

**KASDI MERBAH UNIVERSITY-OUARGLA**

**Faculty of Letters and Languages**

**Department of Letters and English Language**



**Dissertation**

**Academic Master**

**Domain:** Letters and foreign languages

**Field:** English language and literature

**Specialty:** Applied Linguistics & ESP

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**Title**

**The Impact of Written Corrective Feedback on Enhancing  
EFL Writing Accuracy: A Case Study of Second Year  
License at KMOU**

**Submitted**

**On:12 /09/2020**

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**AcademicYear: 2019 / 2020**

## **Dedication**

I dedicate **my** work to:

My beloved parents for their words of encouragement and their advice.

My sister and brothers: Roumissa, Salim, Issam, Anas and my lovely little brother Oussama.

All my uncles and aunts.

Everyone who has helped me to accomplish this study because of his or her encouragement and support.

All persons who know me

## **Acknowledgments**

First of all, we would like to thank Allah for giving us patient and willingness to complete this research.

We would like to express our grateful gratitude to our supervisor Dr. Badjadi Nour El Imane for her guidance suggestions, patience and support throughout this study.

Our sincere thanks and gratitude go to the members of the jury: Ms. Bahri Fouzia and Dr. Belarbi Ahmed for accepting our dissertation to be read and evaluated.

We would like also to thank our parents and everyone who helped us to accomplish this research.

Last but not least, we would like to express our gratitude to all teachers who taught us from the primary school to **the** university.

## **Abstract**

This study seeks to investigate whether the use of teacher's written corrective feedback is effective to improve learners' linguistic accuracy. It also examines learners' perceptions regarding corrective feedback. The participants were **thirty second year English students** at Kasdi Merbah Ouargla University. They were divided into two groups: the first group received direct feedback and the second one received indirect feedback. Students took pre- test and post –test and they were questioned about the TWCF they received. The findings indicated the effectiveness of TWCF, and the direct group has outperformed the indirect group. Students appreciate and prefer to use the direct feedback more than indirect feedback. Consequently, the above results have confirmed and validated the research hypothesis.

**Key words:** teacher 's written corrective feedback, writing skill, linguistic accuracy, direct feedback, indirect feedback

## **List of abbreviations**

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**CF:** Corrective Feedback

**WCF:** Written Corrective Feedback

**EA:** Error Analysis

**L2:** Second Language

**L1:** First Language

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# **General Introduction**

## **1. Statement of Problem**

Foreign language learners face many difficulties in learning the target language because it is a challenging process for both teachers and learners. The writing skill is one of the major problems they encounter. As Brown (2001) said, writing is the most complex skill. Similarly, Richards and Renandya (2002: 303) state that the difficulty in writing is in organizing ideas and in transferring them into texts. This intricacy and complexity in writing leads learners to commit linguistic errors. To treat those errors, teachers would take the responsibility of responding and providing feedback on learners writing. Such feedback is referred to as written corrective feedback.

Actually, there are two major views regarding the importance of corrective feedback. The first one says that teacher corrective feedback is beneficial and successful in targeting linguistic errors, and the second one neglects the importance of teacher corrective feedback, and they say that learners should correct their errors by themselves. In other words, the issue of teachers' WCF is debatable for many scholars, especially with regard to whether it is beneficial to the writing skill development.

Through this research, we seek to determine the role of the teacher's corrective feedback in enhancing learners' writing skill and to examine learners' perceptions regarding the two types of teacher corrective feedback: the direct and the indirect feedback.

## **2. Statement of Purpose**

In this research, the focus is on the impact of TWCF on enhancing EFL learners' linguistic accuracy. Therefore, the present research aims are:

1. To know the importance of TWCF in L2 writing and to provide the English teachers with alternative way to improve learners' writing ability.

2. To provide the teachers with the type of TWCF the learners prefer to receive from them to enhance the quality of their writing.

### **3. Research Questions**

The questions that this dissertation aspires to answer are the following:

1. How does teacher 's written corrective feedback contribute to EFL writing accuracy development?

a. How does direct CF contribute to EFL writing accuracy?

b. How does indirect CF contribute to EFL writing accuracy?

2. What are EFL students' perceptions regarding WCF?

### **4. Research Hypotheses**

The hypotheses suggested in this study are:

1. Written corrective feedback will contribute to the development of essay writing.

a. Students who have received direct WCF will have enhanced accuracy in writing.

b. Students who have received indirect WCF have will have enhanced accuracy in writing.

2. Written corrective feedback will be approved and encouraged by EFL students. .

### **5. Research Methods**

The population of the current research is second year EFL students at Kasdi Merbah Ouargla University. This research has been conducted with 30 students; they are both females and males, and they are taught by the same teacher. We have selected this sample because they have certain level in writing and they can respond to the teachers' feedback.

*The researchers in this study have used a hybrid approach to inspect learners' perceptions towards teacher's corrective feedback and the latter's contribution to the development of EFL writing accuracy, while maintaining a focus on essay writing. The quasi-experimental method allows for testing the hypothesis that has been mentioned before by using a pretest and a posttest.*

## **6. Structure of the Dissertation**

The structure of the dissertation is as follows: Chapter One is devoted to an overview of linguistic accuracy in EFL academic writing. Chapter Two sheds light on teacher written corrective feedback. Chapter Three is devoted to the methodology, results and discussions.

## **7. Definition of Variables**

### **• Corrective Feedback**

Lightbown & Spada (2006:197; cited in Zamouch 2013) stated that corrective feedback is an indication of the learner that his or her use of the target language is incorrect. It can be explicit (for example, in response to a learner error 'He go' - No you should say 'He goes'), or implicit (for example, Yes, he goes to school every day).

Ellis (2009:99; cited in Mollestam 2016) identifies six types of CF. however, the researcher will select just the two types that are relevant to this study:

- ✓Direct CF: the teacher indicate the error and provides the learner with the correct form.
- ✓Indirect CF: the teacher just indicate the error without providing them with the correct form.

### **•Written Corrective Feedback**

Written corrective feedback is a guidance method used by teachers to help their learners indicate their writing errors and to improve their level in writing skill. Ferris (2011, cited in Yahi 2013) stated that WCF takes the form of written input provided by teachers on learners' errors in their written texts.

## •Writing Accuracy

Accuracy is the accurate use of the language system. It includes vocabulary, grammar, pronunciation and discourse. Richards, J. C. and Schmidt (2002) identified accuracy, as “some linguistic items, forms, and rules seem to be consistently produced with higher accuracy than others by language learners, permitting such items to be ordered with respect to their relative difficult.”



# **Chapter One: EFL Writing Accuracy**

## **Introduction**

English is an international language used in many countries as a means of communication. Learning English as a foreign language involves handling the four skills (listening, reading, speaking and writing). Writing is the most important skill for EFL students defined as a complex process that involves the mastery of all language levels (semantics, syntax, morphology, lexis, and discourse). According to Tompkins (1994), writing is a valuable tool that has many applications across the curriculum. Furthermore, learners pass through several stages in order to write. These stages are prewriting, planning, drafting, and editing

Moreover, writing in universities play a crucial role because all students' tests, exams, and assignments are answered in a written form. The majority of students face many difficulties when they write an essay .Therefore, writing an essay is not an easy task to master because it involves various portions (structure, types, language and style). Essay writing is a major challenge for many EFL students and all teachers are willing to develop the writing accuracy of their students.

### **1. The Writing Skill**

Writing is an important skill for every student. Lyons (1995) defined writing as a form of problem solving where the writer faces two main tasks: generating ideas in language and composing in accordance with the needs of the reader and the goals of writer. According to Harmer (2001, p.79), writing is “a form of communication to deliver through or to express feeling through written communication”. It means that writing is a productive skill and it expresses ideas through the written form of language. Flannery O'Connor (1969) supported this notion and defined it, as “the ability to create life with words is essentially a gift. If you have it in the first place, you can develop it; if you don't have it, you might as well forget it.” This quote emphasizes the importance of writing. In addition,

Chapell (2011; cited in M.Rabia, 2019) stated that writing is crucial because it indicates one's personality. It also stimulates communication and improves the thinking skill.

Moreover, all students, professionals and researchers need to write academically. Valdes (2019; cited in M. Rabia, 2019) reported that academic writing is characterized by evidence-based arguments, precise word choice, logical organization and an impersonal tone. In other words, academic writing enables then to create arguments and to participate in scholarly conversation.

## **1.1.Types of Writing**

Writing has various types: descriptive witting, narrative writing, expository writing, and persuasive writing. Each of these types has specific language feature and purposes.

### **1.1.1.Descriptive Writing**

It is mainly about describing persons, places, or events with full detailed description. The writer's purpose is to portray what he/she sees, tastes, hears, smells and feels.

### **1.1.2. Narrative Writing**

It is often appealing to the most used types since most of us enjoy telling stories and hearing stories.

### **1.1.3.Expository Writing**

It is the most commonly used type. It is subject-oriented style. The writer aims to inform, to explain, and to expound a topic and leaving out his/her opinions. Therefore, the writer must be subjective and transform the subject as it is.

## **1.2.Stages of Writing**

Writing involves some steps, which are pre writing, planning, drafting and editing.

### **1.2.1. Pre Writing**

Prewriting is the first stage where the writer chooses the topic and thinks about what he/she will present. It enables the learners to brainstorming their ideas. According to Keskes prewriting means “generating ideas, strategies, and information for a given written task.” (Keskes, 2008).

### **1.2.2. Planning**

According to Keskes planning is “Reflecting on the material produced to develop a plan to achieve the aim of the paper.” (ibid). This stage is more complicated because the author has to organize their ideas and to create outline.

### **1.2.3. Drafting**

According to Keskes drafting means “producing words on a computer or on paper that match (more or less) the initial plan for the work” (ibid). It means that the author attempts to put their thoughts into words, to connect, and to organize them fully.

