

The Effect of Elicitation Feedback on Grammatical Accuracy in Writing Among Iraqi EFL Preparatory School Students

Burhan Raad Saud

Asst. Prof. Jawhar Brk Muter (Ph. D.)

University of Tikrit / College of Education for Humanities /

Department of English language

Br231385ped@st.tu.edu.iq

gawherbrak@tu.edu.iq

ABSTRACT

This study investigates the Effect of Elicitation Feedback on the Grammatical Accuracy of Writing Among Iraqi EFL Preparatory School Students. It aims to determine whether using elicitation feedback techniques significantly improves learners' ability to produce grammatically accurate written texts. The study adopts a quasi-experimental design, employing a pre-test and post-test approach. A total of 64 fifth-grade preparatory students from Al-Rusafi Preparatory School in Kirkuk were randomly assigned to experimental and control groups. The experimental group received elicitation feedback, while the control group was taught through traditional methods. A test consisting of guided writing tasks was administered to assess grammatical accuracy. The findings revealed a statistically significant improvement in grammatical accuracy in the experimental group, especially in both recognition and production levels, emphasizing the effectiveness of elicitation feedback in enhancing writing skills. The study concludes with practical recommendations for incorporating elicitation-based techniques in English language instruction.

Keywords: (feedback, grammatical accuracy).

تأثير التغذية الراجعة الاستنباطية على الدقة النحوية في الكتابة بين طلاب المرحلة الإعدادية العراقية الذين يدرسون اللغة الإنجليزية كلغة أجنبية

برهان رعد سعود

أ.م.د. جواهر برك مطر

جامعة تكريت / كلية التربية للعلوم الانسانية / قسم اللغة الانكليزية

Br231385ped@st.tu.edu.iq

du.igawherbrak@tu.e

الملخص

تبحث هذه الدراسة في تأثير التغذية الراجعة الاستنباطية على الدقة النحوية في الكتابة لدى طلاب المدارس الإعدادية العراقيين الدارسين للغة الإنجليزية كلغة أجنبية. وتهدف إلى تحديد ما إذا كانت تقنيات التغذية الراجعة الاستنباطية تُحسن بشكل ملحوظ قدرة المتعلمين على إنتاج نصوص مكتوبة تتسم بالدقة النحوية. اعتمدت الدراسة على تصميم شبه تجريبي باستخدام اختبار قبلي وبعدي. تم اختيار عينة مكونة من ٦٤ طالبًا من الصف الخامس الإعدادي في مدرسة الرصافي الإعدادية للبنين في كركوك بشكل عشوائي، وقُسموا إلى مجموعتين: تجريبية وضابطة. تلقت المجموعة التجريبية تغذية راجعة استنباطية، بينما دُرست المجموعة الضابطة باستخدام الطرق التقليدية. تم استخدام اختبار يتضمن مهام كتابة موجهة لقياس الدقة النحوية. كشفت النتائج عن تحسن ذي دلالة إحصائية في الدقة النحوية لدى طلاب المجموعة التجريبية، خاصة في مستويات التعرف والإنتاج، مما يؤكد فعالية التغذية الراجعة الاستنباطية في تحسين مهارات الكتابة. وتختتم الدراسة بتوصيات عملية لإدماج تقنيات التغذية الراجعة الاستنباطية في تعليم اللغة الإنجليزية.

الكلمات المفتاحية: (التغذية الراجعة، الدقة النحوية).

1.1.Statement of the Problem

Iraqi EFL students at the preparatory level struggle with persistent grammatical errors in writing due to traditional, teacher-centered methods that emphasize memorization rather than communication. The lack of real-life English usage, limited feedback techniques, and exam-focused instruction hinder students' grammatical development. Direct correction is commonly

used but fails to promote lasting accuracy. In contrast, elicitation feedback encourages student engagement and self-correction but is underutilized in Iraqi classrooms. This study addresses the gap by investigating the effectiveness of elicitation feedback in improving grammatical accuracy in writing among Iraqi EFL students.

1.2 The Aims of the Study

- 1.find out the effect of elicitation feedback on the grammatical accuracy of Iraqi EFL students' writing.
- 2.find out whether there is a significant difference between students' achievement at the recognition and production levels of grammatical accuracy after receiving elicitation feedback.

