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The Impact of Corrective Feedback on Learners' Written Productions

The Case of Third Year EFL Students at Biskra University

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DEDICATION

I dedicate this work to:

My parents, the source of my happiness and success in life. May Allah bless them

To my husband, Mabrouki Abdelwahab, whose unconditioned support and solid belief keeps me going on.

To my two sons Aymen and Khaled and my two princesses Amani and Djoumana.

To my family, my friends and my colleagues who have been so supportive and encouraged me to fulfill this work.

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Abstract

This study seeks to explore the causes behind the difficulties that EFL students at Mohamed Khider Biskra University encounter in writing and to demonstrate the important place that corrective feedback holds in the teaching of writing. It attempts to demonstrate some frequent problems often found in the writings of EFL students at Biskra University from both interlingual and intralingual angles. It tries also to show that the role of teachers' error correction is decisively substantial in fostering students' written performance though its importance has been strongly debated for decades. The first hypothesis raised in this study states that interlingual and intralingual interference may be two main causes of errors which most students produce at various stages in writing and the second hypothesis suggests that if teachers provide effective corrective feedback, they may promote students' written production. Combining quantitative and qualitative methods, the research collects the data first by means of teachers' questionnaires distributed to all teachers of written expression in the Branch of English Studies in the Department of Foreign Languages at Mohamed Khider Biskra University. Then, the essays of thirty EFL students were analyzed to identify, describe and classify the different types of errors and finally diagnose their sources. The last means of data collection was a pre-experimental design in which a study group was exposed to an instructional treatment in the form of permanent and clear corrective feedback in order to observe the progress in the students' posttest. The results reveal that there is a great necessity to identify and diagnose the factors that cause students' recurrent errors in writing in order to be able to respond to them thoughtfully by implementing effective corrective feedback.

List of Abbreviations and Acronyms

CA: Contrastive Analysis

CAH: Contrastive Analysis Hypothesis

EA: Error Analysis

EFL: English as a Foreign Language

FL: Foreign Language

IL: Interlanguage

L1: First Language/Mother Tongue

L2: Second Language

LAD: Language Acquisition Device

LMD: Licence, Master, Doctorate

NL: Native Language

SD: Standard Deviation

SLA: Second Language Acquisition

TL: Target Language

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ملخص

Résumé

GENERAL INTRODUCTION

1. Background and Statement of the Problem

It is assumed that writing is a talent that some students have while others do not. This is not always true. Everyone is able to write effectively if s/he masters some rules and techniques. Good writing, therefore, requires from students to construct correct sentences and then to develop them into large pieces of writing. Furthermore, if a student wants to develop his/her writing skill, s/he must foster a great deal of confidence in his/her writing ability.

The course of written expression is meant to enable the students to become competent writers in English in order to succeed in transmitting ideas via text. Hence, writing is a basic skill which promotes language acquisition, fosters critical thinking and helps students to express themselves freely as in their native language. However, students encounter a lot of challenges when writing. For them, the writing process is a hard job which requires much concentration and work; it is a long journey of false starts and tiresome revisions. As a result, students in our educational institution are noticed to skip, on purpose, some basic steps of the writing process such as outlining, revising and editing which result in poorly written works which are difficult to understand because of the wide range of error they embody. As teachers of written expression, we try to give students many directives in the form of corrective feedback in order to improve their writing and to reduce errors.

The present study intends to identify and analyze the most recurring errors in the writings of EFL students at the University of Biskra and the causes behind them. These errors cause students problems to develop their basic skills in writing essays. The second purpose of this work is to explore how the response of teachers to their students' errors in the form of corrective feedback is vital at various stages of the writing process.

The researcher is inclined to think that most teachers of writing believe in the role of corrective feedback when helping their students to improve their writing performance. Indeed, a large body of research was carried out to prove the effectiveness of corrective feedback on students' written performance; however, the research findings to date are still not conclusive. In fact, most of the studies have found that corrective feedback is beneficial and effective in developing students' writing; nevertheless, there are some discrepancies on some of its aspects such as feedback focus and strategy.

Corrective feedback is very beneficial because it assists students to revise their texts by providing them with a helpful input about their performance which would help them to make progress in their future written productions. Furthermore, learners expect their teachers' feedback and benefit from it when they notice it, accept it, and understand it. This explains why teachers pay more attention to students' preferences when providing corrective feedback because they need to meet their expectations. What happens in an actual teaching classroom is that teachers have a difficult time reacting to both local and global issues when correcting students' papers. Hence, while some teachers concern themselves basically with surface matters, others emphasize global issues and this result in a lack of cohesion in correction practices among teachers. Consequently, each teacher provides corrective feedback in the way s/he deems appropriate.

As a teacher of English at the University of Biskra, we had the opportunity to teach the module of written expression for first, second, and third year EFL classes for eight years. This experience revealed serious problems among learners who find the composition skill difficult and writing in English a personal issue. Indeed, the teaching of the module of written expression for three years period does not yield the results that should be expected. Many reasons could be advanced to explain this event. Firstly, students enter the university with a very low level of English, and this can be traced back to the low level of teaching

English at the pre-university schooling. Secondly, the first language interference and translation contribute to the big range of errors and mistakes which are likely to occur. Thirdly, the total absence of the reading habit leads to students' ignorance of the elementary principles that govern writing in English. Finally, the way teachers provide corrective feedback to students' written productions often does not succeed in promoting progress in the writing skill.

In teaching writing in an EFL context, the positive role of feedback seems plainly visible. It is evident that corrective feedback is beneficial to the student writers because they gain much benefit from doing much practice and simultaneously receiving sufficient revision on what is good and what they need to improve in their drafts. During these processes, students gain much from the feedback they receive from a teacher, a peer, or self. They rely on the information received from one single source or a combination of sources to make revisions and improve their final product.

However, during the provision of corrective feedback, teachers are confronted with many constraints that impact students' composing behavior. Those English language teachers who give substantial attention to teaching the courses of writing in English face many challenges. In the first place there are challenges related to large class size, short time allotted to writing classes, the lack of experience in teaching FL writing, and the absence of students training in writing. In the second place there are challenges which concern convincing students about the role of writing in the FL as a powerful tool to attain their personal learning goals, resisting traditional materials and methods of FL writing instruction and looking for new approaches to make students advance forward in developing their writing skill.

The present work will investigate three main issues. First, we will try to find out the causes for the errors which most if not all students make at various stages, besides, the

theoretical approaches to the study of errors. Second, we will attempt to prove that the way we respond to our students' errors is very important and vital because we should be seen as providing feedback rather than telling students off because they are wrong. Third, focus will be laid on learners' written productions to identify and to analyze the most recurring errors in writing essays.

2. Aims of the Study

This study aims at contributing to the body of research on writing in English as a foreign language by investigating the causes of students' recurring errors in writing and the impact of teachers' corrective feedback to reduce these errors and to improve students' writings in EFL context. More specifically, this study will focus on the effectiveness of teachers' corrective feedback in improving students' expository essays. The focus of target structures of corrective feedback in this study are: content, organization, vocabulary, language use and mechanics.

This study is meant to assess the present state of written expression as a prerequisite course present in the three years out of four years of study within the LMD system. This might help teachers to understand why their students go on making the same errors even when such errors have been pointed out to them. The need for such a study is supported by the great range of errors produced by students and noticeable in all disciplines that require a good mastery of writing such as Linguistics and literature. Another factor which supports the need for such study is that it focuses on the need of students for assessment which can come from the teachers, peers or the students themselves. This feedback process leads to successful future actions when students become able to identify the errors they have made which places them in a position to correct them.

The purpose of the present study, therefore, is three fold: Firstly, to analyze mainly two distinct causes which cause different kinds of error in the essays written by students of English at the University of Mohamed Khider which are: interlingual and intralingual transfer. This will unveil the manners in which students internalize the rules of the target language and reveal ways to make students reduce their errors in writing. Secondly, to examine the situation of teaching writing in the Branch of English Studies at the Department of Foreign Languages in Biskra University to make some realistic suggestions as to the way(s) of teaching writing should be improved and to assess the effectiveness of teachers' corrective feedback strategies and whether they yield the desired results or not. Thirdly, to examine the correction approaches teachers use to improve their students' level of writing and to which types of errors they point out more to students, besides, the difficulties they encounter when providing feedback to their students.

3. Research Questions and Hypotheses

The current study is conducted with the aim of investigating the writing difficulties of EFL students at Mohamed Khider University of Biskra. Students make several kinds of errors which include grammatical errors (problems with tenses, articles, prepositions, pronouns, articles, singular and plural, word form and possessive case), syntactic errors (problems with sentence structure and word order), lexical errors (problems related to vocabulary choice) and substance errors (problems with the mechanics of the language).

The way teachers respond to students' errors is very important and vital. Teachers should be seen as providing feedback rather than telling students off because they are wrong. So, the study sets out to answer two questions: Why do students go on making the same errors even when such errors have been pointed out to them? What is the impact of teachers' corrective feedback on students' future written productions?

To answer the research questions leads us to state the first hypothesis: Interlingual and intralingual interference may be the causes for errors which most students make at various stages of the writing process.

Errors found in written English among EFL students at Biskra University are due to negative transference of the mother tongue, Arabic, into the target language. Another major problem found in the writings of students at Biskra University is attributed to the difference of the two languages Arabic and English (intralingual transference). As a result, the student writer experiences confusion when coming across language patterns in the newly acquired language which are contrastive to what s/he knows in his/her mother tongue. Students not fully understanding a distinction in the target language, having a wrong concept about a particular rule in the target language or sometimes failing to observe the restrictions of the FL existing structure are likely to commit several sorts of errors. Hence, there are mainly two causes for errors which most if not all the students make at various stages: interlingual interference and intralingual transference.

Our ultimate goal is to come up with solutions to the difficulties that learners encounter in the writing skill and help teachers to give students a better training in the course of written expression. Thus, we cannot deny the importance of the teachers' corrective feedback, which leads to future improvement and progress if done properly and effectively. This puts us in better position to state the second hypothesis on which the present thesis is based as follows: If teachers provide an effective corrective feedback, then students' writing performance may be enhanced.

Indeed, corrective feedback has a positive impact on students' compositions because it makes them revise their drafts as a way of resolving some of the errors we have pointed out to them and this input will help improve their writing performance in both short-term and in the long term run.

4. Methodology

The present research is exploratory combining quantitative and qualitative methods; it collects the data by a questionnaire for teachers, an error analysis of students' essays and a pre-experimentation. The research instruments are expected to:

- Investigate the teachers' views of writing in the FL, their teaching practices in teaching writing, the adequacy or inadequacy of the teaching programs, materials and assessment techniques.
- Examine the teachers' opinions on the origin of the EFL students' writing difficulties at Biskra University and hence design remedial work.
- Analyze samples of errors that seem deeply ingrained in the students' essays and which impede the development of their writing skills.
- Describe the different contributory factors to errors in the students' writings and investigate the teachers' corrective feedback strategies which encompass not only correcting student' errors but also offering them an assessment on how to proceed next times.
- Investigate the impact of teachers' corrective feedback on enhancing students' written performance.

5. Structure of the Thesis

This thesis is organized into eight chapters. It starts by a general introduction giving some background information about the situation of teaching writing to EFL students at Biskra University, the teachers' practices and the students' difficulties encountered in writing.

The first chapter gives different conceptualizations of the term writing, describes the nature of writing and its interrelation with other skills, traces the history of writing and its evolution to become a vital skill in the teaching/learning of foreign languages. It sheds

light on the basic similarities and differences between writing in L1 and L2, points out some approaches to the practice of writing and explains what is meant by effective writing in a language classroom.

Chapter two sets the ground to have an overall view of the different disciplines of applied linguistics: error analysis, contrastive analysis and interlanguage and discusses the sources of errors in L2 writing from the three different perspectives. It examines critically the pedagogical merit of error analysis, the nature of fossilization and its interdependence with interlanguage. It expounds on the most known error taxonomies and illustrates the principal sources of errors in students' writings. The chapter concludes with explaining some remedial strategies to minimize students' errors in writing.

Chapter three presents different perceptions of the concept feedback, denotes the close relationship between feedback and writing assessment, and explains how the combination of assessment and feedback can boost students' writing. By listing the different types of feedback and feedback providers, this chapter shows how general approaches of error correction can be of great help to teachers and students. Furthermore, the chapter illustrates the merit of corrective feedback in writing and demonstrates some effective techniques to give corrective feedback. It ends up with a presentation of few methods that facilitate to educators to select the most appropriate feedback strategies and content, and a brief research evidence on the positive impact of corrective feedback on linguistic error categories.

Chapter four is a description and a discussion of the qualitative and quantitative methodology followed in this research. It explores and defends the choice of the research methods followed and the research instruments employed in the collection of the data. It also spotlights the procedure to be followed in the analysis of the data.

Chapter five presents and discusses the data generated by the teachers' questionnaire. It aims to shed light on the teachers' responses to 26 questions which make up the teachers' questionnaire. The principal aim is to find out whether L1 interference is the only factor that causes students' recurrent errors in writing and whether the teachers' corrective feedback impacts positively students' compositions. This is basically attempted throughout the exploration of teachers' opinions on the situation of teaching writing, their teaching practices and their belief about the efficacy of their corrective feedback and whether it yields the results they expect or not.

Chapter six casts the light on the errors made in the corpus of 30 essays written by 30 EFL students at Biskra University. It aims to diagnose, identify, describe and categorize the errors in the essays of third year students of English. The analysis seeks to determine the main causes of students' errors and to verify the assumption that these deficiencies in learners' compositions are basically the result of interlingual and intralingual transfer strategies that the students rely upon to develop their essays.

In order to better explore the role of teachers' corrective feedback in improving students' specific academic writing practices, chapter seven displays an instructional treatment in the form of adequate corrective feedback to which 30 students were exposed. The pre-experimental design aims to provide an evidence of improvement in EFL students writing performance.

Chapter eight reports the findings of the research and provides suggestions to improve students' writings and to implement effective feedback in a writing class.

The thesis ends with a general conclusion which emphasizes the research objectives and the most significant results reached, and it also makes suggestions to ameliorate teachers' corrective feedback in writing.

CHAPTER ONE
THE NATURE OF THE WRITING SKILL IN ENGLISH AS A FOREIGN
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CHAPTER ONE

WRITING IN A FOREIGN LANGUAGE

INTRODUCTION

In the past, writing was the preoccupation of the elite and the highly cultivated people, but this belief has changed because in today's modern global community the ability to write has become an essential tool for people of all kinds and all levels. For instance, writing is used in composing academic essays, letters, or e-mail messages and therefore the capacity to write in a good way makes it easy for individuals from different linguistic and cultural backgrounds to communicate effectively. It is therefore of primary importance to students in academic settings to master this skill.

In this chapter, many definitions of writing as a skill and as a system will be covered. We will also try to describe the nature of the writing skill in English and its interrelation with the other skills besides making a comparison between the writing skill in the first language and the second language. This part will also include different approaches to teaching writing and an explanation of what is meant by effective writing in language classrooms.

