, 2020).

Over the past two decades, writing has been acknowledged as a process of creating and extending meaning, rather than merely conveying pre-conceived information (Appleby, 2000; Bereiter, Scardamalia, 1987; Chenoweth, Hayes, 2001; Chenoweth, Hayes, 2003; Flower, Hayes, 1981; Hayes, Flower, 1987; Shaughnessy, 1977). The process of writing used to be conceived as a cognitive one, but more recently there has been a tendency to consider a more sociocultural orientation. Recognizing that learning and teaching are essentially social activities, sociocultural theorists (Cole, Engestrom, 1993; Lantolf, 2000; Van Lier, 2000) have attempted to shift the focus of attention from individual cognition towards the sharing and distribution of mental activity among learners. As Pea (1993, p. 47) states "the mind rarely works alone" and writing, as a learning activity, is one that lends itself to the co-construction of texts by students working together or by working with an expert (Roger Barnard, Lucy Campbell, 2002). Thus, collaborative problem solving, brainstorming, shared planning, multiple drafts, peer feedback, revision, have all been suggested as relevant activities within a cycle of process writing (for example, by Keh, 1990; Seow, 2002; Tsui, 1996; Zamel, 1983).

Although research abound in the literature about the effects of different means of providing feedback to students' writing, yet little research is found that has considered what L2 students need to know about their instructors' feedback, how well they understand it, and whether or how they might employ it for revision when writing subsequent essays (e.g., Brice, 1995; Ferris, 1995; Hedgcock, Lefkowitz, 1994; Hedgcock, Lefkowitz, 1996; Leki, 1991; Radecki, Swales, 1988; Saito, 1994). In general, this previous research has shown that teachers have different priorities when they respond to students' writing. Some studies indicate that teachers respond primarily to mechanics, grammar/usage, and vocabulary (Saito, 1994; Zamel, 1985); other studies show that teachers pay more attention to content and organization than to mechanical errors. Teacher correction, error identification, and written commentary appear to be the most widely used techniques when responding to adult L2 students' writing (Saito, 1994).

Given the importance of the depth of analysis that students should be able to demonstrate, regarding their own and each other's writing, this research study decided to use dynamic assessment to see if this would facilitate learners' ability to become better writers. With research indicating improved student learning through active, collaborative settings (e.g., Bruffee, 1984; Slavin, 1989), it was assumed that teacher assistance might be one way to provide students with

specific and immediate feedback that will help them improve problematic areas of their writing, particularly in revising and editing. Dynamic assessment (henceforth DA) seems to be a suitable approach to writing instruction because in DA the teacher acts as an improvement promoter and provides immediate and situated feedback during the whole procedure. More importantly, the focus of DA is on students' future development, not the outcome of the past development (Yan, Xiaoxiao, 2010; Kondrla et al., 2020).

Dialogic-based formative assessment consists of using of active communication between teacher and student and features a positive way for a student how to be able to express their opinions and points in an accurate and logical manner. At addition dialogic-based communication is a contributing factor to many others educational situations as a way of formation competences (Prochazka et al., 2018; Maksaev et al., 2021; Kozharinov et al., 2021), improves interpersonal relationships, student moral formation (Králík, Máhrik, 2019a; Khonamri et al., 2021), atmosphere of acceptance and language growth of student's abilities (Lalinská et al., 2020), and among other things is necessary for increasing ability of critical thinking on the part of students and teachers (Králík, Máhrik, 2019b). Dialogic-based formative assessment can be one of the key ways of writing instruction is to enable the students to write well (Berbache, 2007; Kušník, 2007).

The present study; therefore, focused on both Dynamic Assessment as a teacher-oriented approach and coded focused feedback as a more learner-oriented approach in EFL writing. The purpose of this research study was to make a comparison between two diverse approaches to improving EFL learners' writing through the use of dynamic assessment as a means of a dialogic rather than a purely individual-based formative assessment. The study aimed at shedding more light on the issue to discover which of the two approaches prepared more proficient writers in terms of the process writing.