### **1.2.4. Editing**

In this step, the writer checks the various aspects of language (grammar, spelling and vocabulary) to make the final product coherent and cohesive. It occurs after revising. Keskes define editing as “focusing on sentence-level concern such as punctuation, sentence length, and spelling agreement of subjects and predicates, and style.”

## **1.3. Approaches to Teaching Writing**

Since the early eighties, teaching writing has seen numerous approaches. These approaches are the product approach, the process approach and the genre-based approach.

### **1.3.1. The Product Approach**

Product approach is a traditional approach where learners are encouraged to mimic a model text (Gabriel Atos, 2000). The teacher provides the model text to learners, and they have to imitate it based on that model. In other words, learners are supposed to produce a correct piece of writing.

According to Steele (2004), the product-approach comprised four stages:

a. Stage one: Models of text are given to students and the important features are highlighted.

b. Stage two: Isolated controlled practice of the highlighted features is provided in this stage.

c. Stage three: constitute the organization of ideas.

d. Stage four: students apply what they have taught in this stage and produce the final product.

The product approach helps to prompt minimum difficulties because it starts from controlled basis. Additionally, a lot of emphasis is placed on the product. Despite the benefits of its application, EFL teachers and learners see that the product approach does not reflect what real writers do in real situations, and it is prescriptive.

### **.1.3.2. The Process Approach**

Process approach is a method of teaching writing that this approach emphasizes more on the process rather than the product. It is learner-centered, in which learners' needs, goal, expectation, knowledge and skills are taken into consideration. Badger and White (2000) said that learners went through some steps before fulfilling their ultimate production. These steps are prewriting, drafting, revising, and publishing.

The process approach has many advantages. First, teachers find it very useful for beginners because it builds up their power of thinking and creativity. Second, it is applied in large classes to facilitate students' evaluation.

However, the learner-centred approach was criticised. First, it takes time and energy of both teacher and learner. Then, it has focus on communication and neglect accuracy.

### **1.3.3. The Genre Approach**

As Swales (1990) defined the genre approach as, "a class of communication events, the members of which share some set of communication purpose". This definition indicates that there are conventions in a certain style of genre. Each genre has a set of communication purpose under social situation and each genre has its own structural features. Australian theorist Micheal Halliday developed the genre-based approach in 1980s. It is a mix of process approach (ensures that writing is a process) and product approach (provides a model for learners). It has become popular along with the notion that learners could get benefits from studying different types of writing text. There are two reasons why the genre approach to teaching writing skill has specific interest. It is a more useful starting point to give insights to students of how to replicate successfully particular genres instead of relying on prescriptive model-based text. In addition, learners need to reproduce certain written genres such as letters, reports in a business situation and essays for academic purposes.

## **1.4. Levels of EFL Writing Accuracy**

In order to have an accurate product, students have to be aware of the various levels of writing accuracy (discourse level, sentence level and language structure level). These levels will be discussed briefly.

### **1.4.1. Discourse level**

#### **1.4.1.1. Cohesion**

Cohesion is a very important aspect of writing because it affects the quality of student's writing. Halliday and Hassan (1979) state that "Cohesion is no more structural; it is external, marked by lexico-grammatical items". Therefore, it is expressed through grammar and vocabulary in texts.

In English, cohesion specifies five major classes: ellipsis, reference, lexical cohesion and conjunction.

a. Reference is simply linguistics forms, which identifies or refer to previous word or sentence. It is divided into personal reference (I, me, mine...), demonstrative reference (This, that, those...) and comparative reference.

b. Ellipsis is the omission of one or more words from a sentence. Halliday and Hassan (1996) define ellipsis as "the omission of an item". There are two types of ellipsis; the nominal ellipsis and verbal ellipsis.

c. Conjunctions are words used to connect ideas, sentences and paragraphs together.

d. Lexical cohesion means when two words are related in meaning (Ibid). It involves repetition of noun phrases, or the use of synonyms that have a relation to the noun phrases mentioned before.

### **1.4.1.2. Coherence**

Oxford Advanced Learners Dictionary defined coherence as "a reasonable connection or relation between ideas, arguments, and statements". Therefore, it is essential quality for good academic writing. Without coherence, main ideas and meaning can be difficult for the reader to understand.

Moreover, Lee (2002) has proposed five features to manage coherence in EFL essay writing:

1. Outline the main ideas and follow s chronological order.
2. Set the new information after the old one.
3. Examples are used to expand, to explain and to precise the ideas of the writer.

4. Use Cohesive devices (reference, substitution, conjunction...) in order to provide the connectivity and the unity to the piece of writing.

5. Writers use the meta-discourse markers to help readers to understand and assess their writing quickly.

### **1.4.2. Sentence Level**

Writing accuracy has its mechanical components: punctuation and capitalization.

#### **1.4.2.1. Punctuation**

They constitute the system of signs and symbols given to a reader to show how a sentence is constructed and how it should be read. Accurate punctuations guide the readers. Thus, incorrect punctuation leads to misunderstanding, which later force the reader to stop and reread to comprehend. The most common punctuation marks are:

- Period (.) : It is used to separate items and to link complete thoughts.
- Semi-colon (;): it is used to separate two independent clauses.
- Colon (: ) : it is used to indicate a list of items.

#### **1.4.2.2. Capitalization**

Capitalization is the act of writing the initial letter in upper case. Most of capitalized words in English are called proper nouns. Proper nouns are name of people, places, countries, continents, nationalities and days of the week. Capitalization is necessary because it helps to indicate uniqueness. It conveys information and shows the readers the importance of specific words.

### **1.4.3. Language Structure Level**

#### **1.4.3.1. Grammatical Knowledge:**

It is a set of structural rules governing a piece of writing. Grammar rules is essential since it helps learners to produce meaningful utterances.

### **1.4.3.2. Lexical Knowledge:**

Wilkins (1972) stated that “...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Vocabulary makes the writing strong and effective because it carries meaning. Lexical knowledge is important for EFL learners in order to communicate correctly.

### **1.4.3.3. Orthographic knowledge**

Orthography is defined as the conventional spelling system of a language. As Velluntino **and** al (1994) refers to orthographic knowledge as the knowledge of legal letter patterns of a writing system. It includes structural redundancies, sequential dependencies and letter position frequencies. Orthographic knowledge is pivotal in the world of writing.

## **1.5 .Key Features of Good Academic Writing**

A simple definition of academic writing is « the kind of writing used in educational setting ». In other words, academic writing and persona; writing are different. Elbow (1995:73) drew attention to the differences between them at the beginning of his essay:

*“I don’t mind high or distant goals. However, I am troubled by a sense that they conflict with each other-that progress one [Academic writing] could undermine no progress towards the other [personal writing]. A distant mountain is a good guide for walking-even if I know I want get to the top. However, I feel though I am trying to walk two different mountains.”*

Academic writing is often judged on few qualities, such as complexity, explicitness, accuracy and hedging.



**1.5.1. Complexity**

English language writing is more complicated than spoken language. It is relatively more complex and has longer words with more varied vocabulary and grammatical complexity.

**1.5.2. Explicitness**

It is presented through a clear introduction, body, and conclusion in academic writing. The introduction consists of a thesis statement to attract the reader's attention and the thesis. The body paragraph consists of three paragraphs at least. Each paragraph represents one idea. It is discussed with evidence, and illustration to strengthen his/her point. Finally, the conclusion is where the discussion is finished. The writer uses some expressions to declare that he/she closing the discussion.

**1.5.3. Accuracy**

It refers to high standards of vocabulary, grammar, and word choice in academic writing. Jordon (1986) provides examples and activities that reveal the importance of grammar, punctuation, vocabulary and spelling. When the writer misuses verb choice, he/she will make confusion to the reader. Thus, it is necessary to distinguish the different use of words in context. For example, to lend vs to borrow, to listen vs to hear and to see vs to look.

**1.5.4. Hedging**

Writers use hedging words and phrases in their academic writing for three main purposes: to soften their words, to make them less direct and to limit or qualify claims and statements. Hedging is expressed through using:

- Modal verbs (may, might, can, could)
- Adverbs (arguably, seemingly, apparently, presumably...)

- Introductory verbs (tend to, assume, doubt, interpret, believe, suggest, think, seem to...)
- Adjectives (likely, uncertain, doubtful...)
- Nouns (claim, trend, estimate, tendency, likelihood, assumption.....)
- Phrases (It appears that..., it is probable that..., it is conceivable that....).

### **1.6. Academic Essays**

Writing essays is more difficult and complicated than writing paragraphs. According to Zemach&Ruimsk (2005, p.56; cited in S.Atrous, 2017), an essay must contain at least three paragraphs. Nourse (2001, p.16; cited in S.Atrous) defined an essay as “an analytic or interpretive literary composition usually dealing with its subject from a limited or personal point of view.”

An essay consists of three main parts:

**A. Introduction:** it is the beginning section where the writer briefly states his purpose. Introduction is the first paragraph of an essay. It explains the topic with general ideas. It also has a thesis statement (ibid).

**B. Body:** it comes between the introduction and the conclusion and it examines the thesis statements (ibid)

**C. Conclusion:** it is the last paragraph in the essay. It restates the thesis statement (ibid).

### **1.7. Responding to Students' Writing**

Researchers and instructors have a love-hate relationship with the issue of teacher feedback on student writing (Ferris, 2003.p.19). In other words, there was a debate concerning the issue of providing students with feedback in their writing. A number of researchers have called for the effectiveness of teacher feedback while others have seen it as ineffective and students can resent it. (ibid) has suggested, “Response to students writing has been a source of interest in L2 composition since

the early 1970s, when the process approach to teaching composition began to take hold in class in classrooms. In addition, written response has a great effect on students' writing and attitude toward writing.