1.1 Definition of Writing

Writing is a complex and an ongoing process whether practiced at school or as an everyday job. Fellag (2003) states that writing is a recent form of expression when compared to other forms like speaking; in other words, all human begin expressing themselves by speaking not by writing. Indeed, writing is not an easy form of expression, especially for students who find it very difficult to develop their weak writing processes.

In fact writing is a very difficult term to describe or to define. However, many experts tried to give their interpretation to this term. Widowson (1978), Hornby (1974), and Troyka (1987) gave different definitions to writing. Widowson (1978), for instance, stated

that writing is “the act of making up correct sentences and transmitting them through the visual medium as a mark on paper” (cited in “What is writing,” 2012, para.1). Hornby (1974) describes writing in the sense of the verb ‘write’ that is to make letters or other symbols (egideographs) on a surface (cited in “What is writing,” 2012). Pincas (1998), however, focused on the purpose of writing in her definition when she stated that it is a way of communicating a message to a reader for a purpose. The purpose according to her is to express oneself or to provide given information for one’s reader, or to create a literary work.

Another expert, Grabowski (1996) proposed a definition which relates writing effectively to academic and professional success when he noted that:

Writing can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and maintenance of one’s right and duties (cited in Weigle, 2002, p.4).

Therefore, learning to write helps students to be able to participate in social activities beyond school or for some to be able to make of writing their future career. In addition to the previous definitions, Fellag (2003) emphasized the mental aspect of the activity in her definition when she said that writing is not only a natural automatic operation but also a mental effort that needs continual training, a serious instruction and a continual practice.

When looking for a definition of writing, other scholars take account of the materiality of writing, but they tend to emphasize writing as a secondary representation. Bloomfield (1933) in his book called ‘Language’ pointed out that writing is not language, but simply a way of recording language by means of visible marks (cited in Powel, 2012). Of course by ‘language’, Bloomfield certainly meant ‘speech’. Coulmas (2003); however, ascertains that more communication takes place in the written than in the oral form due to the internet

explosion and this reflects how much humanity relies on writing to an unprecedented extent. Coulmas admitted that it is very difficult to provide a definition to writing because of its great importance and its long history. He distinguished six meanings of writing: firstly he defines writing as a system of recording language using visible marks; secondly, writing is also the activity of putting such a system to use. Third, he adds that writing can be defined as 'a text' which is the result of such activity. Fourth, the particular form of such result is also defined as writing, for instance, a script style such as 'block letter writing'. The fifth and the sixth definitions are simultaneously artistic composition and professional occupation. Hence, Coulmas gave different definitions to writing; he defined writing as: a system, an activity, a product, a skill and an occupation.

1.2 Writing as a System

Writing is a system in which language is represented in a visual or tactile way. It is also a method which uses symbols to replace the sounds of speech. This system of symbols may also use signs to represent well things as punctuation and numerals. Indeed, there are many definitions to the writing system, each of which shapes one field of language. We have chosen a set of definitions from different sources. The first definition of the writing system is derived from the work of Gelb (1963) titled 'A Study of Writing' in which he describes writing as a system by which human intercommunicate using a set of conventional visible signs (cited in Coulmas, 2003). Another definition is provided by the Blackwell Encyclopaedia of Writing Systems in which Coulmas (1996) describe writing as:

A set of visible or tactile signs used to represent units of language in a systematic way with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system (p.560).

The above definition considers writing as a system of codes represented in the form of symbols in order to store information. This representation of language can be used by members of a linguistic community. Similarly, Daniels (2001) defined writing as “A system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer” (p.68).

Fisher (2003) claims that there is no single definition that can describe the writing system and instead he gives some factors which might be covered by a complete writing system:

- It must have its purpose of communication
- It must consist of artificial graphic marks on a durable or electronic surface
- It must use marks that relate conventionally to articulate speech (the systematic arrangement of significant vocal sounds) or electronic programming in such a way that communication is achieved (p.12).

Pattison (1982) proposes a definition which states that writing is:

.... more highly organized than speech. What is more, it prides itself on transcending the boundaries of place and time within which speech must be understood and writing has propriety. Every writing system seems torn by conflicting impulses. On the one hand, it wants to include within its scope all the subjects of language itself. Writing means to be the hard copy of human life. (cited in Dart, 2006, p.40).

Pattison’s definition shows the importance of writing as a mirror that reflects the reality of human life. It also explains the properties of writing in terms of preserving knowledge through time and space.

Rogers (2005) however, considers that writing is systematic in two ways: firstly, it has a systematic relationship to language, and secondly, it has the systematic internal

organization of its own (cited in “Writing system,” 2005). Rogers goes on to explain, through examples what a writing system is exactly when he says:

In our study of writing systems, we might assume that there is simple, one to one relationship between written symbols and language: for example that a writing system has a symbol for each phoneme, and that these symbols are used to write utterances. In such a situation, an automatic conversation would be possible between writing and language. Anyone who learned to write in English, however, is more aware that this situation does not hold for English (para.4).

By these words, Rogers wants to show that some writing systems are regular but none is perfect, so there are varying degrees of complexity in each writing system. For example, if we consider the English language, there are pairs as *one* and *won* with the same pronunciation and very different in spelling.

1.3 Evolution of Writing

The human activity of writing is traced back to 5500 years ago when the archaeologist Richard Meadow made his great discovery in 1999 at a place called Harappa in a region where the great Harappan or Indo civilization once prospered. Meadow considered the symbols he found one of the earliest writing, but it was stated that the inscription, though not clear in meaning, had similarities to what is known as the Indo script, the first recognized written language. According to Meadow since that time many writing systems have developed around the world (Harmer, 2004, pp.1-2).

However, some other archaeologists think that writing started to exist from the Mesopotamia (old civilization of Egypt and pre-Colombian America) around 3500 BC, and it is due to the inscriptions found on stones and tablets that the development of written

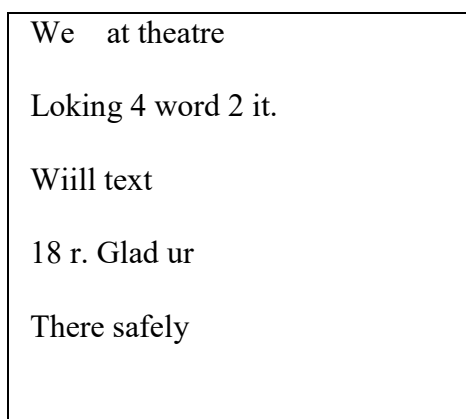
language started to exist. Indeed, the drawings found in caves were considered as traditional art called pictogram (i.e. picture writing).

Fisher (2003) in his book '*A History of Writing*' described graphic symbols and mnemonics that humankind used as a means to store information. One of the oldest and commonest mnemonics used by ancient people was the knot record (depicting numeral quantities) which dates back to the early Neolithic and which was also used by the Inca of ancient Peru to record their commercial transactions and payment of tribute. Another way to store information was cave art which is understood to be a kind of pictorial communication. These pictograms were usually simple marks either printed on walls or rocks. Tallies were another kind of mnemonics used by native Australians. These people used tally sticks to send messages over distances. There were always a number of notches on the sticks which signified an amount of a given message whatever it was about. Later on tablets, tokens and graphic symbols came to existence. In effect social necessity needed an eminent tool like writing to replace the time honoured mnemonics; "writing was an automatic reward of social sophistication" (p.32).

In fact, writing systems differ from one language to another and this reality can be observed even in modern languages. For instance, in Chinese, the same character may represent different morphemes and the written language is a sort of graphic representation of morphemes and words. In Arabic and English the orthography is alphabetic, while in Hebrew graphics represent syllables (Goodman, 2012).

In fact our concern here is the English language writing system, which has changed remarkably over the centuries. In reality, the major changes occurred exactly in the fifteenth century because of the invention of printing at that time. There is a big difference in terms of spelling and even in the formation of some letters if compared to the present

day English. In effect, the most modern version of written ('texted') communication is a message received via a mobile phone carrying the following information:



We at theatre
Loking 4 word 2 it.
Wiill text
18 r. Glad ur
There safely

Figure 1.1 A Modern Form of Written Communication (Harmer, 2004, p.3)

Although writing started very long ago, it has stayed an activity which is exercised only by a minority of people and this is due to many reasons. As a matter of fact, all human beings grow up speaking their native language because they acquire it naturally when they are exposed to it as children. However, writing is different from speaking because it is not acquired. This ability has to be learned consciously by individuals in a formal classroom context.

The desire to be able to read and write was not overspread before two hundred years ago, and only rulers of church and state mastered this skill. But at the present day reading and writing have become a desirable skill for the majority of the population. Before two hundred years literacy was not thought to be necessary for the working population, but because of industrialization, societies grew larger and there was a need to workers who were able to read and write for the sake of the success of bureaucratic organization. Hence, individuals saw the importance of education (including numeracy-as well as literacy) to realize their fulfillment and advancement.

Now literacy is a fundamental right; however, there are still many people who are deprived of that right. Tribble (1996) states in his book on writing, "to be deprived of the

opportunity to learn to write is...to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige” (cited in Harmer, 2004, p.3).

Hence, in the context of education writing is a vital skill for students. It is that skill in particular, which is used in exams to test their knowledge in their L1 and/or L2; therefore, it is very important to train students carefully and attentively by language teachers.

1.4 L1 Writing vs. L2 Writing

Krashen (1984) claimed that “studies of second language writing are sadly lacking” (cited in Krapels, 1990, p.37). Thus not very long ago, a few studies were conducted in the context of L2 writing. But thereafter the research has become the concern of many L2 acquisition theorists and much has been added to the growing body of literature on L2 writing research. This part will try to provide a general view of L2 writing and its relationship to L1 research.

1.4.1 The Relevance of L1 Writing Research to L2 Writing Research

Earlier research in writing has proven that L2 writers make more use of their L1 while writing in L2 in spite of the fact that the degree to which they do so varies (Friedlander, 1990 as cited in Ransdell and Barbier, 2002). Beare (2000) has carried out a research where she asserts that adult writers use their L1 when writing in L2 to achieve specific aims such as planning, generating ideas or content, or for the sake of solving certain linguistic issues like vocabulary problems.

In reality L2 writing research involve many controversial issues. Some scholars like Bitchener and Basturkmen (2006), Hinkel (2004), Lee (2005), Mc Carthey, Guo and Cummins (2005); Silva (1993), Thorson (2000) and Zamel (1985) believe that L1 writing processes are not exactly as L2 writing processes(cited in Mu and Carrington, 2007). In contrast, other researchers such as Jones and Tetro (1987), Matsumoto (1995) and

Schoonen et al. (2003), as reported by Mu and Carrington, assert the similarity of the two processes. Other scholars like Kaplan (1966) and Scollon (1999) emphasize that it is cultural difference which lead L2 learners to commit rhetoric organization problems (cited in Mu and Carrington, 2007). Another controversial issue is that some other researchers like Arndt (1987), Friedlander (1990) and Woodall (2002) claim that L1 writing strategies can be transferred positively into L2 writing. Others like Wu (1995) emphasize negative transfer from L1 to L2 (cited in Mu and Carrington, 2007).

Another investigation into the composing process of L2 writers was carried out in Canada, Iceland, Japan and the USA and it revealed two opposite views (Beare, 2000):

View one: The writing process in L1 is different from the composing process in L2 (Silva, 1993).

View two: Writers transfer their writing strategies from their L1 to L2 provided they have L2 grammatical proficiency (Berman, 1994). Furthermore, Mutsumoto (1995) emphasized the similarity of L1 and L2 writing strategies.

Mu and Carrington (2007) conducted a research which was aimed to investigate the writing strategies of Chinese post graduate students in Australia. Data for the research were derived from a semi structured interview, a questionnaire, retrospective post-writing and written drafts of papers. The findings revealed that the students used a number of their cognitive, metacognitive and social affective strategies in their L2 writing. However, rhetorical strategies of paragraph organization were not used. The results of the research demonstrated that most of the cognitive, metacognitive, social/affective strategies could be transferred from Chinese writing to English writing positively, but the rhetorical strategies were partially transferred negatively.

1.4.2 L1 and L2 Differences

Silva (1993) carried out a research study with a group of writers from different backgrounds to examine L1 and L2 differences (cited in Beare, 2000). There were at least 27 different L1 represented in this empirical research. The writers were undergraduate college students in the US and had advanced level in the English language and possessed good writing ability.

The results obtained showed that students who were asked to perform written texts in L1 and L2 spent more time and effort in generating material in L2 than in L1, and it was much more difficult for them to make content organization in L2; they were not very successful. Moreover, even the generated material was not used effectively in their written productions. Silva pointed out that those students did very little planning; he further considered that L2 writers had problems in goal setting and in organizing the material they had generated. According to Silva, the same writers did not have these problems in their L1 writing, and L2 writing was syntactically different and much simpler (cited in Beare, 2000).

1.4.3 L1 and L2 Similarities

Berman (1994) conducted an empirical research in a secondary school in Iceland with 126 EFL students (cited in Beare, 2000). She found that many learners use their L1 writing skills in developing L2 written passages and they proved success. According to Berman this great success is due to the learners' proficiency in grammar.

Another investigation was carried out by Matsumoto (1995, cited in Beare, 2000) in Japan which reveals that skilled writers use similar writing strategies to those used by native English writers. Matsumoto made an interview with 4 Japanese university professors about their writing strategies when writing their research papers and articles in English as a foreign language. The professors started learning English at the age of thirteen

and held degrees from American universities in humanities and wrote university articles both in Japanese and English. The findings proved that these writers followed the same processes and strategies in L1 and L2 writing. Reporting what one of the professor interviewed, Matsumoto points out that “There must exist something fundamentally common to any act of writing, regardless of the language, that is something non linguistic but cognitive that help the writer to meet the goal of producing effective and cohesive writing” (cited in Beare, p.2).

1.5 The Writing Ability

Writing is a mode of communication that employs sets of symbols to form words and sentences that stand for the sounds of speech, and obviously, there are rules and conventions which govern these symbols and words in order to enable individuals to express their thoughts. According to Harmer (2004) “Both writing and speaking have their own signs, symbols to make communication more effective” (p.10). Hence, writing is a special ability which allows the individuals to transform their thoughts into words in order to communicate their feelings in an effective way and a meaningful form.

Writing ability has become crucial nowadays for all sorts of individuals in all life fields. The reason behind that is to make communication easier, especially after the advancement in technologies has made people from all nations and cultures throughout the world closer and has given them the possibility to interact across languages. Hence in order to integrate oneself in the wider world of communication each individual should possess this specific ability to write (Harmer, 2004).

A great number of people, even the highly cultivated persons, find it very hard to express themselves through writing even in their L1. This serious difficulty may be due to individuals’ inability to generate and to organize ideas.

1.6 The Nature of the Writing Ability

The ability to write in L2 is becoming primordial in our global community, and this is mainly due to educational, business and personal reasons. Hence, instruction in writing is gaining an increasing role and teaching languages has become oriented more and more for communicative reasons and settings.