Significance of the Study

This study intended to offer insights into theory and practice that underlie effective writing instruction. Concerning practice, this research project may benefit three groups of people. First, for those teachers who used or are using collaborative activities in their EFL writing classroom, the study might serve as a stimulus to help them reflect on their own practices in using DA as a regular activity. Second, for those who are or who will be teaching EFL writing courses yet have never incorporated or are not yet planning to use DA in their EFL writing classrooms, the study might serve as a guide to show them what can be done and how. Third, for those who are skeptical about DA, and those who have used it but found their practice ineffective in one way or another, the study provides concrete examples and analyses to show what some of the problems with teacher assistance are and how to solve them. If DA reveals itself successful in improving student writing, it becomes an example of a teaching strategy that has been demonstrated to work in the real classroom. Regarding theory, this research project may contribute to filling a gap in the current research, as it is carried out to examine the actual effects of DA on improving EFL students' writing, a major issue that has not been adequately addressed. As social interaction is such a key element of DA process, it is logical to deem that EFL students – with a common native language and culture—behave and perform differently in the DA setting from ESL students, who usually come from different linguistic and cultural backgrounds. Thus the insights and understandings of collaborative learning and communicative teaching developed in this research can be useful for teacher education and for designing, implementing and evaluating EFL writing curricula. Insights into how these students participate in DA process can also be important to research knowledge because they contribute to an understanding of this instructional technique as experienced by its participants in the real world of the classroom.

Research Questions

In the present study the researcher sought answers to the following research questions:

1. Does assisted writing instruction through Dynamic Assessment (DA) help learners improve their writing ability?
2. Does unassisted writing instruction through coded focused feedback (CFF) help learners improve their writing ability?
3. Does assisted writing instruction through DA help learners better than unassisted coded focused feedback in improving their writing?

The Design of the Study

This study was a descriptive case study. Although researchers have elaborated on a number of models and approaches to DA (Guthke, 1993; Carlson, Wiel; 1992; Brown, 2004) this study followed Budoff's 1987 sandwich format which consist of pre-test, treatment and post-test. This study also followed Feuerstein's Mediated Learning Experience (MLE) approach. Three most relevant Mediated Learning Experience components from Feuerstein et al. (1988) had been considered in this study. The main concepts in this approach are: Intentionality, Reciprocity and Transcendence.

Intentionality: The characteristic of this component is that the mediator (the teacher here) has a clear objective of the activity and adopts the activity level to the learners' ZPD. In this study objectives and activities are planned as below:

Objectives: Make the learners understand the criteria of a good writing and enable them to enrich their drafts in content and improve their organization.

Activity: A sample of good writing was appreciated and analyzed to realize the objective. Sometimes one composition of a more capable learner was chosen.

Reciprocity: The interaction and negotiation of meaning between the learners and the mediator or between peers is the key in this component.

Transcendence: The teacher tries to enable the learners to write independently a well-organized and rich-content composition in the future.

Participants

This study was conducted with two intact classes of Upper-intermediate Iranian EFL learners taking a writing class recruited from Shokouh Language Institute (girls' branch) in Babolsar, located in the north of Iran. The eight female participants, 19-26 years of age, took part in these classes in an effort to master written compositions. DA group (Number of participants – 4) wrote on topics, revised in response to mediation both from teacher and from peers. CCF group (Number of participants – 4) wrote on topics, revised in response to coded feedback, kept edit logs and error tally sheet.

The classes met 9 sessions during 3 weeks. Each session lasted 90 minutes to 150 minutes. Upper-intermediate learners were chosen to participate in the study since learners at this level are generally considered as bearing quite an acceptable amount of language knowledge, and thus, seem to follow their progress more willingly and responsibly than those of lower levels of proficiency. Hence, it seemed that high-intermediate learners would have enough knowledge of grammar and mechanics.

2. Materials

The materials used in this study and the tasks that learners engaged in included:

A TOEFL proficiency test was administered to ensure the homogeneity of the students. For pretest and posttest learners received the topic and were required to write a composition of 250 words in 40 minutes. The writing process was taught based on an e-book (Better writing right now) by Francine D. Galko published in United States in 2001 by Learning Express, LLC, New York. Two expository writing topics were given to the students in both groups one to write in class and another to write as a homework assignment out of class. According to Dornyei, 2001 the rational for giving students in-class and out-class writing assignment is that, in-class practice is necessary to guide the students to engage in different writing activities such as pre-writing, revising, editing, sharing and presenting each other's work, and acquiring peer response and teacher response as well. However, in-class practice in a limited time is not adequate to achieve the whole process of writing. Therefore, with the students' final product from in-class practice, the teachers needed to encourage and guide the students to read and give feedback to each other. Also, students should be aware of the importance of revising and editing by themselves through out-of-class activities. Frequent writing practice helps students become aware of the importance of writing, which is helpful for their initial motivation to write. All teacher-learner and peer-peer interactions during mediation in DA classroom were recorded. This procedure enabled the researcher to capture the nature of the interaction between the teacher and learners and between peers, either individually or as a whole class. In CFF class focused written corrective feedback was defined operationally as the provision of the correct form in the learners' compositions by

underlining the erroneous form and indicates the correct form through codes below it. Since the learners were at advanced level they were supposed to have enough knowledge of grammar and mechanics of writing, so they only received feedback on macro-level (content and organization) in their compositions. Error logs and error tally sheets were also used in this class. Error logs were used to record the number of times learners revised their writings as well as enabled them to keep track of their errors in terms of type and frequency.