1.3 Hypotheses of the Study

- 1.There is no statistically significant difference between the mean score of the experimental group which is taught by using elicitation feedback in the post achievement test
- 2.There is no statistically significant differences between the mean scores of the experimental group at the recognition level and that of the production level in the post test.

1.4 Value of the Study

The significance of this study lies in its potential contributions to various stakeholders in the field of EFL education:

- 1.For EFL Teachers: The study provides insights into the effectiveness of elicitation feedback as a teaching strategy to improve grammatical accuracy in writing.
- 2.For Curriculum Designers: It offers guidance on incorporating elicitation feedback into instructional materials and activities to meet the needs of students.
- 3.For Researchers: The findings contribute to the ongoing discourse on feedback mechanisms in language teaching and highlight the role of elicitation feedback in fostering grammatical accuracy.

4.For Students: By promoting self-correction and critical thinking, elicitation feedback fosters an environment of continuous learning and improvement, ultimately enhancing students' writing skills.

1.5 Limits of the study

This study is limited to:

1.Iraqi EFL fifth year scientific preparatory school students at Al-Rusafi preparatory school for Boys in kirkuk during the second semester of the academic year (2024-2025).

2."English for Iraq" student's book and activity book for the fifth year preparatory grade, specifically units two and three.

1.6 Plan of the Study

The study will follow these steps:

1.Selecting a sample of EFL fifth year scientific preparatory school students at Al-Rusafi preparatory school for Boys in kirkuk and dividing them into two groups: an experimental group and a control group. Both groups will be matched in terms of age, parental education level, and previous academic performance.

2.Teaching the experimental group using elicitation feedback techniques, while the control group will be taught using traditional methods.

3.Administering a post-test to both groups to assess the impact of elicitation feedback on grammatical accuracy in writing.

4.Ensuring the reliability and validity of the constructed tests through pilot testing and expert review.

5.Collecting and analyzing data statistically to draw meaningful conclusions.

6.Presenting recommendations and suggestions for further research based on the findings.

1.7 Definitions of Basic Terms 1.7.1 Effect

-Merriam-Webster Dictionary (2023) defines effect as "something that is produced by an agency or cause".

. 1.7.2 Elicitation Feedback

- As described by Ur (1996), elicitation feedback occurs when learners are encouraged to recognize and correct their own mistakes during a learning task.

1.7.3 Grammatical Accuracy

-Grammatical competence is the ability to produce written texts that adhere to with the rules of grammar, syntax and punctuation and that are linguistically coherent and clear (Nunan, 2003).

1.7.4 Writing Skill

- Writing ability is a mental activity that involved generating ideas organizing them and effectively conveying a message through written language (Harmer, 2007).

2.0 Theoretical Background and Literature Review

2.1 Historical Background of Feedback

Feedback plays a crucial role in language learning, particularly in writing. It helps learners identify their errors, refine their language use, and enhance writing proficiency. According to Hattie and Timperley (2007), effective feedback provides cues about learning goals, performance, and how to improve. In the context of second language acquisition (SLA), feedback is recognized as a key pedagogical tool (Ellis, 2009).

2.2 Types of Feedback

Feedback can be classified into several types, including:

- **Corrective Feedback:** Corrective feedback targets particular errors or mistakes in a student's work. It provides guidance and suggestions to help correct those mistakes and enhance overall performance. (Hattie & Timperley, 2007).
- **Direct Feedback:** The teacher provides the correct form (Bitchener & Knoch, 2010).

- **Indirect Feedback:** The teacher indicates that an error exists without providing the correction (Ferris & Roberts, 2001).
- **Metalinguistic Feedback:** The teacher gives comments or questions related to grammar rules (Ellis, 2009).
- **Elicitation Feedback:** The teacher prompts the learner to self-correct (Lyster & Ranta, 1997).
- **Recasts:** Reformulating the error correctly. (Lyster & Ranta, 1997).
- **Clarification Requests:** Indicate misunderstanding and prompt reformulation. (Lyster & Ranta, 1997).

2.3 Sociocultural Theory (ZPD)

According to Vygotsky's Sociocultural Theory, learning occurs through social interaction. The Zone of Proximal Development (ZPD) refers to the gap between what learners can do independently and what they can do with guidance. Elicitation feedback aligns with ZPD by encouraging learners to self-correct with minimal prompting (Lantolf & Thorne, 2006).