The nature of the writing ability can be explained from different perspectives. Firstly, writing can be compared with other skills like speaking and reading. Secondly, it can be studied as a social and cultural phenomenon and lastly writing can be defined as a cognitive activity (Weigle, 2000).

1.6.1 Writing and Speaking Interrelation

In language teaching and research, it is traditional to mention the four skills (listening, speaking, reading and writing) and show the extent to which these skills are interrelated and at the same time different in terms of the different cognitive mechanisms they involve.

It is important to consider the relationship of writing with all other skills, especially speaking and reading. Hence, in this section we will focus more on the relationship between writing and speaking from one side and writing and reading from another.

Studies have addressed the differences between writing and speaking from various perspectives. Grabe and Kaplan (1996 as cited in Weigle, 2000) have pointed out contradictory positions from the part of many linguists when it comes to historical primacy of writing and speaking. Linguistic inquiry has advanced that speech is primary and written language is only a reflection of spoken language. However, educational research gives writing primacy in terms of correctness over oral language. This traditional view has been neglected recently because it is advocated that neither oral nor written language is superior to the other.

Brown (1994) has summarized some of the basic characteristics that distinguish written language from spoken language (cited in Weigle, 2002, pp. 15-16).

Permanence: written language is permanent because it can be read as many times as one likes, while oral language is transitory and must be conceived in its time.

Production Time: writers spend more time in planning, revising and finalizing their words; while speakers, for instance, in a conversation must plan, review and deliver their sentences in few minutes.

Distance: it exists between the writer and the reader in time and space and this marks an absence of common context which is totally present between the speaker and the listener in face to face communication.

Orthography: in written language letters, words and sentences do not carry much of the information available in spoken language which is rich in devices such as stress, intonation, pausing, volume, etc.

Complexity: spoken language is easy because its sentences are short, and it contains much coordination and redundancy, while written language is more complex since it comprises much subordination and longer sentences.

Formality: writing is more formal than speaking because of its social and cultural uses.

Vocabulary: written texts comprise a greater variety of words which are less commonly used in oral context.

Indeed, Brown's list is simplified and the differences between writing and speaking go far beyond these surface features. In fact there are other features which distinguish writing from speaking such as the difference in their use in terms of setting, reason, communicative goals, and particularly the difference in cognitive processes involved in each mode. According to Grabowski (1996, cited in Weigle, 2002) writing and speaking are mostly used in different contexts and for different goals and he lists some reasons why

writing has to be used over speaking. He suggests that the choice is based on social and conventional standards besides other factors such as the cost and the benefit of each mode over the other. For instance, it is less difficult and less costly to send an e-mail than making a long distance phone call; however, if there is an emergency, it is more profitable to use the second alternative, which is the phone call.

To sum up the differences between writing and speaking, Sperling (1996, cited in Weigle, 2002, p.17) concludes saying:

To talk of written and spoken language differences is to consider the range of communicative purposes to which either writing or speaking is put in the sense, broader characteristics such as what gets said and what remains implicit, what is foregrounded and what is backgrounded and what is stated, by whom and under what circumstances-implicate the norms and the expectations of the range of contexts in which both writing and speaking are produced.

In other words, it is more beneficial to consider cultural and social settings in which writing and speaking are used than to give importance to surface features such as vocabulary and formality.

Besides the social differences that influence writing contrasted to speaking, it is very important to mention cognitive differences. Both writing and speaking involve cognitive processes, but it is obvious to say to what degree writing differs from speaking in terms of cognitive demands.

Sacks et al. (1974) and Grabowski (1996) state that the main difference on which we can base our comparison is the presence or the absence of the addressee (cited in Weigle, 2002). On the one hand, the writer does not bother himself to use cognitive implication to maintain the ongoing of a conversation, in contrast to the speaker who is all the time

devoted to avoid pauses by turn keeping signals. On the other hand, writers face a big challenge because of this absence of the addressee. Since there is no immediate feedback, writers must devote greater energy to managing all aspects of the information including the topic, the audience and the form of the text.

In short, written language is not simple talk put on a paper; it rather uses many linguistic resources and can be used to meet different communication goals. Furthermore, it is a unique mode of communication using sociocultural norms and cognitive processes.

Finally, Crystal (2005) suggests that “the differences noted between speech and writing are best thought of as trends rather than as absolute distinctions” (p.4). He mentioned the case of what he has called mixed medium, where the individual has to choose either speech or writing. He advocates that the reasons that make someone chose one should make him bear in mind the existence of the other and this will affect the nature of the language one will use.

1.6.2 Reading and Writing Interrelation

In a FL writing class, students are provided with a particular language environment where the writer can start to produce texts (paragraphs, essays). Teachers in that setting emphasize some aspects of writing such as: transitionals, sentence structure, or paragraph and essay development; but the question ‘what is the source of the input that the students use to develop their knowledge about the target language?’ is always raised when it comes to writing classroom practices. The traditional answer has always been ‘reading’.

Hence, there is strong evidence that a close relationship exists between reading and writing. Krashen (1984 as cited in Easterhold, 1990) advocates that the development of the writing ability derives from large amounts of self-motivated reading for interest and pleasure. Krashen says “it is reading that gives the writer the ‘feel’ for the look and texture of reader based prose” (cited in Easterhold, 1990, p.88). Stotsky (1983) also was interested

in understanding the interrelation of reading and writing, so she analyzed some L1 reading-writing correlation studies and advanced the following:

- 1) There exists close correlation between reading achievement and writing capacity. Thus, better writers are promising readers.
- 2) There are correlations between reading experience and writing level, so good writers read more than poor writers.
- 3) Correlations exist between reading ability and sophisticated syntactic complex writing. Good readers construct writing which is characterized by syntactically mature writing.

Albert et al. (2005) suggest exposing gifted learners to classic authors because “by studying the literary masters - their works, influences and personal lives – gifted students can develop advanced perspectives and original thoughts” (cited in Schnur and Marmor, 2009, p.717). Similarly, Fletcher and Portalupi (1998) are reported by Schnur and Marmor to have emphasized that students’ writing can only be “as good as the classroom literature that surrounds and sustains it” (p.717).

1.6.3 Writing: A Socio-cultural Act

Writing is not only a physical act; it is rather a social, cultural and cognitive act.

1.6.3.1 Social Aspect of Writing

Writing is more than a physical act done by an individual writer involving a cognitive effort. In fact writing is not an individual product, but it is rather a social and a cultural act (Weigle, 2002). Hamp et al. (1997) stated this same idea when they described writing as “an act that takes place within a context that accomplishes a particular purpose and that is shaped for its intended audience” (cited in Weigle, p.19). Similarly, Sperling (1996) is reported by Weigle to advocate that writing is “a meaning making activity that is socially and culturally shaped and individually and socially purposeful” (p.55). In a similar vein,

Hayes states that “Writing is also social because it is social artcraft and carried out in a social setting. What we write and who we write to is shaped by social conventions by our history of social interaction” (cited in Weigle, p.19).

Lately, research has used a social and contextual perspective to approach writing. Schultz (2000, cited in Lacasa, Martin del- Campo and Reina, 2012) has argued that the development of writing is closely relevant to its social, local and historical context and it is shaped by social interactions. Wells (1999) considered interaction as a key component in learning to write (cited in Lacasa et al., 2012). In the context of classroom, teacher and learners function as a single large group where the teacher supports learners’ work and peers help each other to create texts collectively. This mutual collaboration is structuring social interactions.

1.6.3.2 Cultural Aspects of Writing

The cultural aspects of writing have been explained by Kaplan (1966, cited in Weigle, 2002) who tried to analyse and describe a big number of ESL essays. Throughout this research, Kaplan tried to point to important differences in the written discourse of students coming from different cultures. This idea of contrastive rhetoric was criticized at the beginning, but later gained much respect. Grabe (1989), Kaplan (1996) and Leki (1992) stated that the variations in writing do not reflect differences in thought pattern but rather in cultural preferences (cited in Weigle, 2002).

Among the cultural variation that can be related to cultural differences, we have the Arabic prose, which is characterized by parallelism and much coordination in contrast to English in which writers prefer using subordination and hierarchical organization. Another example is the Spanish writing style, where writers prefer long introductions and slight focus on the main topic of an essay by digression and asides. In Chinese, however, writers tend to overgeneralize by giving many examples but without saying the main point of these

examples, in contrast with the English style which is known for its transparency and explicitness.

Thus, these cultural preferences can influence the coherence of the written texts and their organization as a whole, and hence writers can bring their own cultural background into their writing which might result in odd written productions. In fact, English speakers are familiar with writing which is hierarchically organized with clear statements and explicit connection between ideas. Hence, the writer who comes from a different culture has to be aware of these features of the English writing in order not to be misread by natives. Thus, there must be a match between the writers and the reader's expectation so that the reader can make a coherent interpretation of the text.

1.6.4 Writing as a Cognitive Activity

There are two types of writers: good writers, who plan, revise and reframe their work if necessary many times. The second type is the category of the novice writers who do not edit their work neither for content nor for organization. In an attempt to make and mark the difference between good and novice writers, many researchers such as Hayes and Flowers (1980), Breiter and Scardamalia (1987), tried to suggest models of cognitive writing processes (cited in Weigle, 2000). Such models help to answer questions such as: what are the cognitive/ mental processes which are involved in successful writing? What sources of knowledge do writers use when they write? And what other factors besides the cognitive factor influence the writing process?

The models of the writing process that are suggested by researchers help to define clearly the writing skill and the different processes involved besides possible differences that may exist among skilled and unskilled writers. They can also shed light on some external factors that may influence writing.

The first model we can begin with was designed by Hayes and Flowers (1980), (figure 1.2) who described the process of writing in terms of the task environment which included many components: The writing assignment, the text produced so far, the writer's long term memory, and a number of cognitive processes.

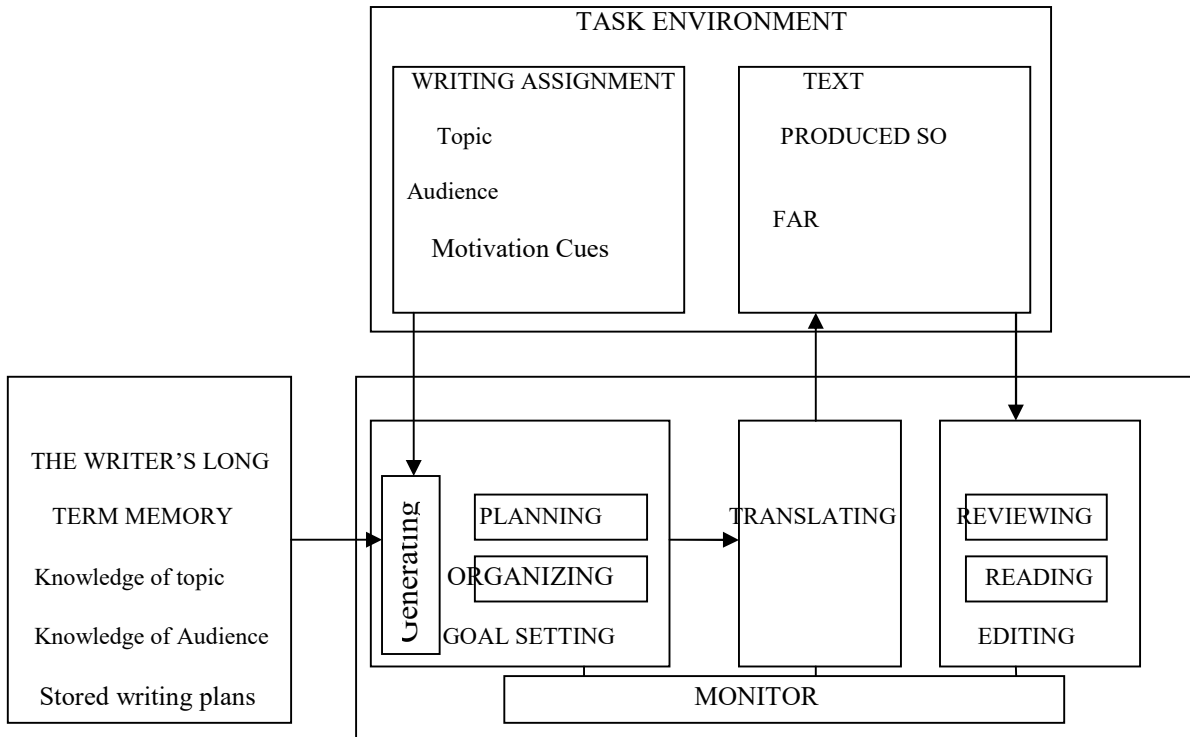


Figure 1.2: Hayes and Flower (1980) Writing Model (cited in Weigle, 2002, p. 24).

The Hayes and Flowers model illustrates various issues in writing, and attempts to focus on different factors that affect the writing process, especially those related to the internal factors.

The second model is that of Hayes (1996), and this time writing is considered as an operation which combines two important components: (1) The task environment and (2) the individual. The main focus of this model is the individual and its aspects are: working memory, motivation, affect, cognitive processes, and long term memory (figure 1.3).

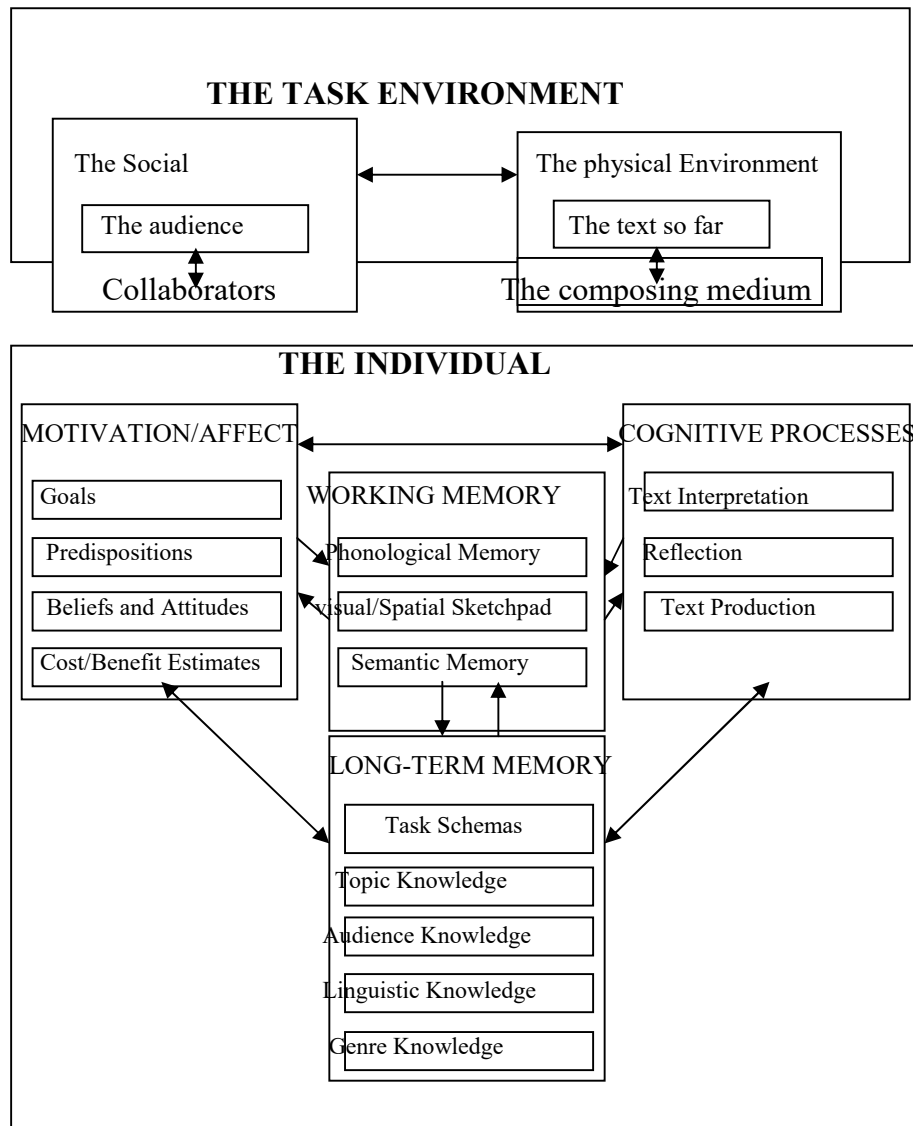


Figure 1.3 Hayes (1996) Model (in Weigle, 2002, p. 26).