**Conclusion**

To sum up, Writing has a paramount importance in language teaching and learning. It is viewed as a means for the practice of lexical, grammatical and orthographical knowledge. In addition, teachers should focus more on linguistic accuracy because it is the corps of writing. They should also use different techniques in teaching in order to motivate and to encourage them to master the writing skill. In the next chapter, we will discuss the issue of teacher corrective feedback.

## **Chapter Two: Teacher Written Corrective Feedback**

### **Introduction:**

In the EFL classroom setting, errors are considered as an important stage for learner advancements. Learners make errors when writing at many linguistic levels. Therefore, they need some form of feedback to see how others think about their writing. There are various forms of teacher feedback. One form is the written corrective feedback. It is used to correct learners' errors, either implicitly or explicitly. It is also used to facilitate the language development in general and the writing skill in particular. Hence, the written corrective feedback has been a prominent subject of research over the last decades.

### **1. Corrective Feedback**

Chaudron (1977:31) defined CF as “any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance”. From his point of view, CF encourages learners to know the suitable structure. Additionally, Ligh and Spada (1999) stated feedback as “any indication to the learners that their use of the target language is incorrect”. As a result of previous definitions, feedback is a response to the learner's error, which can lead to the correct form taking into consideration the feedback provided. There are two types of corrective feedback: oral CF and written CF. For the sake of achieving the purpose of this study, the written CF is the dominant type.

#### **1.1. Written Corrective Feedback**

In fact, WCF is one of the most important task for EFL teachers. Ellis (2009) explained CF as,

*“Takes a form of responses to learner utterances containing an error. The responses are other-initiated repairs and can consist of an indication that an error has been committed, provision of the correct target language form,*

*metalinguistic information about the nature of an error, or any combination of these”.*

From his perspective, the significant distinction is between direct and indirect feedback. The definition of each one will be presented later.

## **2. Hendrickson Questions**

Hendrickson proposed five fundamental questions in order to tackle the issue of teacher correction:

Should learner errors be corrected?

When should learner errors be corrected?

Which learner errors be corrected?

How should learner errors be corrected?

Who should correct learner errors?

### **2.1. Should learners' written errors be corrected?**

Teacher Written correction has an effective role in enhancing L2 writing accuracy (Brown, 2001; D.Ferris&Roberts, 2001; Lee, 2004). Contrary to previously published studies, such as (Kepner, 1991; Truscott&Hsu, 2008) disproved the efficacy of written correction in improving learners' accuracy. Truscott (1996) argued that written correction is just harmful, useless and wasting of time of L2 learners. He emphasized the negligence of the correction of grammar in FL writing classroom because grammar correction is inefficient and unproductive. In contrast to Truscott (1996), Kennedy (1973, cited in Hendrickson, 1978) demonstrated correcting learners' errors because it enables learners to discover the functions and the limitations of the syntactical and lexical forms of the target language. Supporting this view, Krashen and Seliger (1975,cited in Hendrickson, 1978) pointed that written correction is useful for adult FL Learners , and it helps them to learn the exact environment where to apply rules and discover the precise semantic range of lexical items. Additionally, Hendrickson (1978) found that tolerating some errors by

teachers build learners' self-confidence in using the target language even if all their errors are uncorrected. That is to say, teachers of FL should not correct all learners' errors but they should correct some specific types of errors in order to raise their confidence in writing compositions using the target language. *"People learn from their mistakes when they receive periodic, supportive feedback"* (Hendrickson, 1978). Furthermore, learners prefer the correction of their errors because they are considered as a part of the learning process. They indicate the learners' improvements and success in learning the FL.

### **2.2. When should learners' errors be corrected?**

Correcting learners' errors is a challenge for EFL teachers. Written correction should follow errors that are related to simple rules; for example, the position of auxiliary "to do" in formulating questions and negative statements. Furthermore, Naimi Amara (2015) stated, *"When to correct errors is determined by the type of errors committed"*. In other words, the type of errors has a crucial role in deciding the time to correct those errors, either at the moment they occur or after they have occurred. She identified that the immediate correction is preferable for grammatical errors because post correction will not allow learners to remember anything. She also emphasized on the importance of the classroom environment. Similarly, Hendrickson (1978) proposed: *"teachers need to create a supportive classroom environment in which their students can feel confident about expressing their ideas and feelings freely without suffering the threat or embracement of having each one of their oral or written errors corrected"*.

### **2.3. Which errors should be corrected?**

There are different categories of learners' errors. Burt (1975, cited in Naimi Amara, 2015) made a distinction between global and local errors. She defined global errors as errors that impede communication and they make a few aspects of the message incomprehensible. While local errors only affect a single element of a sentence, but do not prevent a message from being heard, and they do not impede communication. To better understand the differences between them, Hendrickson

(1978) stated that the most global errors included in compositions written by intermediate learners of English as a foreign language resulted from inadequate lexical knowledge, misuse of prepositions and pronouns, and seriously misspelled lexical items. The local errors were caused by misuse and omission of prepositions, lack of subject-verb agreement, misspelled words and faulty lexical choice. Burt claimed, *“The correction of one global error in a sentence clarifies the intended message more than the correction of several local errors in the same sentence”* (p.62). Cohen (1975, cited in Hendrickson, 1978) has suggested that errors relevant to a specific pedagogic focus have to be corrected before other less important errors. Besides, errors involving general grammatical rules are more deserving of attention than errors involving lexical exceptions (Johansson 1973, cited in Hendrickson, 1978). Havranek (2002) proposed that correction is most beneficial when concerned errors include simple grammar rules, such as verb endings and the auxiliary to do. Teachers most likely have their own priorities when deciding which types of errors require CF and these priorities are influenced by the nature of activity in question (Yoshida, 2008).

#### **2.4. How should errors be corrected?**

Teachers should be aware of using useful ways to correct learners' errors without making them feel frustrated and discouraged. The aim of this study is mainly to focus on written correction rather than oral correction of errors. Chaudron (1978) has created a structural model to show the importance of teacher' correction on learners' linguistic errors. Chaudron' model gave teachers the opportunity to choose which corrective technique is the most useful in their classrooms. Robbins (1977) has discovered that teachers' technique in realizing incorrect verb forms produced by EFL learners is more effective. Hendrickson (1978) in his experiment found that: *“the correct lexical forms and grammatical structures of students' errors had no statistically significant effect upon the writing proficiency of their high or low communicative groups of students”*. Most teachers when correct learners' written work, their learners will often find difficulties to differ between their major and minor errors (Allwright, 1975). Supporting this view, successful teachers are those

who prefer to choose the errors need correction systematically as an effective way rather than random correction (Cohen & Robbins 1976). Furthermore, Dulay and Burt (1977) propose, “*more selective feedback, tailored to learner’s internal level of linguistic development, may be more effective than systematic feedback*” (p.108). Literature also contains some specific suggestions for correcting students’ written errors. “*The first suggestion is to first identify and record the error types that each learner produces frequently. Then, the students read their written work to search out and to correct all high frequency errors, one such error type at a time*”.

Most studies argued that adopting this kind of correcting errors is the best strategy to gaining more time for teachers as well as pushing learners to make more efforts on discovering their errors (George 1972, p.76-77). Another suggestion for correcting composition errors is to use various color inks to compare more important errors from less important ones (Burt & Kipansky 1977, p.4).

Hendrickson examined intermediate Spanish learners in their written story compositions by using direct and indirect correction strategies. Therefore, he utilized the indirect correction by underlining error words and getting rid of affixes. Then, he put a question mark above each wrong word or structure. This kind of correction used when a learner uses a good dictionary or grammar book to correct his/her own errors. On the other hand, he applied the direct technique by underlining the word and providing a verbal tip such as <use subjunctive> and supplying the correct form or structure. After learners receive the corrected compositions, they write then again and return them in the next class session.

## **2.5. Who should do the correcting?**

There are three various choices in order to answer this question: self-correction, peer-correction and teacher correction. Since this study is about teacher written correction feedback, it will focus more on teacher correction.

### **2.5.1. Self-Correction**



It is a type of reaction produced by learners themselves (Bitchener & Ferris, 2012). This technique of correction gives learners the opportunity to correct their own essays. Ferris and Hedgcock (2013,p.294) pointed out: “ *as students’ progress in their acquisition of English syntax , morphology and lexis as well as their formal learning of more complex discourse conventions, they can be given more responsibility for correcting their own errors*”. Learners have to be aware of self-correction, grammatical and linguistic knowledge, and their linguistic competence. Kavaliauskiene wrote that “*this activity of learner self-correction applies the principle of effective learning: you learn from your mistakes only if you think about them and can be used through the academic year at any level, even with the beginners*” (Kavaliauskiene, 2003:2). Self – correction technique is a part of the process of effective learning. That is when learners correct their own errors; they will have more information about their correction and dealing with them easily. Learners can correct their own errors by applying the rules they have learnt.

### **2.5.2. Peer Correction**

A technique enables learners to work in collaboration. They correct each other’s essays and give feedback as the place of their teachers. After learners fail to self-correct their errors, teachers will tend to encourage the classmates to perform the correction. This type of correction preferred to both sides teachers and learners because it engages learners in face-to-face conversation. They also become independent and active. Therefore, it increases their self-confidence and self-esteem. As Hansen (2002) stated, “*the use of learners as sources of information and interactions for each other is such a way that learners assume roles and responsibilities normally taken by a formally trained teacher, tutor, or editor in commenting on and criticizing each other’s drafts in both written and oral formats in the process of writing*” (as cited in Yogandhar, 2013, p.26).

### **2.5.3. Teacher Correction**

After the peers fail to correct each other errors, teachers will contribute in this process and starting to correct learner’ errors, which learners have faced.