2.4 Elicitation Feedback

Elicitation feedback is an interactive strategy that encourages learners to self-correct their errors rather than being provided with the correct answer. Lyster and Ranta (1997) classify it as a form of prompt feedback that supports learner autonomy. Teachers may use techniques like:

- Pausing to let the learner complete or correct a sentence.
- Asking guiding questions (e.g., "How do we say this in the past?").
- Repeating the error with rising intonation to signal a mistake.

This form of feedback is particularly effective in drawing students' attention to form and promoting metalinguistic awareness. According to Loewen (2014), elicitation supports deeper cognitive engagement by pushing students

to retrieve rules from long-term memory, thereby helping proceduralize grammatical knowledge. It also aligns well with Vygotsky's Zone of Proximal Development (ZPD), enabling learners to operate just beyond their current capabilities with guided support.

2.5 Comparison with Other Feedback Types

Elicitation feedback is compared with other forms of corrective feedback such as recasts and direct correction. While recasts involve the teacher reformulating the learner's error correctly without direct explanation, elicitation feedback encourages the learner to actively self-correct.

Studies, such as Lyster and Ranta (1997), have shown that elicitation feedback results in a higher rate of learner uptake (i.e., students noticing and correcting their own errors) than recasts, especially in immersive language learning environments. This greater effectiveness is attributed to the interactive nature of elicitation, which engages learners cognitively and promotes deeper processing of language rules.

Thus, among the various types of feedback, elicitation is seen as more effective in promoting self-repair and enhancing grammatical awareness, making it particularly valuable in writing instruction for EFL learners.

2.6 Elicitation Feedback Techniques in Writing Contexts

is a widely used instructional strategy in language teaching that encourages students to actively participate in learning by responding to prompts or questions. It plays a crucial role in facilitating the acquisition of new knowledge through interaction and engagement (Walsh, 2013; Doff, 1988). These techniques vary depending on teachers' pedagogical goals and their ability to stimulate learners' prior knowledge through creative and purposeful classroom activities.

The teacher's role in classroom discourse is central to the success of elicitation. As Nunan (1991) emphasizes, **teacher talk** provides essential

linguistic input and shapes learners' output through question types, feedback, and speech modification. Walsh (2002) further explains that teachers must skillfully manage language use and select appropriate elicitation strategies, while in a later study, Walsh (2006) highlights that promoting **interaction** in the classroom is a teacher's responsibility achieved through elicitation, repair strategies, and adjusted student talk.

Among the most common elicitation techniques are **question-and-answer interactions**. Teachers often employ two types of questions:

- **Display questions** (where the teacher already knows the answer), and
- **Referential questions** (where the teacher seeks new information). Walsh (2013) points out that referential questions tend to produce longer, more detailed responses—especially those starting with “wh” words.

Farahian and Rezaee (2012) investigated how teachers used **yes/no**, **closed**, and **open/referential** questions. Their study showed that most teachers preferred display and yes/no questions due to limited questioning skills and experience.

Wright (2016) analyzed the influence of **display vs. referential questions** on student responses and found that **referential questions** resulted in longer and more complex language use. For example, when asked “Where do you live?” a student might respond briefly (“I live in London”), but when asked “What is your neighborhood like?” the answer is often more elaborate, showcasing richer language production.

2.7 Grammatical Accuracy in EFL Writing

Grammatical accuracy in EFL writing refers to the extent to which learners produce error-free sentences that adhere to the rules of the target language. It is a crucial component of writing proficiency, affecting clarity,

coherence, and overall communication effectiveness. Scholars such as Nunan (2003) and Richards & Schmidt (2010) define grammatical accuracy as the correct use of structures including verb tense, subject-verb agreement, articles, prepositions, and word order. In the Iraqi EFL context, grammatical accuracy is often compromised by interference from the first language (Arabic), a lack of exposure to authentic English input, and an overemphasis on rote learning. Common errors include incorrect verb forms (e.g., "He go" instead of "He goes"), misuse of articles (e.g., "a information" instead of "information"), and prepositional mistakes (e.g., "discuss about" instead of "discuss"). According to Baleghizadeh & Gordani (2012), improving grammatical accuracy requires both explicit instruction and contextualized practice. Repeated exposure, meaningful feedback, and opportunities to revise written texts are essential for learners to internalize and apply grammar rules correctly. Furthermore, studies such as Celce-Murcia (1991) and Schmidt (1994) emphasize that even advanced EFL learners continue to need structured grammar input to refine their writing proficiency. Therefore, instructional strategies that focus on form—such as elicitation feedback—play a vital role in helping students notice their grammatical errors, engage in cognitive processing, and make long-term improvements in their writing.