The above model outlines the importance of motivation and affect in writing, particularly, writer's goals, predispositions, beliefs and attitudes, and cost/ benefit estimates. For example, when the students have a positive belief about their writing ability, this will influence and increase the amount of effort they will exercise. In other words, students who fail to write try to work harder if they are convinced that success is due to additional effort; however, if they believe that success is the result of innate abilities, they will work less and give up all attempts to improve.

The third model is Bereiter and Scardamalia (1987). This model is a very important and influential one because it comprises two- model description of the writing process. This model proposes a distinction between two types of writing. The first one involves what is named Knowledge Telling, which needs very little planning or revision. In reality, anyone who is fluent speaker of a language and has a grasp of its writing system can realize it. However, the second type of writing involves what is called Knowledge Transforming which demands much more efforts, skill and practice. In this type of writing, the individual uses existing knowledge to create new knowledge.

Bereiter and Scardamalia models of ‘knowledge telling’ and ‘knowledge transformation’ are found in figure 1.4 and figure 1.5 respectively.

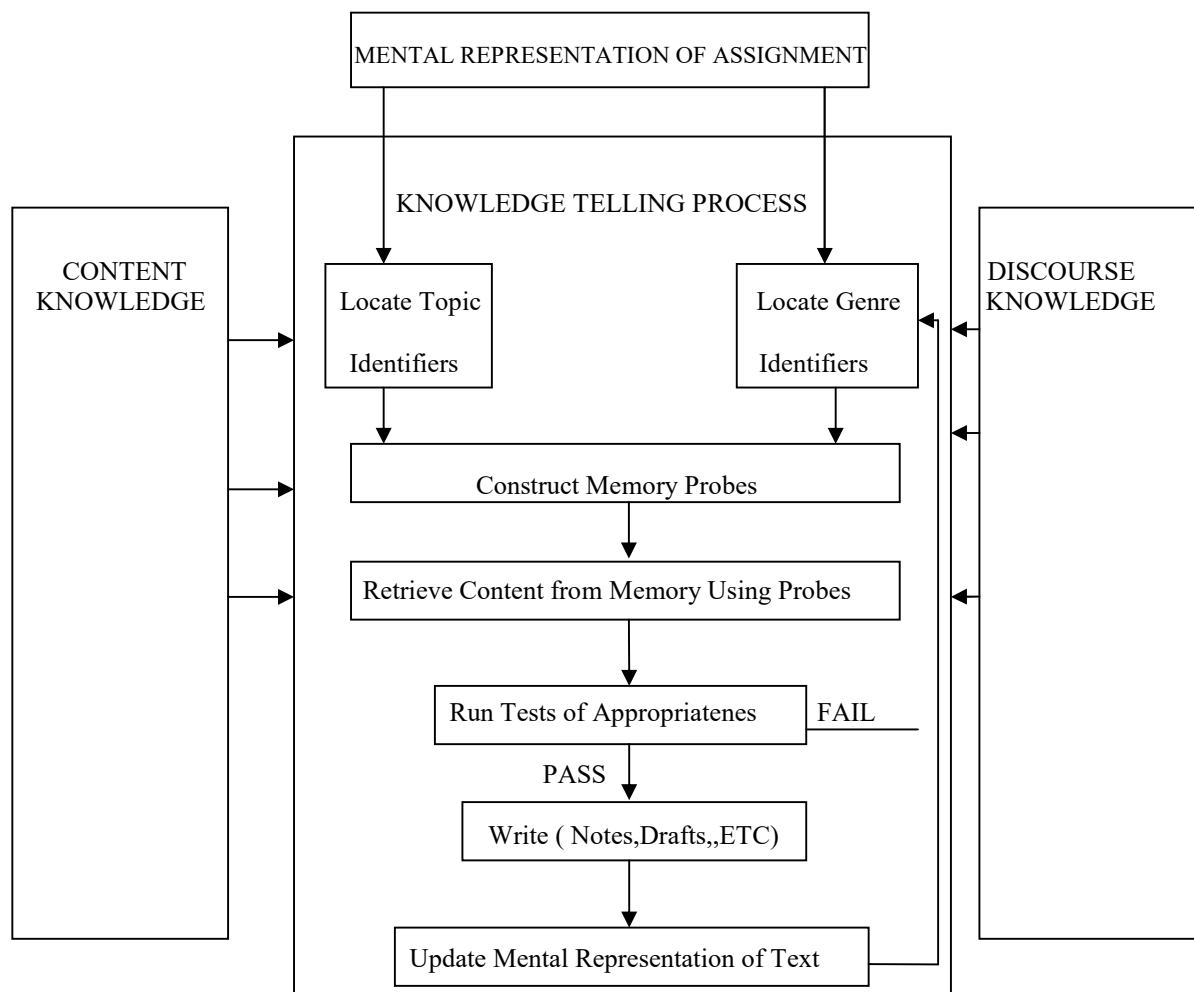


Figure1.4 Structure of the Knowledge Telling model by Bereiter and Scardamalia, 1987 (in Weigle, 2002, p. 33)

As figure 1.4 demonstrates, the writer uses both content knowledge (what he knows about the topic) and a discourse knowledge (a schema for the type of writing required by the assignment such as an argumentative essay or a descriptive one). These discourse cues are used to search one's memory for elements relevant to the task required. Furthermore, there is a test for the appropriateness of the items (ideas) used.

In opposition to knowledge telling, knowledge transformation involves more efforts, more skills, and more practice as figure 1.5 shows.

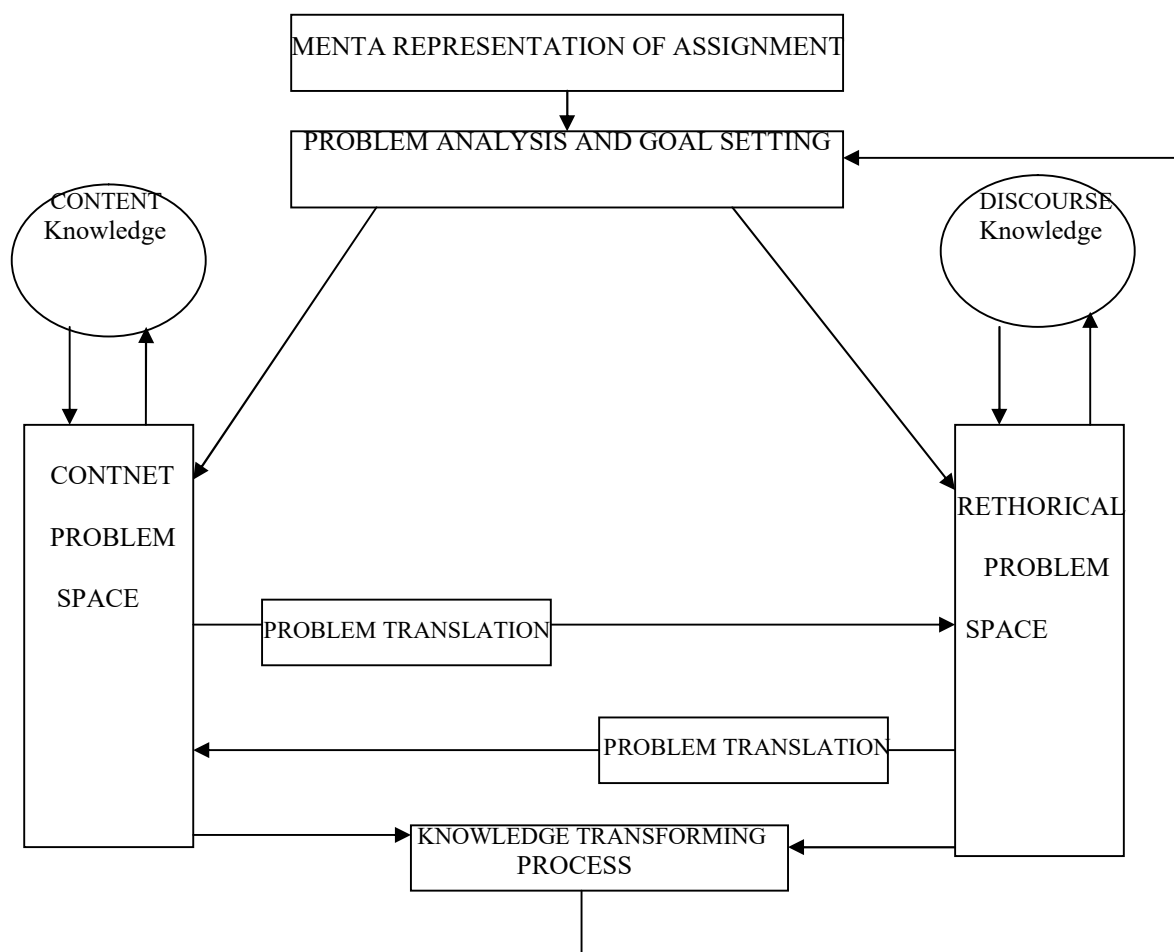


Figure 1.5 Structure of the Knowledge- Transforming Model by Bereiter and Scardamalia (cited in Weigle, 2002, p. 34).

This model shows how skilled writers work on their writing; they use strategies that are different and very refined from those of unskilled writers. The first step in the process of knowledge transformation is problem analysis and goal setting, and these lead to two

domains: The content problem space and the rhetorical problem space. In the first one (content space) the writer deals with issues of belief and knowledge, while in the second (rhetorical problem space) the writer works on the best way to achieve the goal of the writing assignment. Both strategies are interrelated and lead to each other.

The 1990_(s) witnessed a change in focus because research developed new models which were based on further in-depth analysis of the working memory and long term memory and their impact on their writing proficiency. Those new models also addressed social and motivational aspects of the writing process. Three models were developed by Kellogg, Hayes, Van Berg, and Rijlaarsdam (1996). Kellogg focused on adapting Baddely's working memory model to the entire writing process; Hayes concentrated on developing detailed sub-processes employed during revision stage; Van Berg and Rijlaarsdam added the component of time into the writing model(cited in Becker, n.d.).

There was a continuous development and refinement of many cognitive based writing models. As a result, much composition research has been reserved to analyze key aspects of writing models of the 80_(s) and the 90_(s) and to design studies that can measure the cognitive activities employed by novice and good writers to compose/revise texts. The purpose was to verify whether the models can predict exactly what happens from the first stage of planning the writing assignment until the completion of the written task in order to find out how writers can reach expertise in writing. Alamargot and Chanquoy (2001) advanced that "maturity and practice are two key components that lead to better writing ability" (cited in Becker, n.d., p.34).

They analyzed various mechanisms used during the writing process focusing on implications resulting from differences in working memory capacity between inexperienced and expert writers. They discovered that the writing ability is affected by how much knowledgeable the writer is about the topic, in addition to his/her ability to use

appropriate “linguistic resources and rhetoric strategies” (cited in Becker, n.d., p.35). Allal, Chanquoy and Largy (2004), as reported by Becker, suggested that the analysis of different instructional techniques to find out how they promote cognitive processing might assist writing teachers to help novice writers to gain the needed skills to revise “on both a local and global level” (p.38). In short, we can deduce that there is a reciprocal relationship between cognitive research and educational research since both contribute to design the most effective methods to assist students to write/revise their texts efficiently.

1.7 Second Language Writing

There has been an agreement in the past few years that L2 writers use almost the same writing processes in their L2 as they do in their L1 and the expertise in writing can be transmitted from L1 to L2. However, the relative deficiency in L2 Knowledge can hinder writing because of the fact that individual writers focus more on language rather than content (Weigle, 2002).

Reid (2001) tried to analyze the differences that may exist between L1 and L2 writing and claimed that writing in L2 is “more constrained, more difficult, and less effective” (p.200). According to Reid L2 writers do less revision for content, have more difficulty with setting goals, generating ideas and organizing material. In other words, because of the high implications of cognitive capacities from the side of the L2 writer to issues of language, problems and deficiencies appear at the level of content and organization, and this is mainly due to the limited language proficiency. Furthermore, poor comprehension skills are another factor that can limit the capacity to use one’s own writing. Indeed, the process of transforming internal representation (ideas) into written passages is impeded by a lengthy search for the appropriate lexical and syntactic element and this may result in a mismatch between the text and the writer’s original intention.

Weigle (2002) adds that limited awareness of the socio-cultural uses of writing can be another factor that hinders the L2 writers from finding out the right ways to express different functions in writing and meet various expectations of readers from a different culture.

An additional factor that can be added is the motivational and the affective factor. Many of the research findings prove that there is a close link between affect, motivation and L2 learning (and this can be applicable to L2 writing). Gardner and Lambert (1972), Schumann (1978) and Pierce (1995), detected a very strong relationship between, the learner's big desire to discover a new culture and his success to learn a second language (cited in Weigle, 2000). In this respect Shen (1988) traces the importance of changing one's identity to be able to write well in a second language. He said "In order to write good English I knew that I had to be myself, which actually meant not to be my Chinese self. I had to create an English self and be that self (cited in Weigle, 2000, p.37).

Hence, the motivation to integrate into the new culture and to invest in the new language is relative because it can be pressing for some while not for others. For instance, some graduate students studying abroad may not find it necessary to adapt themselves to the new culture and the L2 environment because their journey in the host country will come to an end. Similarly, L2 learners who want to acquire language only for the sake of personal enrichment can have weak motivation to invest in the language and this may influence the energy and time they would devote to write well.

Grade and Kaplan (1996) have given another list of factors that may influence writing as well. The list comprises: grades, higher proficiency, learning new information, future job/ promotion, impressing teachers or other students (cited in Weigle, 2000).