There are two kinds of teachers: teachers who correct learners' errors directly by giving the correct form of the errors; other teachers underline only the errors.

### **2.5.3.1. Direct Feedback**

Teachers have the responsibility of error correction and they indicate the error and provide the correction. As Bitchener and Knoch (2008) described it, "*the provision of the correct linguistic form or structure by the teacher to the student above or near the linguistic error*" (p.413). They argued that direct teacher feedback presents the correct linguistic form above or near the linguistic error. In addition, Ellis (2009) has defined it as, "the teacher provide the students with the correct form" (p.99). Ferris (2006) wrote that teachers apply different ways in order to provide learners with direct feedback; for example, they can cross out wrong words and write the correct one at the bottom or near the essay.

### **2.5.3.2. Indirect Feedback**

Teachers underline learners' errors because this kind of correction denotes indirectly to learners' errors. As Lee (2004) justified, indirect correction as "*to provide feedback on students' errors without giving the correct forms or structures*" (p.286). That is to say, teachers present an indication of the occurrence of errors without providing the correct form. Bitchener, Young and Cameron (2005) explained two types of indirect feedback: coded indirect feedback and uncoded indirect feedback. They define coded feedback as "*the exact location of an error and the type of error involved is indicated with a code. However, the uncoded feedback refers to instances when the teacher underlines an error circles an error , or places an error totally in the margin, but , in each case leaves the students to diagnose and correct the error*"(p.193). That is to say, coded feedback is using codes on learners' errors. On the other hand, the uncoded feedback is when teachers use some specific shapes (circles ...) to make learners discover their writing errors. Furthermore, teachers' role in this kind of feedback is to identify errors and gives learners a chance to realize and to correct their errors by themselves. As Ferris (2011) stated the

teacher in indirect feedback “... leaves it to the student writer to solve the problem and correct the error” (p.32). In addition, Ellis (2009) defined it as, “indirect feedback can be done by underlining the errors using cursors to show omissions in the students’ texts or by placing a cross in the margin next to the line containing the error” (p.100).

**Table 01: Samples of direct, indirect corrective feedback (adapted from Lyster , 1997)**

Type of feedback	Methods	Examples
Direct WCF	Direct correction (providing correct forms)	I have <u>an</u> bicycle. (a)
Indirect WCF	underlining of errors	I have <u>an</u> bicycle

### 3. Direct versus Indirect CF Studies

A number of researchers have attempted to investigate the difference between direct CF and indirect CF in improving accuracy. The table below summarizes the research that compares them.

**Table 02: Direct versus indirect studies**

Study	Participants	Results
Hosseiny(2014)	Pre-intermediate students in Iranian institute	No statistical significant difference between direct CF and indirect CF

Van Beuningen et al (2012)	Learners at four Dutch secondary schools	Equal effectiveness in revision direct only in grammatical accuracy in new piece of writing. Indirect CF in non-grammatical accuracy in new piece of writing.
Nematzadeh and Siahpoosh (2017)	Intermediate Iranian FL learners	No statistical significant difference between direct CF and indirect CF
Mubarak (2013)	College students at University of Bahrain	No statistical significant difference between direct CF and indirect CF
Eslami (2014)	Low-intermediate EFL students	Indirect CF group outperformed the direct CF group in the immediate post-test and delayed post-test
Chandler(2003)	ESL learners Hong Kong	Direct correction and underlining were more effective than error codes

### 3.1. Advantages of TWCF

Written teachers feedback is one of the fundamental approaches. A plethora of studies have been determined the usefulness of teacher feedback such as (Ellis et al, 2006; Ferris&Robert, 2001; Bitchener, 2008; Ohta, 2001).

Ellis , Loewen and Erlam ( 2006, cited in Bouamina, 2018) stated that written corrective feedback benefits EFL writers' writing performance in both short and long term achievements (p.375). That is, WCF helps learners to acquire the primary aspects of writing where they can use it in their future writing. A number of linguists have suggested the following advantages (Ellis, 2008; Bitchener & Knoch, 2010b; Ferris, 2003):

1. Direct WCF provides learners with explicit guidance to produce a good writing;

2. It also gives them information about the way they will correct the errors they have made;

3. It trains learners to be independent and to be aware of the errors they commit in order to not make them again;

4. It will improve their writing ability, specially the grammar;

5. It will help them to revise their errors by themselves. As Sarvestani and Pishkar (2015) stated that WCF promote learners to practice the English language effectively (p.2046). The teacher feedback will be beneficial for the teachers themselves because it improves their teaching process.

### **3.2. Disadvantages of TWCF**

However, teacher feedback was criticized because it is too general or too specific; for example, the comment <wrong > will create confusion in learners mind. It will not provide them with the correct answer (Bitchener, Yong and Cameron, 2005, 193; cited in Bouamine, 2018). According to other linguists, such as Ferris (2003) and Ellis (2008), direct WCF does not train learners to be independent because they will just copy and write the error correction and ideas they have received from the teacher. In addition, it will not be a part of long-term learning and learners need a long time to revise their writing. In addition, the underlining of the error may confuse learners. Furthermore, learners may not be sure of their correction if it is right or wrong. Finally, it is also time consuming for the learners to revise their writing.

### **4. Theoretical Framework: Error Analysis**

Each researcher has his / her own method in collecting data. In this stage, Learners' errors are affected by a set of basis factors. Ellis (1994,p.49) assured that these factors play an important role in “ collecting a well-defined sample of learner language so that clear statements can be made regarding what kind of errors the learners produce and under what conditions”. Those factors are presented in the following table:

**Table 3: Factors to consider when collecting samples of learner language**  
**(Ellis, 1994, p.49)**

Factors	Description
<b>A.Language</b>	.....
Medium	Learner production can be oral or written
Genre	Lerner production ca be take the form of a conversation, a lecture, an essay, etc.
Content	The topic the learner is communicating about
<b>B.Learner</b>	.....
Level	Elementary , intermediate or advanced
Mother tongue	The learner' L1
Language learning experience	This may be classroom or naturalistic or a mixture of the two

#### 4.1. Errors

Teachers analyze and describe learners' errors to find out the gap in teaching and learning process. A number of linguists have proposed various definitions of the term error. These definitions have similar content; however, they differ within the way they are formulate. According to Corder (1967:9), a British applied linguist, errors are "The *result of a learner's lack of competence*". Additionally, Lennon (1991:182) identified them as "*A linguistic form or a combination of forms which, in the same context and under similar conditions of production would in all likelihood not be produced by the speaker's native speaker counter parts*". From these two definitions, errors related to competence and they are wrong linguistic forms. Furthermore, Brown (2000, p.217) understood errors as "*a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learners*". In other words, the learners' errors make an indication to their

proficiency level of the target language. Errors of advanced learners are different from the errors of beginners. Another definition of errors was provided by Richards & Schmidt in the dictionary of language teaching and applied linguistics (2002), errors are *“the use of linguistic item in a way which a fluent or native speakers of the language regard as showing faulty or incomplete learning”*. Besides, learners commit errors whether due to a lack in the learning process or due to a lack of attention. As well as, errors are systematic and they are the source of information for many EFL teachers.

#### **4.2. Errors vs Mistakes**

Numerous studies have attempted to explain the difference between errors and mistakes. Pit Corder (1999) states: *“errors are caused by ignorance of the appropriate rule or structure in the foreign language and mistakes is a problem not of knowing but of application”*. Therefore, mistakes refer to the incorrect application of rules whereas errors are the failure in applying the knowledge the learners have. *“Mistakes are caused by the learners not putting into practice something they have learned while errors are caused by the learner trying out something completely new and getting it wrong”*( Bartman & Walton as cited in Ekaning,2013,p.185). Moreover, Corder (1967:9) showed that errors are the result of a learner’s lack of competence. Mistakes occur when this learner fails to perform his/her competence. From his point of view, mistakes relate to performance, and errors relate to competence. For James (1998:83) learners are unable to correct their errors, whereas they are able to correct their mistakes. Finally, errors are the consequence of incomplete knowledge, and mistakes are the result of lack of attention and carelessness and slips of memory.

#### **4.3. Sources of Errors**

It is obligatory to find out the sources of errors to examine learners’ errors. Brown (2000:224) states: *“interlingual errors of interference from the native language, intralingual errors within the target language”*. According to him, there are two main sources of errors the interlingual and the intralingual transfer.

### **4.3.1. Interlingual Transfer**

They are errors caused by the first language interference. Ellis defined interlingual as *“the process by which the learners L1 influence the acquisition and use of an L2”* (Ellis 1994:140). In other words, learners borrow the knowledge from their mother tongue or from other languages to the target language. These errors include lexical, grammatical, morphological and phonological transfer. They attempt to apply the rules of mother tongue in the target language. As Cook states: *“the L1 is present in the L2 learners’ minds, whether the teacher wants it to be there or not. The knowledge that is being created in them is connected in all sorts of ways with their L1 knowledge”* (Cook, 1991:589). Moreover, Johnson (1987, cited in James 1998:179) pointed out that interlingual errors are those errors that happen when an item or a structure in the second language manifests some degrees of similarity with the equivalent item or structure in the learners’ first language. The similarity and the equivalent refer to the positive transfer. It occurred when the structure of both languages are similar. In addition, Richards et al., (1985) identified the interference transfer as *“being the result of the language negative transfer, which is caused by the learner’s first language influence”*. The negative transfer occurs when there are differences between L1 and L2.

### **4.3.2. Intralingual Transfer**

They are errors caused by the learners’ overgeneralization of particular grammatical rules, or by a faulty teaching technique. They occur when L2 learners misuse certain target language rules. Richards defined them as errors: *“which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions under which rules apply”* (1984:174). Additionally, James (1998) describes this type of errors as those that *“cannot be attributed to L1 rule system and thus non-interference”*.