2.8 Common Grammatical Challenges Among Iraqi EFL Learners

Iraqi students often struggle with tense usage, subject-verb agreement, and prepositions due to differences between English and Arabic grammatical structures (Al-Shammery et al., 2020). Other issues include overuse or omission of articles and confusion in word order (Mohammed, 2016).

2.9 The Role of Feedback in Writing Improvement

Feedback serves as an essential mechanism for writing development. Ferris (2006) argues that feedback, particularly when it is consistent and focused, can lead to long-term improvements in writing. Bitchener et al. (2005) found that corrective feedback improves learners' use of specific grammatical features in writing.

2.10 Theoretical Frameworks Supporting Elicitation Feedback

Elicitation feedback draws from:

- **Sociocultural Theory** (Vygotsky, 1978): Emphasizes learning through interaction.
- **Constructivism** (Piaget, 1952): Supports learner-centered approaches where students construct knowledge.
- **Process Writing Approach**: Encourages drafting, revising, and receiving feedback throughout the writing process (Hyland, 2019).

3.0. Methodology and procedures

This chapter outlines the methods used to accomplish the study's objectives and validate its hypotheses. It covers the population, sample, experimental design, post-test construction, sample equivalency, and statistical techniques for data analysis.

3.1 Experimental Design

The experimental design is defined by Creswell (2012) as a “traditional approach to conducting quantitative research or to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable “

According to (Best & Khan : 2006) experimental design " the blueprint of the procedures that enable the researcher to test hypotheses by reaching at reasonable conclusions.

Campbell and Stanley(1963) see the experimental design as a logical structure that supports the comparison between groups under controlled conditions. Earlier views by (Cook :1967) and (Goodman :1973) also highlighted its role in enabling researchers to test the procedures, aims, and hypotheses of a study through a clear and organized approach.It enables

conclusions about the relationship between independent and dependent variables".

As indicated in table (3.1), the experimental design used in this investigation is called "a Pre-test , Post-test, Equivalent-Group Design". It contains the following details:

1. Selecting two groups randomly and assigning them to the experimental and control groups.
2. Equivalence of the two groups based on variables such as age, level of parents' education, and students' scores in the previous academic year.
3. The independent variable was elicitation feedback, applied to the experimental group.
4. Both groups received the same instructional materials.
5. The experimental group was taught writing skills using elicitation feedback, while the control group taught through the conventional method.
6. A post-test was administered to both groups to measure their grammatical accuracy in writing.
7. Appropriate statistical techniques were used to analyze the collected data and determine whether there are significant differences between the groups due to the treatment.

Table (3.1) The Experimental Design of this Study

Groups	Independent Variable	Post-test
Experimental group	Elicitation feedback	Grammatical accuracy test
Control group	Traditional method	Grammatical accuracy test

3.2 Population and Sample

According to Creswell (2012), a population is a collection of people who share a particular trait. The target population, or sampling frame, includes those individuals who meet specific criteria relevant to the research context. As noted by Ary, Jacobs, and Sorensen (2006), a sample is a subset of the

population selected for study, from which generalizations can be made about the entire group.

The target population of the present study includes 64 male students from the fifth scientific grade at Al-Rusafi Preparatory School for Boys in kirkuk during the academic year 2024–2025. The students are divided into two sections, each comprising 32 students. One section was randomly assigned as the experimental group, while the other served as the control group. Additionally, a separate group of 15 students was selected to participate in a pilot study aimed at testing the validity and reliability of the research tools. See table (3.2).

Table (3.2) The Population and Sample of the Study

Name of school	Group	Section	No. of students
Al-Rusafi Preparatory School for Boys	Experimental	A	32
	Control	B	32
	Pilot	C	15
	Total		79

3.3 Equivalence of the Two Groups

To ensure internal validity, both groups were equalized in terms of the following criteria:

- **Age:** Mean ages were compared using a t-test.
- **Parents' Educational Level:** Chi-square test was used for fathers' and mothers' education.
- **Previous Year's English Grades:** Students' scores from the 2023–2024 academic year were compared.