1.8 Effective Writing

Good and effective writing is more than just correct writing. According to Nordquist (2015), effective writing is writing that responds to the interests and needs of readers. He advances some characteristics of good writing:

- It has clearly defined purpose.
- It makes a definite point.
- The information is clearly connected and arranged.
- The words are appropriate and the sentences are concise, emphatic and correct.

Hence, we can deduce that writing is the outcome of hard work and much practice, and it is not a gift we are born with. Therefore to be good writer means to produce easily correct pieces of writing and this ability enables students to express their ideas and thoughts in an appropriate way. But as mentioned earlier in this section, effective writing must have purpose besides enough vocabulary and awareness of the language rules, and structure. Barrass (2005) defined four reasons that push a writer to produce texts: helping to remember, observe, think and communicate. Thus, writing can be a means to influence other people's ideas and actions.

Donovan (2012) states eight distinctive characteristics to good writing:

- Clarity and focus.
- Organization.
- Ideas and themes.
- Voice (unique way of stringing words together).
- Language (word choice).
- Grammar and style.
- Credibility or believability.
- Thought provoking or emotionally inspiring.

Therefore, successful writing in English requires some fundamentals of good writing like the ones stated above.

1.9 Writing Competency

Writing in contrast to speech requires more instruction and even with that not all learners succeed to master it. In effect, writing is a challenging task for both L1 and L2 writers who struggle to achieve competency. Al-Mahrooqi, Thakur and Roscoe (2015) state that EFL and ESL learners developing writing competency consume much more time even when they are taught in Anglophone universities and colleges and are hence submerged in English speaking context.

In EFL classes, writing competency is required in all disciplines because it is the skill that defines the students' level. In addition, it is writing which enables students to express their ideas and even to answer in exams. Writing is greatly related to improving the students' level in EFL class since it is an activity which takes place most of the learning time. In other words, students write all along the lesson time when they take notes, write lessons, do assignments, prepare research papers or projects.

According to Krashen (1984), writing competency is “the abstract knowledge the proficient writer has about writing” (p.20). Hence, a competent writer is a good writer, who knows to control his text by making it clear, organized, correct, detailed, and unified.

1.10 Sub-skills of Writing

Writing requires writers to have certain basic sub-skills. We can subdivide writing into eight sub-skills.

- **Spelling:** in spite of the fact that incorrect spelling does not prevent understanding of the written text, it gives a bad image and shows a lack of education or care. Spelling is the most difficult sub-skill compared to others, and the main reason is that “the correspondence between the sound of a word and the way it is spelled is

not always obvious (Harmer, 2001, p. 256). For instance a single phoneme can have different spellings (*paw, poor, pore, pour*), and the same spelling may have different sounds (*or, word, information, worry, correspond*). According to Harmer another reason that makes spelling difficult is that different varieties of English spell the same words in different ways. For instance *color or colour/ theater or theatre/ apologise or apologize*.

- **Punctuation:** the use of punctuation varies from one writing community to another. Also there are rules and conventions, for instance, in letters, reports, or academic essays. According to Harmer (2001) these rules “are frequently non-transformable from one community or language to another” (ibid). Hence, violation of the rules of punctuation and layout can make a piece of writing awkward to readers. Indeed, EFL students should focus on the use of different punctuation marks and to master all layout conventions in English in order to produce appropriate passages of writing which would be acceptable to English readers.
- **Orthography:** students whose native orthography is different from English face difficulty in writing. And although acquiring orthography is a compulsory element in many languages, today more written communication takes place from a computer keyboard; learners should couple learning language with learning orthography which includes spelling, capitalization, and punctuation (Harmer, 2001).
- **Writing at required speed:** writing assignments is given a specific time and the students always complain about the time allotted to this skill (writing). Leaver, Ehrman and Shekhtman (2005) argue that it is difficult in writing to have “control over the speed of production and the content of the message” (p.13) and they attribute this to the alphabet of the L2 which is different from that of the learners’

native language. Leaver et al. add that the learners need much practice before they can expect to have any kind of speed in writing. Furthermore Writing, especially inside a language class is allocated with specific time, so the students should limit themselves to that time quantity. Acquiring this writing sub-skill would make learners aware of time limit and would teach them to overcome this problem and control time instead.

- **Linguistic Competence:** according to Chomsky, language competence is the perfect language system that enables speakers to “produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from non grammatical sentences” (cited in “Linguistic competence,” n.d. para.2). This means that possessing linguistic competence is having an innate, unconscious and Linguistic Knowledge (grammar/syntax).

Dell Hymes (1966) reacted against Chomsky’s notion of competence, and he introduced the term communicative competence, which refers to the language users’ grammatical knowledge of syntax, morphology, phonology as well as the social knowledge about how and when to use utterances appropriately (cited in “Communicative competence,” n.d.). Hence, the student writer should possess both the linguistic and the communicative competence to produce correct and appropriate pieces of writing.

The theory of communicative competence which makes a strong foundation to the communicative approach to FL instruction added other components to sub skills of writing (cited in “Communicative competence,” n.d.).

- **Cohesiveness:** Canale and Swain (1980) referred to communicative competence in terms of three criteria:
 - ✓ Grammatical competence (word, rules).
 - ✓ Socio-Linguistic competence (appropriateness).

- ✓ Strategic competence (appropriate use of communicative strategies).

Canale (1983) corrected the above components adding a fourth component which is discourse competence that includes Cohesion and Coherence. He meant by this the way to make a text well organized and well structured. This can be realized according to Canale through good sentence placement and connection to construct meaningful and correct written passages (cited in “Communicative competence”).

- **Focus on relevant messages (themes):** the writer should give all his effort to the content part of the language (message) and not just the level of the language. In order to achieve this, teachers need to give more relevance and importance to the activities they choose: they should be meaningful, realistic and relevant, based on learners’ needs, and interests. Hence, the themes here are the core of the study not the form or how it is expressed (passage).
- **Style and Register:** Register in writing is divided into four categories: ‘Familiar’, ‘informal’, ‘formal’, and ‘ceremonial’. However, style in writing means the writer’s choice of vocabulary, and the accuracy of their use in written texts. Register and style are important writing features at university level. Hence, it is important for students before starting the writing process to be aware of two things: the genre and targeted audience i.e. to whom the written text is meant. In order to achieve this end successfully, students should be familiar with all types of register and styles that can fit any sort of writing. Style is the identity of the particular writer, while register is the identity of the text (“Register types,” 2011).

1.11 Teaching Writing

There are many approaches which can assist instructors in teaching writing. Indeed, the teacher is the one who decides how to implement teaching writing in class by specific

conceptualization and accurate organization. Hyland (2003, pp.3-4) suggests some orientations which may be appropriate for some teaching situations:

1.11.1 Focus on Language Structures

Writing is seen as an organized set of words, clauses, and sentences arranged and structured according to specific rules. From this perspective L2 writing is seen as a product with certain grammatical features. Hence, learning to write from this perspective involves the following elements: linguistic knowledge, syntactic patterns and cohesive devices which are necessary to build blocks of texts.

According to Hyland (2003) the focus of teachers on structures to teach writing is basically a four stage process.

- ✓ **Familiarization:** learners are taught some grammar and vocabulary through a text.
- ✓ **Controlled writing:** learners master some fixed patterns often from substitutional tables.
- ✓ **Guided writing:** learners imitate sample texts.
- ✓ **Free writing:** learners use the patterns (structures) they have practiced to write paragraphs, essays, letters, etc.

1.11.2. Focus on Text Functions

After learning different language structures, the learner needs to know to choose the pattern that fits his/her purpose. Here teachers must teach learners how to link structure to meaning. This means that certain language forms serve particular communicative functions. The aim of this focus is to teach students to develop different types of paragraphs by knowing how to write topic sentences, supporting details, and transitionals.

1.11.3. Focus on Creative Expression

All writers have an innate potential to create and can learn to express their own ideas and experience if they are given more freedom and more personal insights in the process. Thus, writing is originated from self-discovery controlled by writing topics which are interesting to the learners. So, teachers have to choose topics which are appealing and have to let learners write spontaneously using their own words, and personal ideas and thoughts.

1.11.4 Focus on the Writing Process

Much research is done to understand better how learners go about writing tasks and how they learn to write. It is recognized that cognition is crucial in the process and much attention is given to training learners through planning and editing activities. In addition, there is much attention paid to the process as a whole from the beginning till the end by observing what writers do exactly when they write.

Hyland (2003) considers the writing process as “a rich amalgam of elements of which recognition is only one” (p. 13). Hence, there are many elements which must be emphasized to explain what goes on in the writing process such as: the psychological factor, the cognitive and the social factor. Therefore, even when we give the students everything, and they succeed to make their own texts, this does not mean that these guidelines are enough tools to develop other kinds of texts. In short, it is important to teach students different approaches to writing because a single approach does not help students to master developing different kinds of texts.

1.11.5 Focus on Content and Genre

Students are given tasks in reference to substantive content. Hence, themes and topics should be of interest and should be in relation with the course purpose.

Normally students should possess a basic knowledge about the themes so that to be able to write about them meaningfully. Some teachers let the students free to choose their own topics.

Focus on genre is an orientation to teaching writing which goes beyond subject content, composing processes and considers writing a way to interact with readers. Here more attention is devoted to using language patterns to write a coherent, purposeful prose, grammar, linguistic patterns and text forms are important elements to convey information correctly and effectively to readers. The importance of genre orientation is that it integrates discourse and contextual aspects.

1.12 Approaches to Teaching Writing

Students vary in their ways of learning and this fact leads to the assumption that they engage in academic tasks such as academic writing in different ways. Students' beliefs about learning affect their choices of writing strategies and this affects on its turn their learning outcomes. However, instructors should direct students in their academic writing to follow one specific approach because there are many approaches to the practice of writing. There are basically five different approaches:

1.12.1. The Product Approach

Pincas (1982) is one of the authors who provided a very explicit description of the product approach. She thinks that writing has to do mainly with linguistic knowledge, good choice and appropriate use of vocabulary, in addition to correct syntax and coherence (cited in Badger and White, 2000).

According to Badger and white (2000) in learning to write, individuals have to go through different stages: familiarization, controlled writing and free writing. Basically, writing in this approach is seen as merely consisting of a knowledge of the structures and

progress in writing is seen as a matter of imitating a model input in the form of texts provided by the teacher.

Silva (1990) states that the product approach is the result of a marriage between structural Linguistics and the behaviouristic learning theories, and writing is viewed as a product of grammar and lexical Knowledge (cited in Hylland, 2003).

1.12.2 The Process Approach

In contrast to the product approach, the process approach emphasizes the importance of all stages of the writing operation. It advocates a constant control and guidance from the pre-writing phase, all through the editing and drafting stage and arriving finally at the publishing phase (Harmer, 2001, p. 257). Dyson and Freedman (2003) conducted a research to study the impact of using the process approach on student achievement. The results indicated positive effects because a strong correlation was found between higher scores and application of the writing process “it is difficult to evaluate the degree to which the approach in [the USA] as a whole has improved student writing” (cited in Englert, Mariage and Dunsmore, 2008, p.282). However, Pritchard and Honeycutt (2006) claim that the application of the process approach in instructional settings is uneven across time and grade; “Students need structure and sequence and do not benefit from pick and choose approach to teaching writing” (p.28). In other words, teachers do not fully implement all the stages and this prevents students to construct a repertoire of writing strategies.

The ultimate aim of the process approach is to make students aware of the procedure which should be taken to make a piece of writing together in the most effective way. Tribble (1997 as cited in Harmer, 2001) describes the process of writing with its different stages as being recursive. The writer goes forward and backward between all the stages. For instance, in the editing stage, the writer may feel the need to go back to the pre-writing stage to generate more ideas.

White and Arndt (1991) consider that “writing is re-writing; that revision– seeing with new eyes – has a central role to play in the act of creating text” (Cited in Harmer, 2001, p. 258).

White and Arndt create a model which represents the various recursive writing stages.

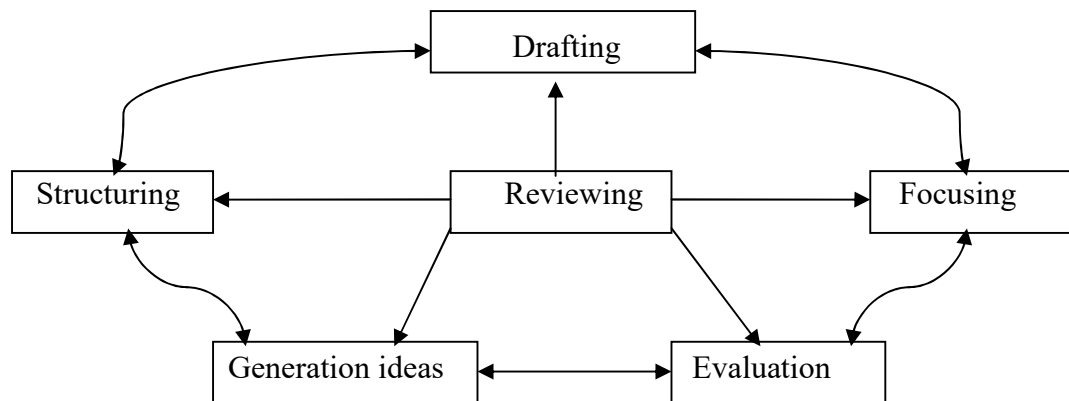


Figure1.6. White and Arndt’s Process Writing Model (cited in Harmer, 2001, p.258)

As the model shows, the different stages are interrelated and function in a recursive way. Hence, writing consists of drafting, structuring (ordering information, experimenting with arrangement, etc.), reviewing (checking context, connections, assessing impact, editing), focusing (that is making sure you are getting the message across), and generating the ideas and evaluation (assessing the draft and/or subsequent drafts).

The process approach proved to be very successful but one of its disadvantages is that it takes much time in the fulfillment of the different stages. However, its most important advantage is that it involves students in much class discussion research, language study, etc. Pritchard and Honeycutt (2006) note that most of the research favors the use of the process approach as it is considered as more effective than the other approaches “in term of improving writing attitudes and products”(p. 28).

1.12.3 The Genre Approach

It is believed that the genre approach is an extension of the product approach. Nevertheless, in the genre approach, the social context is a crucial component in the writing task. According to Harmer (2001), students in this approach study first texts in the genre before they undertake actually the task of writing.

Many advocated a genre based approach for the teaching of academic writing and among them Reid (2001), who considers that the need for these kinds of knowledge is “crucial because they [students] often have little or no acquaintance with such functions and forms by which writers fulfill the linguistic and rhetorical expectations of academic audience” (cited in Bruce, 2008, p. 112).

There were many arguments against the use of the genre approach and the main claim was that it is more suitable to ESP (English for specific purpose) students. Another argument against the implementation of the genre approach was that students writing in a specific genre need a lot of knowledge in the topic, convention and style of the genre, the context where their writing will be read and, even a knowledge about the audience. The last argument says that what the students write is only a reproduction rather than “a creative act” (Harmer, 2001, p. 259).