Procedures

All assessment sessions took place within a three-week period. In order to diagnose learners' level of proficiency, the researcher administered TOEFL proficiency test. The test was administered one week before the mediation and treatment of the class began. A few days before the treatment, the researcher gave a writing topic to the subjects in both groups to write as a pretest. They had 40 minutes to complete 250 words composition. In fact, it was conducted without any hint and prompt. Immediately following this stage, the mediation phase started for DA group in order to find out how DA can help promote learners' writing ability. The focus was on rhetorical competence of students i.e. student writing; substance, organization and flow of ideas. The mediation included hints, prompts, questions, suggestions, and explanations. The material selected for classroom practice was an e-book (*Better writing right now*) by Francine D. Galko. Eight units of the e-book were chosen to teach. During the mediation phase the mediator taught them one or two units of the e-book then the learners were asked to write, the assessment procedure was dynamic; i.e., upon the students' failure to write well, the teacher intervened and mediated in the students' production of the essay.

At the outset of the second session the teacher announced the intended topic by writing it on the board. Since the topic was too broad students had to narrow it down as much as they could in order to reach an appropriate topic to write. The teacher asked them to choose a topic in which they could both express themselves and at the same time impress their readers. For doing so, the teacher taught them mind-mapping which was one of the pre-writing strategies according to the textbook. In this stage, learners with the help of the teacher generated lots of sub-topics. Based on teacher's instruction and experience of mind-mapping with the teacher together, learners began to draw their own word-maps. In this process, the teacher, as a mediator, went around the classroom and offered assistance to learners.

In the process of interpreting learners' mind-maps, the teacher concluded several problems and gave instruction to the whole class. Those are 1) students didn't know which idea goes under which twigs. 2) They didn't know whether the idea related to the main topic or not. Then learners exchanged their mind-maps with their peers and helped each other to reach an acceptable topic to write on.

Through this stage, learners improved their abilities of drawing mind-maps, which in turn, as a psychological tool (in Vygotsky's concept) contributes to the transformation of their own thinking. Based on teacher's instruction, the learners started to draw their own mind-mapping. At the end of second session, the teacher gave another broad topic to the learners as an out-class assignment and asked them to use mind-mapping strategies to narrow it down.

On the third session, the teacher reviewed the issues that she had discussed in the previous session. Then the students received mediation both from their teacher and their peers on their assignment.

Then the teacher taught different types of writing and how to write an introductory paragraph. During this session, students wrote the introduction paragraph based on the topic they chose. The teacher walked around, monitored them and gave assistance when needed. After all students finished their first introductory paragraph, the teacher asked them to exchange their papers with their peers. In this way they negotiated their ideas with their peers and revised their papers. At the same time, they received the teacher's mediation too.

Student 1 did better than the others: the teacher read aloud her paper as a good sample in this process and asked her to help her classmates. At the end of the third session, when all students wrote an acceptable introductory paragraph with a good topic, a good topic sentence and a good thesis statements, the teacher asked them to write an introductory paragraph for their out-class assignment. On the fourth session, first students received mediation from their teacher on their assignment. Then the teacher taught them how to write a body paragraph. After that, learners were

asked to write the body paragraphs of their compositions based on their thesis statements. When they started writing, the teacher monitored them and assisted them. When all the learners finished, the teacher asked them to exchanged their papers with their peers and have a peer-review. Before they revised their papers the teacher walked around and did teacher-guided mediation.

These mediation and interaction between the teacher and learners happened several times during the fourth session until all the students improved the content and organization of their compositions. For homework assignment, the teacher told them to write the body paragraphs of the given topic.

On the fifth session, the students received the teacher mediation on their homework. Then the teacher taught them how to write conclusion paragraph and asked them to write their conclusion paragraph. While they were writing the teacher monitored and assisted them when they required. When all students finished their conclusion paragraph, they exchanged their papers with their peers and reviewed each other's papers at the same time received the teachers' mediation. Then they revised their paper based on the mediation they received from both the teacher and their peers.

After that, the teacher taught them how to edit the whole essay, the difference between editing and revising, how to evaluate the content of their papers and how to check the organization of their papers. And then they were asked to edit their papers. Then they received teacher and peer mediation.

On the seventh session, the teacher talked about the criteria of a good writing. Then she illustrated a sample of good composition, explained why the article was good in terms of content and organization.