## **4.4. Error Identification**



It is considered as the initial step and it plays a drastic role in analyzing learners' errors. According to Ellis (2003), teachers should make a comparison of sentences that learners have produced with correct and normal sentences in the target language that coincides with them. Corder (1971, cited in Brown, 2002) has discovered a model to realize idiosyncrasies in the second language. From his point of view, when a learner utterates a sentence, the transcriber will subsequently analyze **idiosyncrasies**.

**4.4.1. Error Description**

It describes linguistic learners' errors as well as comparing IL (idiocy utterances) and TL (reconstructed utterance). This kind of description of idiosyncrasies has many different categories that had explained. Corder (1973) has showed four categories of errors: omission, addition, selection and misordering. Each one of these four categories has a special linguistic level from others. The following model is the result of this classification:

**Table4: classification of errors linguistic level**

	<b>Spelling</b>	<b>grammar</b>	<b>vocabulary</b>	<b>discourse</b>
Omission	She write a book	You have bicycle		
Addition	I reads an essay	They lives in Algeria		
Selection	She have a car			
Misordering	'Uniserval' for 'universal'			

As a result, this classification relates to a wrong use of rules in each linguistic level such as: tense, vowel or consonant systems, gender .... Most linguists considered this stage of errors as the difficult one.

### **4.4.2. Error Explanation**

It is classified to be the third step of methodology in EA. It is the most important stage in EA because it deals with errors' sources and it provides a psycholinguistic explanation from where errors are produced in the SLA. The most common sources of errors are the following: errors transfer that reflect L1 on L2 learning (interlingual errors). Analogical errors are considered as intralingual errors that deal with the form of L2. According to Corder (1974), **Teaching induced errors are avoidable errors** because they are resulting from the teaching methodology.

### **4.4.3. Error Evaluation**

It aims to analyze learners' errors production. Researchers have used different basis to analyze errors. According to Corder (1975), there are two kinds of errors: linguistic and communicative criteria. The linguistic one relates to evaluate deviated structures of errors as syntactic or semantic, and global or local. A global error related to the whole form of a sentence and local error affects only one constituent. However, the communicative evaluations concerned errors that affect the efficiency of communication. Studies have concluded that global errors hinder communication. Hoornstra (2003) gives another approach that focuses on lessons that designed by teachers who would pay attention to errors, which are, needed more attention rather than focusing on less important errors.

### **4.4.4. Error Correction**

Van Els et al define it as feedback on errors. Feedback has many definitions. According to the oxford of language teaching and applied linguistics dictionary by Richards and Schmidt (2002), " feedback in teaching refers to comments or other information that learners receive concerning their success on learning tasks or tests , either from the teacher or other persons"(p.199). Tsui (1995) also defined feedback as, "one element of the classroom interaction that comes after the teacher's questioning and the responses of the students". From these tow definitions; feedback is a comment on learners' writing. Teachers and learners or

their classmates present it. Feedback is also the result of classroom interaction. In addition, Ur (1991:242) stated: “feedback is information that is given to the learner about his or her performance of learning task, usually with the objective of improving this performance”. From his point of view, learners receive different kinds of feedback such as written comments and underling of the error.

### **Conclusion**

Teachers use frequently the written corrective feedback in their classrooms because it has a significant role in teaching FL. However, providing WCF is a complex and difficult task. Teachers are aware of the challenges involved in providing feedback. In order for the WCF to be fruitful, teachers should ask learners about their feedback preferences and they have to be aware of their attitudes, characters and emotions. In sum, there are good reasons to believe that TWCF is effective in improving foreign language writing.

**Chapter Three: Methodology, Results, & Discussion****Introduction**

The first part of the current research has been devoted to a review of literature about the role of teacher corrective feedback in enhancing L2 learners writing skill. In the same vein, the second part further aims at examining the link between TWCF and learners writing skill through bridging theory to practice. In addition, it aims to explore the learners' perceptions and attitudes regarding CF. This part is divided into two main sections. The first section is concerned with a description of the research methodology, and the research instruments employed in this study. The second section focuses on analyzing the data gathered and discussing their interpretation in the light of the research questions and hypothesis.

**1. Research Design and Methodology**

The current research has used the quasi-experimental design because this study investigates a causal relationship that included a pre-test and post-test. The researcher has employed the mixed method design by combining both quantitative (quasi experiment) and qualitative methods. The quasi experiment used to answer the questions regarding whether direct or indirect WCF is effective in improving the linguistic accuracy of the students. The qualitative method allowed the researcher to discover the learners' perceptions regarding the direct and indirect feedback.

## **2. Population and Sample of the Study**

This study targets the second year English students at the department of English at the University of Ouargla. Its total number is 30 grouped into two sub groups consisting of an average number of 15. The researcher has chosen this level because they have a previous knowledge concerning English writing, and they can take into consideration the teachers' feedback. To achieve the aim of this research, the researcher provided each group with one kind of WCF. The first one has been received the direct feedback, and the second one has been received the indirect feedback.

The aim behind using this method is to compare the findings of the two tests and to check if there is any advancement in learners writing after using the WCF.

## **3. Research instruments**

In efforts to answer the research questions, **two** data gathering tools are used a questionnaire and tests design. The researcher used the questionnaire in order to explore the learners' perceptions and attitudes regarding the different types of WCF. Then, the tests are used in order to examine the role of WCF in enhancing learners writing skill. The researcher employs both qualitative and quantitative approach. This integration increase the validity the reliability of the findings, and it helps to understand the situation under investigation.

### **3.1. Questionnaire**

The questionnaire is a tool used for gathering information about a particular topic of interest. Brown (2001) describe questionnaires as “ any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.”(p.6).

#### **3.1.1. Description of Students’ Questionnaires**

Students’ questionnaire consists of nineteen questions. It includes three sections. They are divided as follows:

##### **Section one: background information about participants**

It includes three questions. In Q1, they were asked to determine their gender. Next, in Q2, they were asked to give their age. Then, Q3, I seek to know about the number of years they have learnt English.

##### **Section two: writing skill**

This section includes six questions seeking to elicit information about writing skill. In Q5, they were asked if they like the writing skill or not. In Q6, they were invited to give their perception if the writing skill is an easy task. In Q7, participants were asked about the importance of developing their writing skill. Moreover, in Q8, they were asked about the role of writing in developing the other skills. In Q9, they were asked to determine the main difficulties they face during writing essays. Finally, In Q 10, they were asked about the number of time the students consider the teacher’s feedback.

##### **Section three: written corrective feedback**

This section includes nine questions. It is concerned with the learners’ perceptions of TWCF and its different types. In Q11, students were asked about teacher’s feedback as a helpful tool to enhance your writing production. Q 12 is about students’ preferences of telling them about what is wrong and asking them to reproduce the correct version. Furthermore, in Q 13, students were asked about the most important

type of errors they want their teacher to focus on. In Q14, they were asked about the type of feedback they like the most. In Q15, they were asked about the type of feedback they like the least. In Q16, participants were asked about the type of feedback they like their teacher to do more in future. In Q17, they were asked about the strategy they use in order to benefit from the teacher feedback. In Q18, students were asked to determine the challenges they face when using the teacher feedback. Finally, in Q19, they were asked to think about ways to improve their experience with teachers' feedback in the future.

### **3.1.2. Administration of the Questionnaire**

Students' questionnaire was posted on Facebook group of second year English students at Kasdi Merbah University of Ouargla.

## **3.2. Tests**

### **3.2.1. Training program**

It is lasted for four weeks with second year English students during the written expression session. The researcher explained the general idea of the research and the importance of their participation in this study. In the first week, the participants were asked to choose a topic from the list the teacher gave to them and write an essay, which was considered as a pre test. In each of the three weeks later with two sessions of one hour and half, they were asked to write about a given topic, which in the most of the time was chosen by them. The researcher collected and corrected the essays and gave them back again to the students in the next session. Each sub group had received his special type of corrective feedback. The participants appreciate the WCF provided and they use it as a reference to correct their writing errors and to improve their linguistic accuracy.

In the last session of the fourth week, the researcher asked the participants to write an essay .Those essays are considered as a posttest.

Spending one month with the second year students was very hard for the researcher because convincing them to write was a very difficult task, However it was a fruitful experience.

### **3.2.2. Pre-test**

It is used in order to test the learners' current level in writing essays and to check their writing errors before introducing the WCF. To do so, the pre-test essay was prepared in a printed-paper that included various topics in order to let them chose the topic they like. The essays were collected, corrected and the number of writing errors they made was counted. The researcher asked the participants to pay attention to their errors and to the correction provided.

### **3.2.3. Post-test**

After finishing the pre-test, learners had to go through the post-test. They were asked to write essays about a given topic. The essays were collected and corrected in order to know if there is any change in the learners writing after introducing the WCF.

## **4. Results**

### **4.1. Students' Questionnaire**

#### **4.1.1. Section One**

**Q 1:** Gender

**Table 05: students' gender**

<b>Options</b>	<b>Male</b>	<b>Female</b>
Number	02	19
Percentage	10%	90%

Table 05 shows that females' number(90%) is more than males(10%) .



**Q 2 : Age****Table 06 : students ' age**

<b>Options</b>	19	20	23
<b>Number</b>	18	02	01
<b>Percentage</b>	86%	9%	5%

Looking to the data reported in table , the majority of students (86%) are 19 years old, 9% are 20 years old and 5% are 23 years old.

**Q1: How many years have you been studying English?****Table 07: students' experience of the L2 learning at university**

<b>years</b>	9	10	14
<b>Percentage</b>	85%	10%	5%

The table shows that 85% has been studying English for nine years, 10% of them has been studying English for ten years, and 5% has been studying English for fourteen years.