1.12.4 The Creative Approach

According to Gaffield-Vile (1998), writing is “a journey of self-discovery and self-discovery promotes effective learning” (cited in Harmer, 2001, p.259). Creative writing makes students more engaged in tasks and they fight and challenge themselves to produce correct writing. In assignments like writing a poem or a story, students use personal experience, and this increases their motivation to strive to find the right language.

Hylland (2003) approves the importance of creative writing, and says that the ultimate goal of this approach is to demonstrate the pure creation of learners. The students, in this

approach, are the leaders of the writing process because learning is focused on more than teaching, and instruction is made a co-operative process where learners do not follow any imposed models.

The approach was criticized for many reasons. The first criticism was that the ‘product pride’, a student feels may vanish when there is no appropriate reader audience (Harmer, 2001). Also creating may be a difficult and painful experience when students find imaginative writing hard because they may have “nothing to say” (ibid, p.260), and hence the experience of creative writing may turn to be de-motivating and frustrating.

1.12.5 The Communicative Approach

It was proposed by Raimes (1983), and it was designed to combine all the positive components of each approach to teaching writing; this is why it was named eclectic approach. In fact, the communicative approach is based on many principles, and some of these are:

- Creating link between writer and reader by communicating the reader’s expectations and fulfilling the writer’s objectives.
- Engaging the writer into real life because of the social nature of this approach.
- Engaging the whole class in discussing the students’ written works in terms of ideas and constructions.
- Supervising the learners writing in each step of the process.
- Provoking and supporting creativity.
- Exposing learners to different genres and styles.
- Evaluating the final written productions of students.

Thus, the student is the core of the learning operation and the teacher only guides, supervises and encourages learners to write.

CONCLUSION

Since languages have been taught, teachers have always asked students to write on their notebooks sentences, paragraphs, and essays. For a long time, it has been noticed that writing was only a support for learning grammar and vocabulary rather than a skill on its own right. Recently, teachers, methodologists and course designers have begun to teach this skill with new ways which acknowledge its importance and emphasize its value .They have started by studying the relevance of L1 and L2 research writing, investigating the cognitive/mental processes involved in good writing and looking for the best effective approaches and methodologies to develop and refine the learners' writing skills. In fact, writing in a language class requires an understanding of the nature of writing in L2 and a specific conceptualization about how to combine various components of language successfully and also an accurate organization of the content.

CHAPTER TWO

ERROR ANALYSIS OF STUDENTS' WRITING

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Conclusion

CHAPTER TWO

ERROR ANALYSIS OF STUDENTS' WRITING

INTRODUCTION

Contrastive analysis, error analysis and interlanguage are known to be branches in applied linguistics science. They are different disciplines which developed at times as rivals and at other times as complementary. Researchers in error analysis, contrastive analysis and interlanguage have always been investigating the sources of mistakes and errors that students commit during the process of second or foreign language acquisition.

This chapter will give an overview of the disciplines of applied linguistics and the sources of errors in L2 writing. This chapter will present the pedagogical value of error analysis and the nature of interlanguage and its interrelation with fossilization. Furthermore, some of the most famous error taxonomies will be explained and the main sources of errors in L2 writing will be denoted. It will end with exposing some remedial strategies to reduce students' errors in writing.

2.1 Contrastive Analysis

This sub-discipline of linguistics started to gain interest in the 1950s and 1960s. Gass, Behney and Plonsky (2013) defined contrastive analysis (CA) as a method to compare different languages to define potential errors for the sake of isolating “what needs to be learned and what does not need to be learned in an L2 learning situation” (pp.85-86). Lado (1957) said that the ultimate goal of CA is to discover areas of difficulty in L2 when a researcher does: “a structure-by-structure comparison of the sound system, morphological system, syntactic system and even a cultural system of two languages for the purpose of discovering similarities and differences” (cited in Gass et al. 2013, p.86). Thus, contrastive analysis is the systematic study of a pair of languages with a purpose to identifying their structural differences and similarities.

Contrastive studies brought pedagogical materials which are useful in teaching L2 and which are based on the following assumptions (Gass and Selinker, 2001, pp.72-73):

- CA is based on theory of language that claims that language is a habit and that learning language involves learning a new set of habits.
- The main source of error production and/or reception of a L2 is the native language.
- One can explain errors on account of differences between L1 and L2.
- The greater the difference between L1 and L2 the more the errors will occur
- One should learn the dissimilarities that exist between the two language systems.
- Difficulty and ease in learning are determined respectively by differences and similarities between the two languages.

Several linguists are considered pioneers in the field of target language (TL) pedagogy, counting Henry Sweet, Harold Palmer and Otto Jeperson and all of them emphasized the ‘pull of the mother tongue’ in learning the TL. However, it was Charles C. Fries the establisher of contrastive linguistic analysis as an essential part in the methodology of language instruction. He proved that the most effective materials for foreign language teaching are founded upon a description of the TL carefully with a parallel description of the native language of the learners (Sridhar, n.d.).

CA has mainly two versions: a strong one which claims that patterns that cause learners’ problems can be predicted by comparing systematically the language and the culture to be learned with the native language and culture of the student (Lado, 1957). The weak version according to Wardhaugh (1983) states that learners’ difficulties are obvious and a comparison of the native language of the learner and the target language can explain these difficulties (cited in Khanshir, 2004).

The contrastive analysis hypothesis (CAH) claimed that all errors in TL are attributed to L1 interference; nevertheless, this view could not be proved by empirical evidence that was gathered in the mid and late 1970s. Hence, the problem with CAH is that sometimes learners commit errors that could not be predicted by the hypothesis and other times do not make all errors predicted (Gass et al., 2013).

Chen (2007) points out that CA received attacks from three quarters:

1. There were doubts concerning the ability of CA to predict errors
2. There were theoretical criticisms concerning the feasibility of comparing languages and the methodology of comparison applied in CA.
3. There were reservations about whether CA could provide any relevant suggestions to language teaching.

To overcome the shortcomings of CA, it is suggested that teachers should associate CA with error analysis in the identification and analysis of errors made by students.

2.2 Error Analysis

Ellis and Shintani (2013) defined Error Analysis (EA) as “a method of analyzing learner errors by identifying, describing and explaining them. Error analysis for pedagogical purposes has a long history, but its use in investigating how learners learn a language began only in the 1960s” (p.336). Historically speaking, the appearance of EA was partly a reaction against behaviorism because the EA theory believed in the learners’ power of hypothesis formation in the process of L2. It was a trend towards a more student centered approach (Basturkman, 2013).

According to Gass et al. (2013) EA is a kind of linguistic analysis that emphasizes the errors made by learners. Unlike CA the comparison is made between the errors made in the TL and the TL form in itself. In the 1950s and 1960s there was a shift of interest in L2 studies from pedagogical issues to a new conceptualization of errors and this was due to

the publication of an article by Corder (1967) entitled “*The significance of learners’ errors*”. Errors in Corder’s view are not something to be eliminated because they can be important in and of themselves. Gass et al. (2013) confirmed this viewpoint when they noted that:

Errors can be taken as red flags; they provide a window into a system-that is evidence of the state of a learner’s knowledge of the L2. They are not to be viewed solely as a product of imperfect learning; hence, they are not something for teachers to throw their hands up in the air about. Rather, they are to be viewed as indicators of learners’ attempt to figure out some system-in other words, to impose regularity on the language the learner is exposed to (p.91).

Hence, instead of considering errors as something to be deracinated, we have better to adopt a positive view and accept them as essential and inevitable in the learning process.

Corder (1967) distinguished between errors and mistakes (cited in Gass et al., 2013). **Mistakes** are similar to slips of the tongue and Gass et al. describe them as ‘one- time-only event’; that is, they are not likely to reoccur repeatedly. The speaker who makes the mistake can recognize it and correct it. **Errors** are systematic because they can occur repeatedly and the learner is sometimes unable to recognize them as errors. The error proves that the learner has integrated a particular erroneous form (from the perspective of the TL) into his/her system. In reality, from the perspective of a teacher or a researcher, these erroneous forms are errors; in contrast, from the perspective of the learners they are not because individuals have developed a grammar system or interlanguage (IL) where everything they produce in the TL belongs there. Hence, errors are only errors with reference to external norms (in this case, the TL).

EA views that learners' errors are not mistakes resulting from interference or transfer from L1 but considers the errors as evidence of the existence of underlying universal learner strategies. Proponents of the theory suggested collecting and classifying the errors into categories which could lead to results useful in providing feedback for language learning and language learning theory. Hence, EA was multifaceted because it provided both theoretical and practical data that could be interesting to both linguists and teachers respectively. In fact, EA results were very promising but the problems involved in its application led to its marginalization (Gass et al., 2013).

According to Gass et al. (2013) a great deal of the findings of EA were conducted in the context of the classroom. The ultimate goal of such practices was to introduce pedagogical remediation. The following are steps carried out in applying an error analysis (p.92):

- **Collect data:** written data typically serve as the base; however, even oral data can be used.
- **Identify errors:** Determining the kind of the error, whether it is an incorrect sequence of tenses, wrong word order, or wrong verb form, and so on.
- **Classify errors:** errors are grouped into categories (errors of agreement, errors in irregular verbs, etc.).
- **Quantify errors:** Calculating how many errors of agreement occur, and how many errors of irregular verb forms, and so on.
- **Analyzing the source:** Determining whether the source of the error is L1 interference or something else.
- **Remediate:** pedagogical intervention is applied depending on the type and frequency of the errors.

Hence, teachers and researchers carrying EA are motivated with a desire to improve language teaching and to remediate pedagogy.

2.2.1 Sources of Writing Errors from Error Analysis Perspective

According to Kwan, Chow and Sharon Wong (2014) EA offers researchers and instructors a wider range of potential explanations to account for errors than CA, since the latter simply attributes errors only to the NL. In fact, there are three principal error types within an EA framework: Interlingual, intralingual and developmental.

- **Interlingual errors:** The term was first introduced by Selinker (1972), originating from the inter-language hypothesis. She referred to the linguistic system that has “structurally intermediate status between the learners L1 and TL” (cited in Kwan et al., 2014, p.166). Corder referred to this concept as ‘Idiosyncratic Dialect’, while Nesmer considered it as interchangeable with the concept of ‘Approximate System’ (cited in Kwan et al., 2014). All the researchers cited above agree that errors produced by L2 learners occur due to the **transfer** effects of their L1 system. The effect of transfer can be either positive or negative, depending on the degree of similarity or dissimilarity of the two language systems in terms of phonological, lexical and structural patterns.
- **Intralinguage errors:** They refer to errors made by learners because they cannot understand well the grammatical rules of the target language. According to Richards (1971) these problems are due to:
 - faulty generalizations, incomplete applications of rules and failure to learn conditions for rule application, the learner attempting to build up hypothesis about English from his limited experience of it in the classroom or textbook (cited in Kwan et al., p.167).

- **Developmental errors:** Richards (1971) as reported by Kwan et al. postulated that these types of error occur when a learner's competence is less than satisfactory at a specific stage when compared with the learning pace of his/her peers. Developmental errors are in no way the result of negative transfer of L1.

EA received three important criticisms (Chen, 2007):

1. Its complete dependence on errors to the exclusion of other information.
2. The non-error phenomenon offers useful information about another learners' linguistic behavior, such as avoidance (learners' tendency to avoid structures which are absent in their native language).
3. Schuman (1979) demonstrated that errors can be attributed to both knowledge of the target language and the native language, which means that considering only the target language for analysis is not sufficient (cited in Chen, 2007).

2.2.2 Error Analysis and Avoidance

Kleinman (1977) and Schachter (1974) were critics who argued that EA ignores the strategy of **avoidance** which occurs “when learners take advantage of the paraphrase potential of language to avoid-consciously or unconsciously-the use of words or structure that they find difficult” (cited in Murcia, Brinton and Goodwin; 1996, p.20). For instance, a learner can avoid employing relative clauses by constructing a paraphrase of two simple sentences. Similarly, in case learners do not remember whether to say “civility” or “civility”, they can paraphrase with “good behavior” or use another similar expression.

Thus, in order to prove the existence of avoidance, a teacher or a researcher can observe that learners when given a specific assignment have tendency to use a specific word or structure with lower frequency if compared to native speakers performing the same task. In addition, research proved that avoidance is a learning strategy which is not exclusively syntactic and lexical but it could be potentially applied to all areas of SLA.

Hence, researchers can account for the existence of systematic errors; besides, they can account for the systematic absence of a particular form and this was an important criticism to EA theory.

2.2.3 The Pedagogical Value of Error Analysis

The study of EA has much pedagogical value as it was pointed in Kwan et al. (2014, p.166):

- The study of errors made by students in their written productions and assignments can be very important indicators of the effectiveness of teaching.
- It offers teachers very valuable evidence to determine their students' level of proficiency in the TL.
- It provides instructors with information about which areas of focus have to be reinforced in lessons to follow; that is, teachers would be able to determine if the levels of difficulty of learning materials require to be modified and if there is a need to integrate specific remedial support to individual learners.
- When students' errors are analyzed systematically, they can be used for dual purposes, both **diagnostic** and **prognostic**. For **diagnostic** purposes because EA is an effective means to identify learners' deficiencies and difficulties; and for **prognostic** purposes because errors provide instructors with insightful plans to regulate their teaching and learning materials and also to implement remedial teaching plans for students with particular learning difficulties.

Error analysis can be a very good pedagogical strategy because when a teacher recognizes the nature of his students' errors and their possible sources, s/he can make better decisions concerning his/her future methodology.

2.3 Interlanguage

Tarone (2006) noted that the term ‘interlanguage’ was first introduced by Larry Selinker to refer to the linguistic system used by adult second language learners in an attempt to express meaning in the language being learned. The notion of ‘interlanguage’ has been very significant in the evolution of the field of research on SLA and it is still very central to the progress of both the SLA theory and important issues in that field. Interlanguage is viewed as:

...a separate linguistic system, clearly different from both the learners’ native language (NL) and the target language (TL) being learned, but linked to both NL and TL by interlingual identifications in the perception of the learner” (Tarone, 2006, p.747).

In addition, IL is identified as the view that the two mechanisms: inter-lingual transfer and intra-lingual error production are both main features of the learner’s speech (Interlanguage). In fact, this theory fosters that L2 instruction should incorporate the analysis of both the native language transfer and intra-language patterns (Danesi, 1985). Sridhar (1981) advanced the same view when he pointed out “Inter-language takes all three systems into account, explicitly incorporating the contrastive analysis of the learner’s interlanguage with both his native language and the target language” (cited in Danesi, 1985, p.278).

In effect, Fries (1945) expressed his view about IL in the following sentence: “The most efficient materials are those that are based upon scientific description of the language to be learned, carefully compared with parallel description of the native language of the learner”(cited in Selinker and Rutherford,2013, p.6). Lado (1957), as reported by Selinker and Rutherford, sustained this view and stated that learners are likely to transfer forms and meaning of their NL and the culture to the foreign language and culture. However, it was

Selinker (1972) who introduced the concept of IL in order to demonstrate that the learner's language can be considered as 'a distinct variety or system' with its specific features and rules. She postulated that individuals when learning a second language, they construct a system for themselves which is relatively distinct from their L1 system (cited in Khanshir, 2004).