3.4 Instructional Material

Instruction was based on Units 2 and 3 of the *English for Iraq* students book and activity book for the fifth preparatory grade. These units include grammar structures relevant to the study.

3.5 Construction of the Writing Test

In this section, the researcher describes the construction of a writing posttest aimed at evaluating the effect of elicitation feedback on grammatical accuracy in the writing of 5th-grade Iraqi EFL preparatory students. The posttest consists of four main questions, each designed to assess a different aspect of grammatical competence and writing ability:

Question One: Students are required to correct five grammatically incorrect sentences. This question assesses their ability to identify and correct grammar errors—a key skill promoted by elicitation feedback. (Total score: 10 marks)

Question Two: Students must locate the grammatical error in each of five sentences and explain why it is incorrect. This question focuses on analytical understanding of grammar rules. (Total score: 10 marks)

Question Three: A guided writing question where students are given a short paragraph containing five errors. They are to identify and correct the errors, then rewrite the paragraph. This assesses editing and grammatical rewriting skills. (Total score: 20 marks)

Question Four: Students write a free paragraph on the topic "The importance of learning English" and then revise it, correcting their own grammatical errors. This question measures writing production, organization, and self-editing ability. (Total score: 20 marks) Overall, the posttest was carefully

designed to align with the study's objective of evaluating how elicitation feedback improves grammatical accuracy in EFL student writing.

3.6 Validity and Reliability of the Test

•Face Validity:

Face validity is defined as "the extent to which the test 'looks like' a measure of the construct it purports to measure to the examinees, test administration, instructors and others" (Harris,1969). Nevo (1985), face validity can be conceptualized in terms of content validity, that is, "the thoughts, behaviours, and attitudes of testers, raters or examinees with respect to a measure" used an assessment . To evaluate the face validity of the test, the items were submitted to a jury of experts in TEFL and linguistics. The experts were asked to assess the extent to which the test items are suitable, clear, and aligned with the test's intended purposes. Based on their feedback, the jurors concluded that the test items were generally appropriate for the students, with a few suggestions for modification and clarification, which were implemented accordingly.

•Content Validity

Content validity is another aspect of validity. According to Davies (2000), content validity refers to relationship between content of test and the academic objectives. Content validity is based on the extent to which a test measures exactly what it claims to measure i.e. specific skills and behaviors (Mousavi, 2009). Content evidence of validity--sometimes content validity--can be used in tests if the material for which inferences are to be drawn is actually selected and if testees are expected to exhibit the behavior which is the object of examination (Hughes, 2003). The item analysis of the test items is determined by Bloom's Taxonomy of cognitive categories to articulate the

behavioral objectives. In table (3.7) the cognitive starts from the lowest cognition and ends at the highest cognition evaluation.

•**Reliability:** A pilot test was conducted on a group outside the study sample. The Cronbach's alpha coefficient was calculated to ensure internal consistency.

3.7 Pilot Study

The purpose of the pilot study is to identify any potential issues related to the test before its full implementation. A pilot study refers to the initial administration of the test to a small sample of the target population in order to evaluate the effectiveness and functionality of the instrument (Good et al., 1973). Specifically, it helps the researcher assess the clarity of the test instructions, estimate the time required to complete the test items, and examine the test's level of difficulty and its discriminatory power. To conduct the pilot, 15 students from both sections A and B were selected using random sampling. The test instructions were clear, and it was observed that the test could be completed within 50 to 60 minutes.