In the CFF group, the same procedures were used for teaching the process writing but the method of error correction was different. In this class, the teacher explained the error tally sheet on which the feedback codes were defined and error log which was implemented so as to record the number of times students edited and revised each part of their writing in order to reach an acceptable level of fluency. The purpose for using error tally sheet and error logs was 1) learners would be able to keep track of their errors 2) over time, they would become familiar with their most frequent error types and try to master those areas 3) they may be less likely to make a particular error again in the future 4) they would also keep track of their progress. Then she gave them a copy of error tally sheet and an error log and asked them to keep it with themselves during all sessions. At the end of each session, the students handed their paper to the teacher; the teacher provided them with coded focused feedback. The students recorded their errors on their error logs; resubmitted their edited paper to the teacher, the teacher again provided them with coded feedback and returned it to the students; the students edited their papers for the remaining errors if necessary and resubmitted it to the teacher.

Data Analysis

In order to analyze the raw data in the present study SPSS, (version 20) was used for descriptive and inferential statistics. Descriptive statistics, reliability measures, standard deviation and significance were computed. The IELTS band score was used as a criterion for scoring learners writing. The researchers modified the IELTS band score to be limited to aspects of rhetorical competence especially those rhetorical features common to process writing instruction. For analyzing data Independent T-Test and paired samples T-Test were used.

3. Results

First, a test of normality was run to ensure that the data was normal. The results are shown in [Table 1](#).

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CFFpretests	.218	4	.	.920	4	.538
CFFposttest	.441	4	.	.630	4	
a. Lilliefors Significance Correction						

According to the results in [Table 1](#), since the results of the Kolmogorov-Smirnov test and the Shapiro-Wilk test were not significant ($p > .05$) for test scores, it was concluded that the distribution of the scores was normal.

The first research question asked whether DA affects student writing performance as an approach that involves teacher and peer assistance. The results show that DA group’s writing performance improved from pre-test to post-test. To verify the first null hypothesis, the data obtained from writing scores of students in DA group were used to run the paired sample *t*-test. The SPSS output for the paired sample *t*-test appears in [Table 2](#).

As the table shows the sig is .011, which is less than 0.05, so the first null hypothesis is rejected. In other words, assisted writing instruction through DA improved students writing performance.

Table 2. DA group’s writing performance during pre-test and post-test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	DApretest – DAposttest	-1.75	.61	.30	-2.7	-.77	-5.71	3	0.011

The second research question asked whether the CFF approach had any effect on students' writing performance. The results show that CFF group’s writing performance did not improve from pre-test to post-test. The SPSS output for the paired sample *t*-test appears in [Table 3](#).

Table 3. CFF group’s writing performance during pre-test and post-test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	CFFpretests – CFFposttest	.25	.35.	.20	-1.23	-.55	-3.15	3	0.02

Unassisted writing instruction through CFF does not improve students writing performance because *t* value is negative.

An independent sample *t*-test was run to compare the two groups and decide whether the difference was significant. This was done to answer the third research question. The results (Sig.= .004) indicated that there was a significant difference between students' writing performance in the posttest in the two groups and that the DA group outperformed the CFF group (Table 4).

Table 4. Independent samples t-test

Group Statistics										
		Group	N		Mean	Std. Deviation	Std. Error Mean			
DACFFposttest		dimension1	1.00	4	4.7500	.95743	.47871			
			2.00	4	2.2500	.50000	.25000			
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95 % Confidence Interval of the Difference	
DACFFposttest	Equal variances assumed	2.455	.168	4.629	6	.004	2.50000	.54006	1.17852	3.82148

4. Conclusion

The purpose of the study was to compare the impacts of Dynamic Assessment and Coded Focused Feedback on Iranian EFL learners' writing performance. Two groups of EFL learners were selected for this study. One group of students was taught through Dynamic Assessment and the other group was taught and given Coded Focused Feedback. The homogeneity of the two groups in terms of English proficiency was checked with a TOEFL proficiency test and their homogeneity regarding their writing ability was checked through an analysis of their first writing sample. The DA method, which is a more teacher-oriented approach was introduced to the main experimental group. In each class hour in DA group they were taught process writing using an interventionist approach, Buddoff' sandwich format, (pre-test, treatment, and post-test) by a near-native speaker. The CFF method, which is a more learner-oriented approach, was introduced to the second experimental group. In each class hour in CFF group, process writing was taught and learners were required to keep edit logs and error tally sheets to keep track of their progress along with receiving focused feedback. Participants in both groups were high intermediate EFL learners. The aim of the two methods was to improve learners' process writing performance. The result of this study indicated that the DA group outperformed the CFF group. It is believed that by engaging in DA activities, teachers may be able to challenge individuals to reach higher levels of functioning (Pohner, 2005; Naeini, Duvail, 2012). DA offers a chance for language teachers to more accurately judge a learner's level of understanding and awareness and thereby determine what may be targeted to promote the level of development of the learner in relation to their current level of independent and assisted performance (Pohner, 2005). According to Feuerstein (1988), human beings are open rather than closed system, meaning that cognitive abilities can be developed in a variety of ways, depending on the presence and quality of appropriate forms of interaction and instruction. In this study, in DA class the teacher used learners' Zone of Proximal Development through the interaction with the tool of dialogue. The findings of the study are consistent with the Vygotskian sociocultural perspective in which knowledge is defined as social in nature and is constructed through a process of collaboration, interaction, and communication among learners in