Adjemian (1976) is reported by khanshire (2004) to have stated that IL comprises a set of rules which can reproduce new utterances. He claimed that ILs like natural languages derive their structures from grammatical theory. Ellis (1990, cited in Khanshire, 2004) claimed that interlanguage theory can account for how children and adults acquire L2. Furthermore, Tarone et al. (1976) as reported by khanshire suggested feature to IL productions (p. 1030).

- L2 learners and native speakers of the second language are rarely expected to produce the same utterances.
- IL productions are not direct translations of the native language due to the fact that L1 interference is not the primary source in the information of IL.
- IL_s are spoken by adults or by children when SLA does not occur at the same time with that of L1.

Selinker's interlanguage hypothesis assumes that IL_s are natural and systematic in their development. In effect, learners of L2/FL attempt continuously to establish a linguistic system which is relatively close to the target system. Yip (1995) states that IL_s are the outcome of interaction between two linguistic systems, specifically L1 and L2. She argues that the properties of both systems are manifested in IL_s. Adjemian (1976) polished the interlanguage hypothesis and selected a number of important properties of IL_s (cited in Yip, 1995).

- **Systematicity:** It is the first feature of IL and it follows from the hypothesis that all IL_s are natural languages. Yip stated that “an interlanguage cannot be a random selection of entities: on the contrary, we assume that an interlanguage is systematic from the start” (p.20). Hence, IL_s have an ‘internal coherent structure’ like all natural languages and consequently they are likely to be subject to linguistic analysis.
- **Permeability:** The second feature of IL_s is ‘the permeability of the developing grammar’. Hence, permeability is the susceptibility of IL_s to penetration by L1 and L2 rules and forms. Unlike other linguistic systems which are stable and relatively impervious impenetrable, IL_s are continuously subjects to affecting forces. For instance, target rules may be relatively acquired or even incorrectly generalized. Adjamian argued that: “permeability” is a property unique to IL_s, by which they may be differentiated from all other natural languages.”(cited in Yip, p.12).
- **Fossilization:** It was mentioned that the second property of IL_s is their permeability; however, at a given time permeability ceases to exist and so all the sub-systems of IL_s become subject to fossilization. Selinker (1972) states that fossilization is “perhaps the most crucial fact, which any adequate theory of second language learning will have to explain” and therefore it constitutes one of the unique properties of IL_s (cited in Yip, 1995, p.12).

To sum up, L2 learners’ interlanguage has some basis features. It is systematic, permeable, dynamic and subject to fossilization.

2.4 Interlanguage and Fossilizations

Fossilization is the process in which the learner’s interlanguage ceases to develop, seemingly permanently. Selinker (1972 as cited in Tarone, 2006) argued that L2 learners

who start to assimilate their L2 after puberty fail in developing a linguistic system which resembles the one developed by children acquiring their native language. In fact, IL is usually conceived as a feature of adult L2 learners; that is, learners who passed puberty are believed to be unable to employ the Language Acquisition Device (**LAD**) - innate language learning instrument used by children in their acquisition of their native language. Hence, children learning a second language re-engage the LAD and so avoid the error structure and ultimate fossilization which characterize adult L2 learners. All these assumptions led Selinker to hypothesize that adults employ a **latent psychological structure** instead of LAD to acquire the L2 (cited in Tarone, 2006).

Horning (1987) reported that Selinker postulated that there are five psycholinguistic processes of a latent psychological structure which shape interlanguage:

- 1. Native language transfer:** language transfer is probably the primary obvious source of interlanguage behavior because fossilization happens when the student uses his/her native language. Selinker explained with examples what is meant by language transfer. For instance, a native speaker of German trying to learn English will probably write a sentence where he/she uses a time phrase preceding a place phrase following a conjugated verb because word order rule in German says that time phrase comes before place phrase. Hence, when this learner tries to produce a sentence in English, it might come as follows: *"I will go at 11:00 to the bank."*, while a native speaker would say: *"I will go to the bank at 11:00."* L2 teachers may interpret this as a translation problem and advise the student to think in 'the second language' (Horning, 1987, p.34).
- 2. Overgeneralization of target language rules:** Overgeneralization is a kind of fossilization in which L2 learners or even children acquiring their L1 overgeneralize the rules of the TL. For instance, a non-native speaker of English

may want to apply the rule of the past tense for regular verbs and say: *What did he teached you?* English children when acquiring their L1 may also produce similar forms as *felled* or *falled* in an attempt to understand the rule and the exception for past simple tense form. Selinker's hypothesis gives much credit to learners, explaining that such kind of errors reflect that the basic rule has been mastered and what is left is just to learn the situation to apply the rule. Overgeneralization fossils are said to be the best sort because they indicate that the basic principle is grasped by learners. Hence, teachers should not be discouraged when learners produce forms such as *wented* or *six orange's* because these errors demonstrate that students have learned that some past tense forms in English must end in **-ed** and that the apostrophe has an important use in English. However, instructors must be aware that they need to train learners to write and stop teaching the rule.

- 3. Transfer of training:** It is another fossilization which results from the training that students have received. The interlanguage behavior is an outcome of certain format used in teaching or in training students. Selinker gives many examples to illustrate this type of fossilization. For example, many languages use the same pronoun distinction like English to differentiate male, female and neuter. Selinker uses an example of a Serbo-Croatian student who had a tendency to use *he* rather than *she* in his English productions because of the overwhelming use of *he* in the textbooks and in drills (cited in Horning, 1987). Sharwood and Smith (1994) asserted the idea of teacher and textbook overloading when they reported what Selinker said:

Here some special feature in the input intentionally or unintentionally created by a teacher or a textbook leads to acquisition with non-native result. Overemphasis of a structure thought to be difficult for the learner (such as the English passive forms) might lead to a non-native degree of frequency occurrence in the learner's IL and this would be a bias in the input (cited in Han, 2004, p.156).

To conclude, transfer of training effect can result of instructor's overdoing and bias of the input, and so one can say that instruction can also be a source of fossilization.

4. Strategies of communication: Skehan (1998, cited in Han, 2004) states that adult L2 learners have a 'natural inclination' to focus on content rather than on form. For them meaning takes priority over language form. In effect, those learners the more they grow older the more they are capable of providing themselves with strategies of communication as they know how to exploit the social context in which communication occurs by using a variety of cues (topic, setting, role, relationship, status, power). They can use all these diversities to extract meaning of the communication without focusing very much on the structural aspects of the language. In reality, this natural tendency to focus on content is largely psychological because when adult L2 learners deal with TL input, their LAD is rarely engaged; the most important properties of input are out of use.

Corder (1978, cited in Han, 2004) also discussed this issue when he considered that the 'satisfaction of communication needs' is a major causal factor of fossilization. He regarded communicative needs as a direct motivation for IL development, explaining that the IL grammar fossilizes when these needs are satisfied. Klein(1986) also noted that L2 learners may be conscious of their interlinguistic deviances, but they would not make any efforts to correct them

because their ‘fossilized varieties’ can meet and satisfy their communicative needs (cited in Han, 2004).

- 5. Strategies of learning:** Selinker defines strategies of learning as “an identifiable approach by the learner to the material to be learned” (cited in Ellis, 1994, p.351). Tarone (2006) explains further that in order to master the TL, learners employ consciously certain strategies of learning; for example, they may make a conscious comparison of what they produce in IL with NL to set up interlingual identifications. Additional examples of strategies of learning are the use of “mnemonics to remember target vocabulary, the memorizing of verb declensions, or text dialogues, the use of flash cards, and so on” (P.749). All the strategies mentioned above are effective and successful; however, they may lead learners to commit errors. Sometimes a learner may confuse memorized lists with each other when recalling them or the mnemonic mediator word may be confused with the TL word. An example is suggested by Tarone (2006); an English-speaking learner of Spanish may use the mediator word *pot* in order to recall that the Spanish word for duck is *pato*-but may end up employing *pot* in interlanguage references to *duck*.

2.5 Causes of Fossilization

Ellis (1994) describes fossilization as the process by which non-target forms become fixed in interlanguage and he identifies a number of possible causes of fossilization. There is of course no single cause because both internal and external factors play crucial role as they are summarized in table 2.1.

Factors	Description	References
Internal 1- Age 2- Lack of desire to Acculturate	When learners reach a critical age their brains lose plasticity , with the result that certain linguistic features cannot be mastered. As a result of various social and psychological factors learners make no effort to adopt TL cultural norms	Scovel 1988 Schumann 1978
External 1- Communicative pressure 2- Lack of learning opportunity 3- The nature of the feedback on learners' use of L2	Persistent pressure to communicate ideas that require the use of language exceeds the learners' linguistic competence leads to fossilization Learners lack opportunities for receiving input and also for using L2 Positive cognitive feedback (signaling 'I understand you') result in fossilization; negative feedback (signaling 'I don't understand you') help avoid fossilization.	Higgs and Clifford 1982 Bickerton 1975 Vigil and Oller 1976

Table 2.1 Factors Hypothesized to Influence Fossilization (cited in Ellis, 1994, p.354)

There are a number of causes of fossilization which have been identified. Therefore, there is apparently no single cause because both internal and external factors play a significant role.

2.6 Error Taxonomies

Specialists among themselves have no agreement about how to define the notion of "error". However, there were many attempts over the years to give a satisfactory definition. Lenon (1991) describes an error 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 speakers' native counterpart" (cited in Pawlak, 2014, p.3). James (1998) supports the same definition and he points out that one of the strengths of the definition is: "the way it sidesteps the problem of semantic intention and formal intention: what learners

want to communicate, and the means they developed to achieve that end” (cited in Pawlak, 2013). James adds that language learners ignore the norms of the target language because of various criteria: (1) grammaticality (i.e. adherence to pertinent rules), (2) acceptability (i.e. appropriateness in a specific situational context), (3) correctness (i.e. conformity with standards), and (4) strangeness and felicity (i.e. purposeful violation of the codes and problems in pragmatics).

On the other hand, George (1972) advocated the definition of an error should be altered somehow to reflect more the classroom reality. He argued that the main criterion in deciding whether an utterance is correct or not is the reaction on the part of the instructor. Chaudron (1986) viewed errors as: “(1) linguistic forms and content that differ from native speakers’ norms or facts, and (2) any other behavior which is indicated by a teacher as needing improvement” (cited in Pawlak, 2013, p.4).

2.6.1 Richards Taxonomy

Many research studies have been conducted about errors, particularly in the domain of EA; however, the most significant study was carried out by Richards (1971). His investigation included learners from different linguistic backgrounds (Japanese, Chinese, French, Burmese, Czech, Tagalong, Maori, Maltese, Indians, Polish, and West African languages). He demonstrated a taxonomy classifying many different types of error, and he related them to the production and distribution of verb groups, preposition, articles and the use of questions. In effect, he identified three main sources of errors (cited in Heydari and Bagheri, 2012):

Richard's Taxonomy	
Types of Error	Sources of Error
Interference errors	They result from the learners' employment of the components of one language while using another.
Interlingual errors	They infer to the general features of rule learning such as faulty overgeneralizations, and failure to learn to apply rules which results in failure to develop full structure in the TL.
Developmental errors	They reflect learners' attempts to construct hypotheses about the TL language depending on limited experience.

Table 2.2 Main Sources of error in Richardson's Taxonomy

Ritchard (1971) subdivided further interlingual errors into other categories:

Richards's subdivision of Interlingual Errors	
Overgeneralization errors	The learner develops wrong patterns on the basis of other patterns in the TL (e.g. " <i>He can reads</i> ", instead of " <i>He can read</i> ").
Ignorance of rule restrictions	The learner tries to apply rules where they can never be applied (e.g. "He made me to go to sleep" as an extension to "He asked/allowed/wanted me to go").
Incomplete application of the rule	The learner is unable to complete the formation of a fully developed structure (e.g. " <i>You want me to stay?</i> " Instead of " <i>Do you want me to stay?</i> ").
False hypotheses	The learner fails to conceive a distinction in the TL (e.g. the use of "was" as a marker of the past tense like in " <i>He was died</i> ", instead of " <i>He died</i> ").

Table 2.3 Richards's Subdivision of Interlingual Errors

Richards showed the several types of errors and identified their sources based on their production and distribution of verb groups, prepositions, articles, and use of questions.

2.6.2 Dulay and Burt Taxonomy

Dulay and Burt (1974) believed that Richards' taxonomy did not provide a clear cut line between interlingual and intralingual errors; for the authors, intralingual errors are very difficult to identify. Thus, they suggested another taxonomy which classified errors into three main divisions (cited in Heydari and Bagheri, 2012).

Dulay and Burt taxonomy	
Developmental errors	Errors similar to those that occur in L1 acquisition
Interference errors	Errors inferred to L1 interference which lead to structures similar to L1 structures
Unique errors	They are neither developmental nor interference

Table 2.4 Dulay and Burt Classification of Errors

Dulay and Burt claimed that it is very difficult to identify different types of intralingual errors and this why they chose to deal with the problem by classifying learners' errors into three broad categories as it appears in table 2.4.

2.6.3 Brown's Taxonomy

Brown (1980) proposed a taxonomy of errors which divided sources of errors into four categories (cited in Heydari and Bagheri, 2012):

Brown's (1980) Taxonomy	
Interference transfer	It is the negative influence of the learner's L1.
Intralingual transfer	It is the faulty generalization of the rules within the TL itself.
Context of learning	When the teacher or the textbook cause the learner to make wrong generalizations about the TL.
Communicative strategies	It occurs when learners try to make use of verbal mechanisms to convey meaning because linguistic forms are absent for particular reasons. There are five main communication strategies: <ol style="list-style-type: none"> 1. Avoidance 2. Prefabricated patterns 3. Cognitive and personality style 4. Appeal to authority and, 5. Language switch

Table 2.5 Brown's Taxonomy of Errors

Brown cited four frequent sources of learners' errors: (1) interlingual transfer, (2) intralingual transfer, (3) context of learning, and (4) various communication strategies that the learners use.

2.6.4 Corder Taxonomy of Errors

Corder (1981, cited in Heydari and Bagheri, 2012) distinguishes seven communicative strategies summarized in table 2.6.