**4.1.2. Section Two****Q2: Do you like writing?****Table 08 : students' perceptions regarding the writing skill**

<b>Options</b>	Yes	No
<b>Percentage</b>	71%	29%

Table 08 shows that the majority of the students like writing (71%), while 29% of them dislike writing.

**Q3:** Writing is an easy task to learn?

**Table 09: Writing is an easy task to learn**

<b>Options</b>	Yes	No
<b>Percentage</b>	62%	38%

Table 09 shows that most of the students (62%) perceive the writing skill as a difficult task. On the other hand, 38% of them perceive it as an easy task.

**Q4:** How important is it for you to develop your writing skill?

**Table 10: students' importance to develop the writing skill**

<b>Options</b>	<b>Very important</b>	<b>Averagely important</b>
<b>Percentage</b>	71%	29%

The table 10 shows that the majority of the students (71%) find writing very important. In addition to that, 29% of them viewed it as averagely important.

**Q5:** Writing helps to develop

**Table 11: the role of writing skill in developing the other skills**

<b>Options</b>	<b>Percentage</b>
Speaking skill	33%
Reading skill	14%
Translation skill	14%
All the above	39%

The table 11 shows that 33% of students answered that writing helps them to develop their speaking skill, 14 % of them answered that writing helps them to develop their both reading and translation skill, and 39% of them helps to develop all the mentioned skills.

**Q6:** What are the main difficulties that you face during writing essays?

**Table 12 : students' difficulties in writing essays**

<b>Options</b>	<b>Percentage</b>
Spelling	19%
Vocabulary	38%
Cohesion	5%
Punctuation	14%
Type of essays	24%

From the table 12 , it was seen that 38% of students have problem with finding vocabulary and expressions that fit the context he/she presenting. In addition, 24% of them have problem in writing one or more types of essays. Finally, 19% of them suffer from spelling mistakes.

**Q7:** How often do you consider teacher's feedback in writing the second drafts of your Essays?

**Table 13: the number of time the students consider the teacher's feedback**

<b>options</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
Percentage	5%	57%	14%	24%

The result shows that 57% of students often consider their teacher's feedback. 14% of the students sometimes consider the teacher's feedback while 5% of them always consider the teacher's feedback and the rest of the students (24%) never consider the teacher's feedback.

### 4.1.3. Section Three

**Q1:** Do you think teacher's feedback is a helpful tool to enhance your writing production?

**Table 14: teacher's feedback as a helpful tool to enhance your writing production**

Options	Yes	No
Percentage	71%	29%

The majority of students (71%) see that teacher's feedback is a helpful tool to enhance their writing. However, 29% of them see that teacher's feedback is not a helpful tool.

**Q2:** Do you prefer that your teacher tell you about what is wrong and asks you to reproduce the correct version?

**Table 15: students' preferences of telling them about what is wrong and asking them to reproduce the correct version**

Options	Yes	No
Percentage	71%	29%

The table 15 shows that most of the students (71%) prefer their teacher tells them about what is wrong and asks them to reproduce the correct version , while a small number of them (29% ) of them do not prefer to reproduce the correct version .

**Q3:** What are the most important type of errors you want your teacher to focus on?

Table 16: the most important type of errors the teacher focus on

Options	Percentage
Sentences structure and style (structural errors)	28%
Grammar and sentence pattern ( grammatical errors)	19%
Vocabulary and expressions ( lexical errors )	34%
Content and ideas	19%

Table

16

demonstrates that 34% of students want their teacher to focus on vocabulary and expressions (lexical errors). 28% of them said that the focus would be on sentences structure and style (structural errors). The table also shows that a small number of students want their to teacher to focus on grammar and sentence pattern (19%) and on content and ideas (19%)

**Q4:** Which type of feedback you like the most?

Table 17: the type of feedback they like the most

Options	Direct feedback	Indirect feedback
Percentage	95%	5%

The table shows that a huge number of students (95%) like the direct group, while a few students (5%) does not.

**Q5:** Which type of feedback you like the least?

**Table 18: the type of feedback they like the least**

Options	Direct feedback	Indirect feedback
Percentage	5%	95%

From the table 18, the majority of students (95%) said that the indirect feedback is the feedback they like the least.

**Q6:** In the future, which type of feedback do you want your teacher to do more?

**Table19: type of feedback the teacher does it more to their students**

Options	Direct feedback	Indirect feedback
Percentage	100%	0%

The result shows that all students want the direct feedback (100%).

**Q7:** What strategies do you use to benefit from teacher feedback?

**Table 20: strategies the students use to benefit from teacher feedback**

Options	Percentage
Taking notes of your errors	28%
Taking notes of your teacher's correction	67%
Searching dictionaries, grammar books , and the web	5%

Table 20 shows that the majority of students (67%) use to take notes of their teacher's correction, while others (28%) take notes of their errors. the table also show that a few of them (5%) benefit from dictionaries and grammar books.

**Q8:** What challenges do you face when trying to use teacher's feedback to learn English writing?

The challenges the students face are:

1. building correct sentence
2. reproducing new correct essay structure
3. Not making spelling mistakes
4. lack of word choice,
5. lack of creativity
6. Lack of grammar knowledge.

**Q9:** What do you think can be done to improve your experience with teacher's feedback in the future?

Here are some ideas the students have suggested in order to improve the teacher's feedback:

1. In the future when I become a teacher, I will definitely follow the direct feedback method.
2. They should support and help us to develop ourselves more

## **4.2. Tests**

### **4.2.1. The Indirect Group**

#### **4.2.1.1. Pre-test**

The table below shows the results of the pre-test including the mean of accuracy of each aspect of language made by 15 participants.

**Table 21: the pretest means of the indirect group**

	Spelling	grammar	Vocabulary	Discourse	total accuracy
Means	2,86	5,2	9,53	13,53	31,13

It shows that the participants' discourse accuracy is higher than the other aspects with the rate of 13, 53. For instance, the mean of vocabulary is 9, 53, the mean of grammar is 5.2 and the mean of spelling is 2, 86. At the end, the total mean accuracy of the participants is 31, 13.

#### **4.2.1.2. Post-test**

The table below shows the results of the post-test including the mean of accuracy of each aspect of language made by 15 participants.

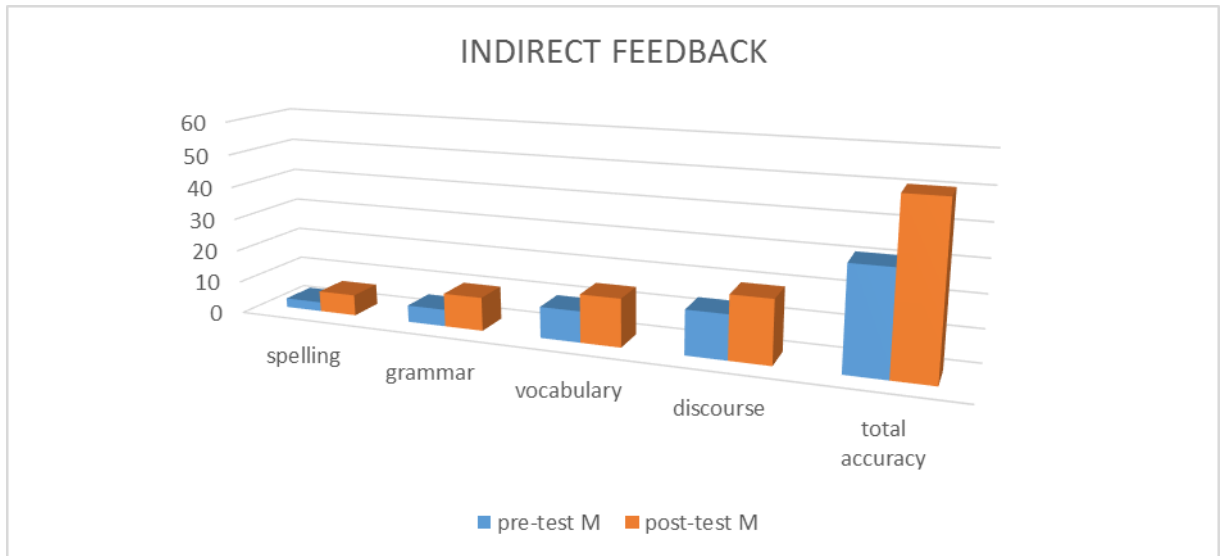
**Table 22: posttest means of the indirect group**

	<b>Spelling</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Discourse</b>	<b>total accuracy</b>
Means	6,46	10,26	14,66	19,26	50,66

It shows that the participants' discourse accuracy is higher than the other aspects with the rate of 19, 26. For instance, the mean of vocabulary is 14, 66, the mean of grammar is 10, 26 and the mean of spelling is 6, 46. At the end, the mean of the whole accuracy of the participants is 50, 66.



### 4.2.1.3. Comparison of the pre- and post-tests



**Graph 1. Indirect feedback results**

Graph 1 represents the results of pre-test and post-test means. We have noticed that the mean score of accuracy of each aspects in the post-test has increased in comparison with the result of the pre-test. For example, the mean of spelling accuracy has increased from 2,86 to 6,46, the mean of grammar accuracy has increased from 5,2 to 10,26, the mean of vocabulary accuracy has increased from 9,53 to 14,66 and the mean of discourse accuracy has increased from 13,53 to 19,26. In addition, the average of the total accuracy in the post-test is higher than the average of the pre-test. This development in students' accuracy is due to the treatment they have received. They have received an indirect feedback where the errors are underlined without giving the correct form. In addition, it means that the students have pay attention to this feedback, they have taken into consideration all the type of errors (grammar, spelling, vocabulary and discourse) and they have

corrected their errors by themselves. In addition, the students have benefited from the training program. It allows them to write a large number of essays and they have remarkably recognized their errors. It also helps them to reduce the number of errors because they are already aware of the type of errors they made.

