Learning an L2 has turned to one of the popular activities in our country for every individual with different purposes. It has been one of the favorite entertainments for children and young adults, but it is going to be one of the most serious needs in everyone’s life because of living in the world of technology. This is not a need just for children and young adults; even adults who are known as senior citizens are interested in learning an L2. The reasons for this enthusiasm can be helpful in the pedagogical approach, significantly for their instructors. One of their aims to learn an L2 is to reinforce their social abilities, especially their presence in the modern world of technology. Having such an aim, adult L2 learners need to be powerful in writing as a basic and productive skill. The significance of this skill has been ignored by L2 learners, especially adults, and this happens because of the complexity of writing. This study put an effort to clarify and remind L2 learners and teachers of 2 beneficial kinds of writing: dicto-comp and dictation. The present study explored the effect of controlled writing on the accuracy of the writing of adult Iranian EFL learners. Prior to the study, the homogeneity of 30 adult L2 learners was checked through an OPT test, 15 of whom were assigned to Group A and 15 to Group B. Afterwards, each group wrote text as the pretests, and then they were exposed to controlled writing during 10 one-hr sessions: Group A dicto-comp and Group B dictation. Following this practice, the participants in both groups were asked to write texts as the posttests about similar topics to the one of the pretest. The results of the pretests and posttests were analyzed through t test. The results
indicated that the participants who worked in dictation form wrote more accurately than the learners who wrote in the form of dicto-comp, but both dictation and dicto-comp had a positive effect on the writing of adult L2 learners.