3.8 Item Analysis (Difficulty and Discrimination)

Each test item was analyzed for:

•**Difficulty Level Analysis :-** is specified as the ratio of the students who replied correctly to each item (Rosas, 2000). Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of learners who respond correctly to the item . The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010). It was found that the current test items' DL ranges from (0.35) to (0.66), as shown in **Table (3.12).**

•Discrimination Power

Discrimination power means "calculating the degree to which a particular item's results correspond with the results of the entire test" (Alderson, 1995). This means that an item is deemed to have weak power of discrimination if it is correctly scored by high-skilled students as well as low-skilled students. Item discrimination refers to the degree to which an item makes a difference between good and poor testers. An item has low discrimination if it collects the right answers from the good students and the wrong answers from the bad students. It is worth noting that the high power of discrimination will be close to 1.0, and an item with no discrimination will have a value close to zero (Brown, 2010). The results obtained indicate that the test item DP ranges from (0.30) - (0.60). The table below shows the test items in DP and DL:

Table (3.12) The Difficulty Level and Discrimination Power of the Test Items

	Items	High group	Low group	Discrimination power	Difficulty level
Q1	1	8	5	0.30	0.35
	2	8	3	0.50	0.45
	3	6	3	0.30	0.55
	4	5	2	0.30	0.65
	5	8	2	0.60	0.50
Q2	1	8	5	0.30	0.35
	2	8	3	0.50	0.45
	3	7	3	0.40	0.50
	4	8	5	0.30	0.35
	5	6	3	0.30	0.55
Q4	1	137	75	0.38	0.66
Q5	1	136	63	0.45	0.62

3.9 Statistical Tools

Data were analyzed using the following statistical tools:

- **T-test for Independent Samples:** To assess significant differences between the groups in the post-test.
- **T-test for Paired Samples:** To compare recognition and production levels within the experimental group.
- **Item Analysis Formulas:** To compute difficulty and discrimination indices.

4.0 Analysis of Data and Discussion of Result

4.1 Results Related to the First Hypothesis

The first hypothesis stated: “There is no statistically significant difference between the mean scores of the experimental group and the control group in the post-achievement test.”

To test this hypothesis, the means and standard deviations of both groups' scores in the post-test were calculated. An independent samples t-test was performed using SPSS to determine whether the differences were statistically significant.

Table 4.1 shows the results:

Table (4.1) Means, Standard Deviation, and t-Values of the Two Groups In the Achievement Posttest

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Experimental	32	47.97	5.23	5.87	2.00	62	0.05
Control	32	37.93	8.13				

The computed t-value (5.87) and the significance level ($p = 0.000$) indicate a statistically significant difference between the two groups in favor of the

experimental group. Therefore, the null hypothesis is rejected, confirming that elicitation feedback has a significant effect on students' grammatical accuracy in writing.

4.2 Results Related to the Second Hypothesis

The second hypothesis stated: "There is no statistically significant difference between the mean scores of the experimental group at the recognition level and the production level in the post-test."

A paired samples t-test was conducted to compare the students' scores in recognition and production levels. **Table 4.2** presents the findings:

Table (4.2) Students' Mean Scores, Standard Deviation, and T-Value of the Students' Achievement at the Recognition and Production Levels

	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Recognition	32	14.06	1.72	57.00	1.70	31	0.05
Production	32	33.90	3.56				

The results demonstrate a statistically significant difference between recognition and production scores in favor of recognition. Hence, the null hypothesis is also rejected, suggesting that while elicitation feedback improves both levels, students perform better in recognition tasks than in production.

4.3 Discussion of the Results

The findings of the current study clearly demonstrate the positive impact of elicitation feedback on grammatical accuracy in writing among Iraqi EFL preparatory school students. The statistical analysis related to the first

hypothesis showed a significant difference in the mean scores between the experimental group ($M = 47.97$) and the control group ($M = 37.93$), with a t -value of 5.87, which is far greater than the tabulated value of 2.00. This result provides strong evidence for rejecting the first null hypothesis and confirms the effectiveness of elicitation feedback over traditional teaching methods.

This outcome reflects that elicitation feedback encourages students to actively engage with grammatical structures, promoting metalinguistic awareness and enabling learners to identify and correct their own mistakes. Unlike direct correction, this method supports learners in building long-term grammatical competence through meaningful cognitive engagement and reflection.