### **4.2.2. Direct group**

#### **4.2.2.1. Pre-test**

The table below shows the results of the pre-test including the mean of accuracy of each aspect of language made by 15 participants.

**Table 23: the pretest means of the direct group**

	<b>Spelling</b>	<b>Grammar</b>	<b>Vocanulary</b>	<b>Discourse</b>	<b>Total Accuracy</b>
Means	5,06	6,4	11,46	15	37,93

It shows that the participants' discourse accuracy is higher than the other aspects with the rate of 15. For instance, the mean of vocabulary is 15, the mean of grammar is 6, 4 and the mean of spelling is 5, 06. At the end, the total mean accuracy of the participants is 37, 93.

#### **4.2.2.2. Post-test**

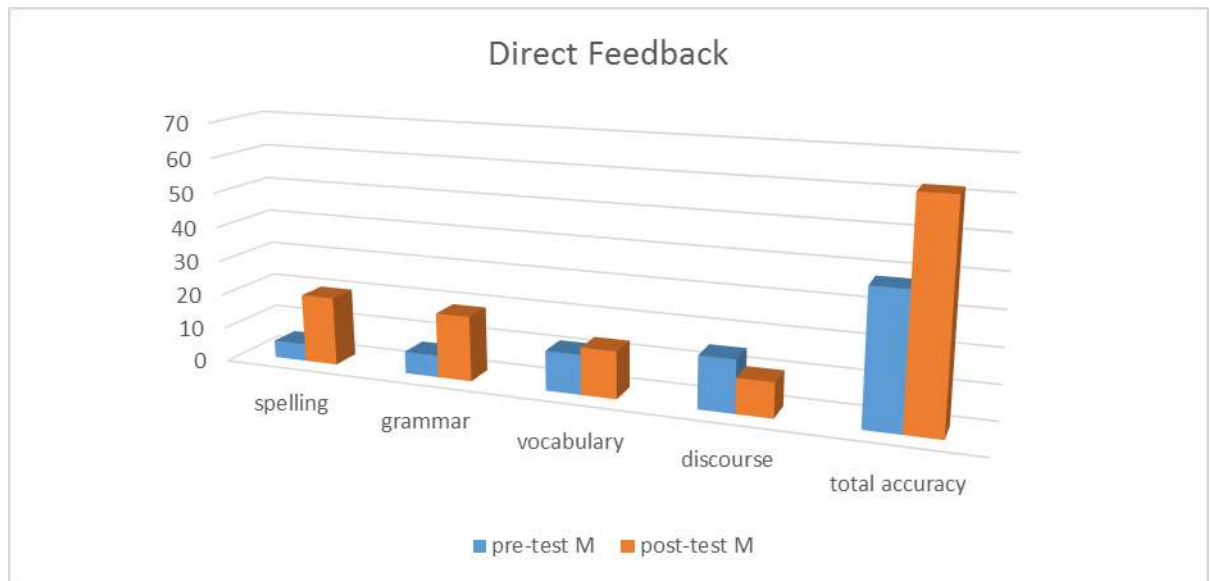
The table below shows the results of the post-test including the mean of accuracy of each aspect of language made by 15 participants.

**Table 24: the posttest means of the direct group**

	<b>Spelling</b>	<b>Grammar</b>	<b>Vocanulary</b>	<b>Discourse</b>	<b>Total Accuracy</b>
Means	19,93	18,73	13,53	10	62,2

It shows that the participants’ spelling accuracy is higher than the other aspects with the rate of 19, 93. The mean of vocabulary is 13, 53, the mean of grammar is 18, 73 and the mean of discourse is 10. At the end, the mean of the whole accuracy of the participants is 50, 66.

**4.2.2.3. Comparison of the pre-post-test**

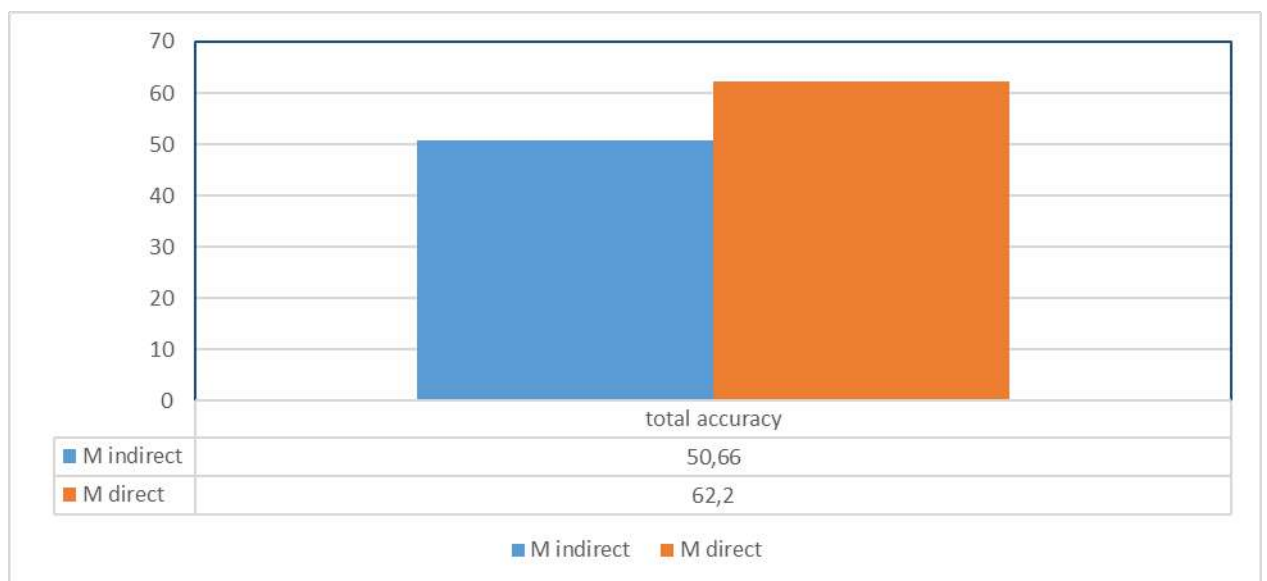


**Graph 2. Direct feedback results**

Graph 2 represents the results of the pre-test and post-test means. We have noticed that the students’ discourse accuracy has been reduced from the pre-test to

the post-test (15-10); however, the mean scores of other aspects have increased. For instance, the grammar have increased from 6, 4 to 18, 73, the spelling from 5, 06 to 19, 93 and the vocabulary from 11, 46 to 13, 53. This means that the participants did not recognize their discourse errors and they seek to develop the other type of errors. They also did not take into consideration the feedback and correction provided to this type of errors. Although, there is an enhancement in the whole accuracy. It has increased from 37, 93 to 62.2. That is to say, the participants have **pay** attention to the direct feedback they have received and they have benefited from the training program.

**4.2.3. Comparison of the two group post-tests**



**Graph 3. The results of the two posttests**

The overall findings of the two groups’ post-tests are represented by their means in graph three. It shows the difference between the students’ accuracy of both direct and indirect group. The accuracy of the direct group is higher than the

accuracy of the indirect group. It means that the direct feedback is more beneficial than the indirect feedback. The participants of the direct group were provided with the correct form of their errors while the errors were just underlined in the indirect group. The direct feedback is easy to revise because the teacher provides the learners with the correct form of the error.

## **5. Discussion**

### **5.1. Questionnaire**

The analysis of students' questionnaire has revealed many facts about students' perceptions regarding the TWCF. It has answered the second research question.

Students perceive writing as an important skill. At the same time, they see it as a difficult task since they face many difficulties obstacles. They also determine that writing help them to improve other skills. Furthermore, students have taken into consideration the teachers' feedback when they are writing the second drafts. They have also appreciated the role of WCF in enhancing their writing production and they find it useful. This finding is similar to the previous studies which have investigated the L2 students' perceptions toward their teachers' WCF(e.g. Cohen,1987; Cohen and Cavalcanti,1990; Leki,1991;Ferris,1995; Lee, 2004; Grami,2005;Diab,2005; Montgomery and Baker, 2007; Hamouda,2011; cited in M.Alkhatib,2015). Then, students want their teacher to recognize and to focus more on lexical and structural errors rather than other types of errors.

In addition, students find the direct TWCF as the most important and effective type of feedback in achieving writing accuracy. This finding supported the argument of Ferris (2002; cited in M.Alkhatib, 2015), who reported that the degree of explicitness helps students to understand and benefit more from the TWCF.

Moreover, students need their teachers to focus more on the direct feedback. It means that teacher should correct students' errors explicitly. This idea confirms most of the previous L2 studies ( Radecki and Swales,1998; Leki,1991; Ferris, 1995b; Hedgock and Lefkowitz, 1994,1996; Ferris and Roberts,2001; Diab,2005; Lee,2004, Amrhein and Nassaji,2010; cited in M.Alkhatib, 2015). Furthermore, students take notes of their teachers' feedback and they have faced many challenges when they are attempting to use the TWCF. These challenges are:

- Constructing a full correct sentence
- Rewriting a correct essay
- Usually make spelling mistakes
- Lack of word choice
- Lack of grammar knowledge
- Lack of creativity

Finally, students need support, motivation and encouragement from the teacher to improve their experience with TWCF.

## **5.2. Tests**

The findings from this study suggest that written CF may contribute in the development of essay writing. It enables the learners to improve their accuracy.