social settings and as the result of interaction within the ZPD (Vygotsky, 1978, 1986 cited in Nassaji, Swain, 2009). Related to the Truscott-Ferris debate (1999) the results seem to indicate that it is not a question of the teacher correcting language mistakes or not, but a matter of students' understanding of where their formal language structures break down, of the understanding of the consequences for communication, and of helping the students resolve the issues from their own comprehension. Collaborative learning is the condition for learning in a ZPD and it is the capacity to make use of help and the capacity to benefit from give-and take in experiences and conversations with others (Bruner, 1962). In DA, learning is seen as a dynamic process in which learners themselves are actively involved, in which implementing cooperative work promotes discussion and sharing of ideas among students. Therefore, if one accepts the definition of good writing as the writing that meets particular requirements set for a particular readership in a particular context, then it is logical to suggest that DA as a practice of collaborative writing classroom improves learners' writing quality significantly more than traditional practices.

The second research objective was to explore the effect of Coded Focused Feedback on EFL learners' process writing performance. As elaborated before, the researcher utilized written corrective feedback, abbreviated as codes in error tally sheets. Although recent research has provided some evidence for effectiveness of corrective feedback (e.g., Ellis et al., 2008; Sheen, 2007; Jamali, 2010) in this study Coded Focused Feedback has produced somewhat inconclusive results. The findings indicated that focused feedback besides keeping error tally sheets and edit logs are not helpful in improvement of the process writing of Iranian EFL learners. Thus, the study failed to provide definitive evidence that CFF was more conducive to better process writing performance. As to the effectiveness of teacher feedback, the findings of Rinnert & Kobayashi (2001) suggest that students can respond in an appropriate and helpful manner to content, a conclusion found in other studies (Caulk, 1994; Devenny, 1989; Mangelsdorf, 1992). Such content comments have been perceived to be beneficial in improving drafts by many L2 writers (Mangelsdorf, 1992), and empirical evidence has implied that there is a strong connection between content related comments and improvement of L2 writing in content and accuracy (Kepner, 1991).

Implications of the Study

The findings of the present study have implications for learners, teachers, and teacher educators in the area of TEFL in particular and education in general. Teachers can employ DA procedures to reluctant learners so that they can promote their linguistic competence and language proficiency. This study provides further evidence for the benefits of DA approach in writing classes. All the learners now can write and revise their writings well enough. Face to face interaction with teacher and with peers can build the learners confidence in better writing performance in future and shows their progress to themselves. They can also transfer what they have learned in this writing task to the future similar or complicated one. This study indicated that DA was useful for EFL learners in a number of ways. Learners in this research project mentioned that DA provided more ideas, different points of view, clarification and elaboration of ideas, and suggestions of what to include or exclude. In the same vein, Zamel (1985) emphasized the importance of meaning-related feedback as a first consideration for L2 student writers. This means that writers are presented with ideas from which to decide what to incorporate into their evolving texts. Writing as a collaborative activity encourages constant decision-making on the part of the student-writers, allowing them to determine how best to express the meaning they intend. CFF approach also can be useful in writing classes when the focus is on the grammar and accuracy of the texts.

Limitations of the Study

Almost every research project experiences a number of limitations either in its design or in the way it is conducted, which restricts its generalizability in one way or another. This research study is no exception. There are several limitations to this study. First, due to the lack of students, there remind a small number of learners per group. There is a need for this study to be replicated using larger groups to render the findings generalizable. Second, only one language institute was selected as the site of the study. Running the study in other educational contexts may lead to different findings. Another limitation was that the participants of this study were only at the high intermediate level of proficiency, we still do not know what effects can be observed if these instructions are given to students of elementary and advanced proficiency levels.

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