Figure 1



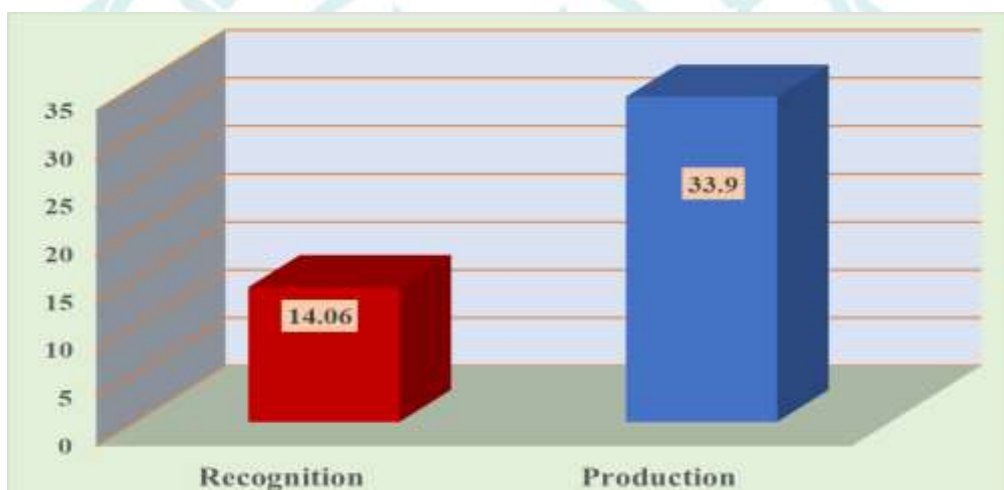
Mean scores of the Two Groups at the Post Achievement test

As for the second hypothesis, which examined the difference between students' performance at the recognition and production levels, the results also indicated a statistically significant difference. The production level mean score ($M = 33.90$) was considerably higher than the recognition level ($M = 14.06$). The calculated t -value was 57.00, which again exceeded the tabulated value (1.70), leading to the rejection of the second null hypothesis.

This suggests that elicitation feedback is particularly effective at enhancing students' productive grammatical skills, allowing them to apply grammar rules more confidently and accurately in actual writing contexts rather than simply recognizing correct forms. This finding supports the notion that active, feedback-driven instruction strengthens not only knowledge but also practical language use.

Figure 2

Mean scores of the Experimental Groups at the Recognition and Production Achievement Test.



5.1 Conclusions

Based on the findings of the study, it can be concluded that elicitation feedback significantly improves the grammatical accuracy of Iraqi EFL preparatory school students in writing. Students exposed to this type of feedback were able to identify and correct their grammatical errors more effectively compared to those who received traditional methods of instruction. Elicitation feedback facilitated a deeper cognitive engagement with grammar

rules, leading to enhanced metalinguistic awareness and greater learner autonomy. The feedback not only helped students reduce their common grammatical mistakes but also fostered a more reflective and self-regulated approach to writing. Furthermore, students expressed positive attitudes toward elicitation feedback, as it encouraged them to participate actively in the correction process rather than relying solely on the teacher's input. These outcomes highlight the potential of elicitation feedback as a transformative instructional strategy within the Iraqi EFL context, particularly in enhancing the quality of student writing.

5.2 Recommendations

In light of these conclusions, it is recommended that English language teachers adopt elicitation feedback as an essential component of writing instruction in Iraqi preparatory schools. Teacher training programs should include modules that introduce practical techniques for applying elicitation feedback in the classroom. Additionally, curriculum developers are encouraged to integrate this form of feedback into textbooks, writing tasks, and assessment criteria. Professional development workshops and in-service training should be organized to equip educators with the skills necessary to implement elicitation strategies effectively. Since different types of feedback serve distinct purposes, educators should consider using a blended approach that combines elicitation feedback with direct and metalinguistic feedback depending on the students' proficiency level and the instructional objectives. By fostering a more interactive, student-centered environment, elicitation feedback can contribute meaningfully to improving the grammatical competence and overall writing proficiency of EFL learners.

5.3 Suggestions for Further Studies

This study opens several avenues for future research. Researchers are encouraged to investigate the long-term impact of elicitation feedback on

grammatical accuracy by conducting longitudinal studies that follow students' development over an extended period. Future studies could also explore the effectiveness of elicitation feedback on other language skills, such as speaking, reading, and listening. Comparative research between elicitation feedback and other corrective feedback strategies may yield insights into which methods are more effective for specific grammatical features or learner profiles. Additionally, further research could examine the differences in feedback reception and performance based on variables such as gender, age, or proficiency level. Finally, studies are needed to explore the practical challenges teachers face in large classrooms when implementing elicitation feedback, and how digital tools or peer feedback models could support its wider adoption in Iraqi EFL settings.

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