There was an evidence of a statistically significant effect of written CF on learners' writing. The findings supported the hypotheses stated earlier and revealed that WCF is effective in enhancing writing accuracy. Both types of written CF, the direct and the indirect feedback, have contributed in the enhancement of the learners' accuracy. Indeed, there was a significant difference between the two types of written CF. The results show that direct written CF has outperformed the indirect written CF.

The current research has added a new perspective concerning the issue of written CF. It has tackled the whole accuracy of the learners while the previous research has focused on grammatical accuracy (e.g. Ferris and Roberts, 2001; Chandler, 2003 and Lalande, 1982) or on one type of grammatical error. For example, articles (Bitchener & Knoch, 2010 and Shintani et al, 2014), regular and irregular simple past tense and prepositions of space (Guo, 2015). A number of researchers have criticized these studies and they have neglected the role of written CF in improving learners' writing (e.g. Truscott, 2007; Fazio, 2001 and Semke, 1984). They have also criticized the research design used.

In addition, a limited number of researchers have compared the effectiveness of direct versus indirect written CF in enhancing accuracy. Some of them have concluded that there is no statistical difference between direct CF and

indirect CF (Nematzadeh and Siahpoosh, 2017; Hosseiny, 2014; Mubarak, 2013 and Robb et al; 1986). Others have found that the indirect CF is more beneficial and it has outperformed the direct CF (Eslami, 2014). The current study has proved that direct CF is more facilitative and more effective because it was the fastest way to learn from errors. Chandler (2003, p.85) stated that the correction of errors directly after writing help learners to internalize the correct forms. Then , Bitchener & Knoch(2010) and Van Beuningen et al (2008,2012) have concluded that the effectiveness of direct CF is concerned with the targeted types of errors and the proficiency level of the learners.

### **Conclusion**

This chapter is an account of the results gleaned by the two research instruments used in the current investigation. Throughout the chapter, light has been shed on the learners' general perceptions about the written corrective feedback. The chapter also incorporates an exploration into the writing classroom highlighting the role of written corrective feedback in the enhancement of the learners' writing abilities.



## **Conclusion**

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### **General Conclusion & Recommendations**

#### **A Summary of Findings**

In the light of the findings of the questionnaire and the tests, many points are to be taken into consideration, concerning the teacher's written corrective feedback, and the writing skill of foreign language learners. **Providing feedback on EFL writing students is still an issue of interest between researchers.**

The impact of teacher's feedback shows positive results. The linguistic accuracy of the students has improved in the posttest. They have appreciated the role of teacher written corrective feedback in enhancing their writing.

Finally, the current study seeks to examine the role of teachers' written corrective feedback in enhancing learners' writing. It also examines the learners' perceptions regarding WCF. Then based on the research results, further research and recommendations are suggested. This study provides Algerian teachers and students with an understanding of the various strategies through which written corrective feedback can be used to enhance learner' writing accuracy.

#### **Limitations of the Study**

The current study is characterized by some limitations that can be summarized as follows:

1. The researcher suffered from the lack of time that is why there is no much time between the pre and posttest.

## **Conclusion**

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2. The researcher faced difficulties in the administration of the questionnaire to the students and they did not answer the whole questions.

3. Our sample was limited to one group of third year LMD students of English. More accurate results would be gained if the sample was from all other groups.

4. The results are limited only to the KMU students. Therefore, the results could not be generalized in other different contexts.

## **Recommendations and Suggestions for Further Research**

This research has led to several pedagogical implications and future research suggestions

### **A. Pedagogical Implications:**

1. Teachers need to pay attention to the writing instruction and time in order to develop this main skill.

2. Teachers need to give enough opportunities to practice the writing skill.

3. Teachers need to adapt the WCF in teaching writing to their learners.

4. Teachers need to be able to apply the various types of WCF in their classrooms (implicitly or explicitly).

5. Teachers need to take into consideration individual differences when correcting their errors because learners differ in many aspects and they have different needs and preferences.

## **Conclusion**

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### **B. Suggestions for Further Research**

1. Future research will be more beneficial when researchers will focus only on one type of feedback in their study and one aspect of the writing skill.

2. The study should not focus only on writing skill; they may tackle other skills (reading, listening and speaking).

3. Further research can focus can take a large sample and focus only on type of errors to gain better result.

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## **Appendices**

A sample of the indirect feedback



A sample of the direct group

- In this era, the social media has <sup>a necessary</sup> ~~become~~ necessary in our life, but also has more dangerous <sup>at</sup> ~~of~~ human being because they do not <sup>It do</sup> control themselves when they use it. We are seeing all the time human <sup>do</sup> ~~are~~ doing many <sup>activities</sup> ~~things~~ like buying drugs. However, drugs have many harmful effects on the brain and health <sup>of the human being</sup> ~~of the human~~.

- Drugs can effect <sup>at</sup> ~~in~~ many places in our bodies. <sup>causing</sup> ~~causing~~ problems in our hearts, brains and <sup>the</sup> ~~the~~ bellies. <sup>For example,</sup> ~~Also,~~ the huge issues in this drugs, the individuals do not see what is happening to them, <sup>as</sup> ~~so~~ they slowly kill themselves <sup>and they</sup> ~~because~~ few people know <sup>the harmful</sup> ~~of drugs~~. Actually, drugs are bad for health; they have many negativity aspects at the <sup>whole</sup> ~~whole~~ organs of the body. <sup>and give</sup> ~~and~~ <sup>negative</sup> ~~effects~~ effects <sup>on the</sup> ~~on~~ the health.

- People mostly go to <sup>what</sup> ~~the~~ most spread things and trying them, but <sup>the</sup> ~~the~~ persons who eat drugs more than one time without stop; they become so needful in their life. Also, they can not <sup>manage</sup> ~~manage~~ without them, <sup>and</sup> ~~and~~ <sup>is</sup> ~~is~~ make a lot of troubles in their brains. <sup>They</sup> ~~They~~ become <sup>slower</sup> ~~slower~~ and they can not remember anything <sup>if</sup> ~~if~~ you <sup>are</sup> ~~are~~ talking to them, they can not listen to you and they always happy. <sup>The</sup> ~~The~~ drugs change the behavior.

### Students' Questionnaire

Dear Students,



You are kindly invited to answer the questionnaire that aims at collecting data for our master research about the role of teacher corrective feedback in enhancing the writing skill. Your response is crucial for the accomplishment of this research and they will be treated with confidence. Thankyou in advance for your cooperation.

**Section One: General Information**

- 1. Gender : male  female
- 2. Age: .....
- 3. How many years have you been studying English? ....

**Section Tow: The writing Skill**

1. Do you like writing?

Yes

No

2. Writing is an easy task to learn?

Yes

No

If "No", please, explain why

.....  
.....  
.....  
.....

3. How important is it for you to develop your writing skill?

Very important

Averagely important

Not important

4. Writing helps you to develop

- Listening skill
- Speaking skill
- Reading skill
- Translation skill

- All the above

5. What are the main difficulties that you face during writing essays?

- Punctuation
- Grammar
- Spelling
- Vocabulary
- Cohesion
- Coherence
- Types of essays

6. How often do you consider teacher's feedback in writing the second drafts of your essays?

- Always
- Often
- Sometimes
- Never

### **Section Two: Teacher Feedback**

1. Do you think that teachers' feedback is a helpful tool to enhance your writing production?

Yes

No

Please, justify your

answer.....  
.....  
.....  
.....

2. Do you prefer that your teacher tell you about what is wrong and asks you to reproduce the correct version?

Yes

No

3. What are the most important types of errors you want your teacher to focus on? (you can choose more than one)

Sentences structure and style (structural errors)

Vocabulary and expressions (lexical errors)

Grammar and sentence pattern (grammatical errors)

Content and ideas

Others (please specify) ...

The following are feedback that usually given by the teacher in the learners' writing:

a. Teacher direct written feedback (identify the errors and give the correction of errors).

Example:

Al hamma as we said it a very beg farm, have the largest perennial  
Λ  
**have is big garden. It has**  
trees. It is considered an actual museum of nature.  
Λ  
**as**

b. Teacher indirect written feedback (identify the errors using symbols without giving any correction).

Example:

His last book is heart of darkness

4. Which type of feedback you like the most?

A

B

Why?

5. Which type of feedback you like the least?

A                      B

Why?

6. In the future, which type of feedback do you want your teacher to do more?

• Direct feedback

• Indirect feedback

7. What strategies do you use to benefit from teacher feedback? (You can choose more than one answer)

• Taking notes of your errors

• Taking notes of the teachers correction

• Searching dictionaries , grammar books, and the web to know more about your errors and avoid them in the future

• None of the above

• Others , please suggest

8. What challenges do you face when trying to use teacher's feedback to learn English writing?

.....  
.....

9. What do you think can be done to improve your experience with teacher's feedback in the future?

*Thank You Very Much Indeed!*

تسعى هذه الدراسة للتحقق من فاعلية ملاحظات الأستاذ التصحيحية المكتوبة في تحسين الدقة اللغوية للمتعلم، وتسعى أيضا لفحص إدراكه لهذه الملاحظات. تم اختيار طلاب اللغة الإنجليزية للسنة الثانية في جامعة قاصدي مرباح ورقلة. ينقسم هؤلاء الطلبة الى مجموعتين: مجموعة تتلقى ملاحظات مباشرة وأخرى تتلقى ملاحظات غير مباشرة. بعد أن تلقى المجموعتين امتحان قبلي وبعدي واستجوابهم حول ما تلقوه من ملاحظات، أظهرت النتائج فاعلية الملاحظات المكتوبة وتفوق الملاحظات المباشرة. لهذا فإن هذه النتائج أثبتت وأكدت فرضية البحث.

الكلمات المفتاحية: ملاحظات الأستاذ التصحيحية المكتوبة، مهارة الكتابة، الدقة اللغوية، ملاحظات

مباشرة وملاحظات غير مباشرة.







