Corrective feedback types have been a matter of wide-range debate among educators for some years. Besides, there is now general consensus that corrective feedback types can certainly contribute to the improvement of L2 writing. This study was an attempt to examine the impact of recast and uptake on Iranian EFL learners' paragraph writing. To achieve the intended purposes, Oxford Placement Test (OPT) was administered to 120 Persian-speaking EFL learners from Gooyesh Language Institute. Those learners who scored between 67 and 74 were chosen as the upper-intermediate level students and 90 were selected as the participants of the study. They were placed in three groups, namely Recast, Uptake, and Control, each consisting of 30 learners. First, the participants were asked to complete the pre-test, a paragraph writing task. They were given instructions by highlighting certain aspects of input using the Review section of MS Office. During the ten-session course, participants were asked to write paragraphs on various topics. Assignments for the Recast group were corrected by providing recast. Similarly, the Uptake group was provided with a hint which signaled erroneous parts in assignments, but the corrected forms were not provided and they were asked to provide uptake for those parts. In fact, a more implicit type of feedback was given to this group. After the treatment, the post-test was given to all participants in order to find the gains. Having analyzed the gathered data through matched-pair t-test and one-way ANOVAs, the findings revealed that first, providing recast led to better paragraph writing performance of learners; second, eliciting uptake caused language
learners to have better performance as far as writing skill was concerned; and third, while both Uptake and Recast groups performed better than the Control group, there was no significant difference between the two independent variables of the study. The study also had some implications to be observed by L2 teachers, raters, and even L2 learners. Key words: Input Enhancement, Feedback, Recast, Uptake, Writing