Communicative Strategies	
Avoidance	It is to shun lexical, grammatical, or sound items because they are unfamiliar to the learner and replacing them with erroneous elements (e.g. instead of saying “I lost my way”, a learner may say “I lost my road”).
Pre-fabricated patterns	They are set of stock sentences or phrases used by a learner inopportunistly (e.g. writing “I don’t understand how can you read that” is a combination of two sentences: “I don’t know” and “how can you read that?” the two sentences have been juxtaposed without omitting ‘can’.
Appeal to authority	It refers to the use of an authoritative source like the native speaker, the dictionary or the teacher. For example a teacher can confuse the learner if he/she uses “lend” and “borrow” interchangeably, so the result may be an utterance where the student may say: “Can you borrow me your camera?”
Approximation	The learner uses a strategy where he/she uses a lexical item which is not very specific but has some common semantic features (“knife” instead “bread knife” and “stick” instead of “truncheon”).
Word coinage	In order to convey meaning, the learner creates a new word or phrase which does not exist in the language (a learner may use “water-boiler” because he/she ignores “kettle”).
Circumlocution	This strategy is used by the learner when he/she ignores the suitable lexical item, so instead uses its characteristics to convey its meaning (e.g. a learner may say “a person who treats our eyes” to mean “an optician”). Using the circumlocution strategy may not result in errors, but it reflects the learners’ low lexical competence.
Language switch	This strategy is used by weak learners who fall back on their mother language and do not try to depend on the target language (e.g. a learner using the language switch strategy may say “Every Monday, the “facteur” comes to my village” because he/she ignores the vocabulary English item “postman”).

Table 2.6 Corder’s Classification of Communicative Strategies

In brief, the above strategies are used by L2 learners to keep communication going on. They may avoid a lexical item because of its unfamiliarity or use a lexical item which is not specific but shares some common semantic properties. Others may even fall back on their mother language instead of using the target language.

2.6.5 Dulay, Burt and Krashen Taxonomy

In addition to the above error taxonomies Dulay, Burt and Krashen (1982) suggested other kinds of error taxonomy (cited in James, 1998):

Dulay, Burt and Krashen Taxonomy	
Linguistic category classification	This taxonomy classifies errors in terms of linguistic categories; that is, where the error is located (in phonology, grammar, lexis, text or discourse). If an error is in grammar, it is important to specify the grammatical structure it involves; some possibilities include: the auxiliary system, the passive, sentence complement. The next thing to do after establishing the level of the error is to ask about its class (noun, verb, adjective, adverbs, prepositions, conjunctions, determinant, etc.). The last thing to do is to define the grammatical system the error affects (tense, number, voice, countability, transitivity, etc.).
The surface structure taxonomy	It is also a type of descriptive taxonomy suggested by Dulay, Burt and Krashen (1982). It is based on how ‘the learners’ erroneous version’ is distinctive from ‘the presumed target version’.

Table 2.7 Dulay, Burt and Krashen Error Taxonomy

Furthermore, Dulay, Burt and Krashen (1982) suggest that there are ways in which learners alter target forms. That is, ways “in which IL and TL forms diverge in specific and systematic ways” (cited in James 1998, p.106).

How L2 Learners Alter Target Forms	
Omission (O)	A high rate of omission reflects “a truncated” IL which resembles the features characterizing pidgin languages. For instance, instead of saying “ <i>He will pass my exam, but I won’t</i> [pass my exam]” a learner may omit important words which results in an omission error when he/she says “ <i>He will pass his exam and I will</i> [0], too”. Dulay, Burt and Krashen “equate omission with non-acquisition” and they argue that learners resort to omission in advanced levels because they are conscious that their ignorance of content words.
Addition	Dulay, Burt and Krashen believe that addition is the “result of all-too-faithful use of certain rules” (cited in James, p.107). They add that it includes subtypes: (1) regularization , which involves spreading rules to where they do not apply (e.g. ‘ <i>byued</i> ’ for ‘ <i>bought</i> ’), (2) irregularization , which occurs when learners do not apply a productive process like affixation; instead the learner thinks wrongly that the form is an exception of the general rule (e.g. ‘ <i>dove</i> ’ can be assumed wrongly to be the correct past form of ‘ <i>dive</i> ’), (3) double marking , which is “the failure to delete certain items that are required in some linguistic constructions but not in others” (ibid) (e.g. “ <i>He does not knows me</i> ” is a sentence having two redundant third person-s on the main verb ‘know’),
Misformation	It is defined as “the use of the wrong form of structure or morpheme” (ibid) (e.g. “ <i>I seen her yesterday</i> ” instead of “ <i>I saw her yesterday</i> ”). Dulay, Burt and Krashen again recognize three sub-categories: (1) misselection errors (e.g. using ‘this’ instead of ‘that’. (2) archiform (using one member of a class of forms to represent others in the class like using ‘that’ to replace a set of forms ‘this, those, these’) , and (3) alternating forms (free alternation of different members of a class with each other).
Misordering	Selecting the right forms and using them in the right context and order is part of linguistic competence. In English, certain words are highly sensitive to misordering such as: adverbials, adjectives and interrogatives (eg. “ <i>He every time comes late home.</i> ”, “ <i>The words little</i> ”). Dulay, Burt and Krashen claim that misordering is the outcome of learners is depending on ‘word-to word-translation of native language surface structures

Table 2.8 Ways in Which Learners Alter Target Forms

Thus, Dulay, Burt and Krashen in their descriptive taxonomy distinguish four ways in which learners change target forms which result in erroneous structures.

2.7 Taxonomies of Lexical Errors

Tschihold (2003, cited in Llach, 2011) notes that lexical errors have received little attention when compared to grammatical errors though lexical errors are much more numerous. Generally, lexical errors refer to the “deviations in the learner’s production of L2 norm with regard to the use in production and reception of lexical items” (p.71). Many studies were directed to develop taxonomies that could classify lexical errors; however, the difference among authors in terms of their perspective regarding the definition and the treatment of the term ‘lexical error’ gave rise to a big number of lexical error taxonomies.

2.7.1. Palapanidi Taxonomy

Palapanidi (2009, cited in Llach, 2011) differentiates between interlingual and intralingual semantic and formal errors.

Palapanidi Taxonomy	
Formal Interlingual Errors	<ul style="list-style-type: none"> • Word choice concerning gender and number • Code switching • Foreignising and semantic confusion • Literal translation • False friends • Inadequate register • Use of redundancy among semantic interlingual errors
Formal Intralingual Errors	<ul style="list-style-type: none"> • Wrong word choice concerning gender and number • Confusion of formally similar words • Word coinage from TL words •
Semantic Interlingual Errors	<ul style="list-style-type: none"> • Paraphrase • Derivational errors • Confusion of semantically similar words • Inadequate register • Collocation and verb confusion

Table 2.9 Palapanidi Classification of Lexical Errors

Palapanidi Classification of Lexical Errors is very detailed and allows explaining many errors that can be encountered in the written productions of learners.

2.7.2 Zughoul's Taxonomy of Lexical Errors

Zughoul's (1991) taxonomy of errors focuses on his Arabic-speaking students. It is one of the most exhaustive and complete of all taxonomies (cited in Llach, 2011). He divides the lexical errors into many categories or causes.

Zughoul's Taxonomy of Lexical Errors	
Categories of Errors in Arabic-Speaking Students	<ul style="list-style-type: none"> • Assumed synonymy • Literal translation • Derivativeness • Influence of the Arabic style • Collocations • Similar forms • Message translation • Idiomaticity • Circumlocution • Analogy • Overuse of some lexical and other, even new, terms in literature, for example verbosity and binary terms

Table 2.10 Zughoul's Classification of Lexical Errors

Zughoul (1991, cited in Llach, 2011) admits that Arabic-speaking learners' errors are caused by strategies that they use for lexical choice. This taxonomy classifies lexical error and identifies the psychological processes which underlie errors. Llach (2011) recognizes the power of Zughoul taxonomy as it can allow researchers and teachers to improve the existing instructional approach to "vocabulary learning/teaching...by implementing an integral teaching program with vocabulary-and lexical-error-based syllabus" (p.88).

2.8 Sources of Errors in L2 Writing

Errors in EFL and ESL students' writing occur due to internal and external factors. Internal factors are psychological and psycholinguistic; external errors are environmental and social.

2.8.1 Internal Factors

Both psychological and psycholinguistic factors contribute to the emergence of errors in the written texts of learners.

2.8.1.1 Cognitive Factors

Academic writing is believed to be a highly complex cognitive process, especially in terms of acquiring formal vocabulary and discourse style. According to McLaughlin (1988, cited in Myles, 2002):

Acquisition is a product of the complex interaction of the linguistic environment and the learners' internal mechanism. With practice there is a continual restructuring as learners shift these internal representations in order to achieve increasing degree of mastery in L2 (p.5).

Anderson (1985) proposed a model of language production, which can be used in L2 writing. He divided it into three stages: (1) construction, which is related to the writers' plans and what he/she intends to write using brainstorming, mind map or outlining, (2) transformation, in which the learner changes the intended meaning, using language rules, into a written message through composition or revision, and (3) execution, in which the learner achieves the physical process of creating the text (cited in Myles, 2002). Hence, the two first processes have to do with searching the memory for information and generating language through internal systems of production, while the last stage is related to realizing the end product.

When the student writer structures information he/she makes use of various types of knowledge like discourse knowledge, information about the audience and socio-linguistic rules (O'Mally and Chamot, 1990 as cited in Myles, 2002). For successful communication of meaning and good quality of writing, organization of the sentences and the text is required. For instance, problems in coherence are due to the student's ignorance of how to

store information. That is, during the second stage of transformation, information is supposed to be changed into meaningful sentences and it is at this particular timing that the writer converts his/her mental representation of ideas, goals and organization formed previously in the construction stage. At this same stage (i.e., transformation) revision also takes part, when learners are cognitively highly involved because they are indulged in many mental processes such as: task definition, strategy selection, modification of text and even analysis and evaluation of the feedback (Grabe and Kaplan, 1996 as cited in Myles, 2002).

2.8.1.2 Interference and Negative Transfer

The Behaviorist theory viewed language learning as a matter of habit formation and in L2 learning it was assumed that the habit formation in L1 influenced L2 negatively. Hence, from a behaviorist perspective, L1 and L2 differences create learning difficulty and result in errors. According to Ellis (1986), behaviorists believed that errors were the result of **non-learning** rather than **wrong-learning** (cited in Mishra, 2005). In this context, Marton (1981) suggested that L1 interferes with the acquisition of the new language system. He said:

Taking a psychological point of view, we can say that there is never a peaceful coexistence between two languages systems in all learners, but rather constant warfare, and that warfare is not limited to the moment of cognition, but continues during the period of storing newly learnt ideas in memory (cited in Mishra, 2005, p.43).

The degree of L1 interference is determined by two variables: (1) the setting in which learning takes place, and (2) the learner's stage of development. If we consider the first variable, interference varies with relation to elementary and intermediate students. In elementary level the rate of interference is higher than in intermediate level of learning.

According to Taylor (1975), for advanced learners, the L1 interference rate is very low because they tend to use the TL rules to overgeneralize other rules (Mishra, 2005).

2.8.1.3 Overgeneralization

Here the student applies his/her own previous knowledge about the TL. For example ‘sheeps’, ‘teached’, ‘comed’ are examples of errors that that may have been overgeneralized because learners do not know that there are exceptions to the rules of English.

Littlewood (1984) claims that both in L1 and L2 acquisition, learners tend to overgeneralize in nearly the same way: “The majority of intralingual errors are instances of the same process of overgeneralization that have been observed in first language acquisition” (cited in Mishra, 2005, p.48).

Dulay et al. (1982) used the term ‘regularization’ for overgeneralization. They say that ‘regularization’ is more narrowly defined than the more commonly used term ‘overgeneralization, which has been used to describe almost all developmental errors. Dulay et al. added that: “Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular resulting in errors of regularization” (cited in Mishra, 2005, p.48).

2.8.1.4 Simplification

Littlewood (1984), as reported by Mishra, considered both Transfer and Overgeneralization as forms of a process he labeled Simplification. He claims that learners try to adapt ‘the confusing variety of linguistic data’ to make it suit a framework of categories and rules they already have constructed. He mentioned the works of Jurgen Meisel(1980) who described the same process when he used the term: ‘elaborative simplification’, which is reported to be a process that contributes to the development of a learner’s linguistic underlying system (cited in Mishra, 2005).

2.8.1.5 Self-regulated Strategies

Self-regulated learning consists of developing a positive and constructive behavior towards one's learning. According to Zimmerman (1989) self regulation learning is dependent on regulating three aspects of academic learning (cited in "General Aspects of Academic Learning"). First, self-regulation of behavior consists of the student's positive control over all his/her resources (time, study environment, use of others like peers). Second, self-regulation of motivation and affect involves controlling self-efficacy and goal orientation to meet the needs of the course and also controlling anxiety and other emotions to improve one's learning. Third, self-regulation of cognition involves manipulating different cognitive strategies in order to employ deep processing strategies that lead to better learning and performance.

Successful students use basically three sets of self-regulation strategies ("General aspects of academic learning," 2013):

1. **Personal.** These strategies involve the procedures students employ to organize and interpret information and they include:
 - Organizing and transforming information
 - Goal setting and planning
 - Keeping records and monitoring
 - Rehearsing and memorizing
2. **Behavioral.** These strategies include actions that students take and they consist of:
 - Self-evaluating (checking quality and progress)
 - Self-consequating (self-reinforcement and delay of gratification)
3. **Environmental.** They involve looking for assistance and structuring of the physical study environment. They include:

- Seeking information (library, internet)
- Environmental structuring (physical setting, timing, distraction, etc.)
- Seeking social assistance (peers, teachers, etc.)

Traditional writing instruction depends basically on teachers' lecturing and students receiving the corrective feedback about the effectiveness of their efforts to write. In reality, this traditional pedagogical teacher-centered approach impedes students' forethought processes and frequently leads learners to develop negative self-reactions because they cannot set personal goals, and they tend solely to rely on comparing their performance in writing with the ones of their peers to gain information about their effectiveness. In this regard Zimmerman and Kitsantas (2006) noted:

An at risk students' dependence on a graded (i.e. social comparative) criterion of personal effectiveness is often unfair because other students usually start with higher level of writing skill. It is also insensitive to improvements because other writing skills also improve with practice. Furthermore, at-risk students' lack of forethought strategies leads them to attribute errors in writing to uncontrolled forces such as limitation in personal abilities (p.66).

Thus, the wrong attributions of errors to limitation in personal abilities lead students to develop less self-satisfaction, to reduce adapting self-reaction and to weaken sources of self-motivation.

Dombo and Eaton (2000) discussed the importance of self-monitoring of performance as an essential component to become a self-regulated learner. They argued that: "behavior cannot be managed unless individuals are aware of it" (cited in Andrade and Evan, 2012, p.136). Zimmerman supported the same idea when he pointed out: "self-evaluation and

monitor occurs when students determine the effectiveness of their current study methods” (Andrade and Evan, 2012, p.136).

Current teaching approaches encourage the instruction of a variety of self-regulation strategies, which can be used by students in their composition. These strategies are considered by professional authors as writing habits, including planning, revising, organizing, structuring and evaluating. Besides, these strategies help students to manage and control their own writing behavior. Kellogg and McCurtchen (1996) asserted that writing is hard and a demanding task which requires high level of self-regulation and control (cited in Graham, Karen and Troia, 1998). Hence, instruction should provide a framework for developing self-regulation in students. Harris (1992) and Graham (1996) as reported by Graham et al., suggested six instructional stages: (1) developing background knowledge (this includes helping students develop pre-skills such as criteria for good writing); (2) discussing (both teacher and students discuss current writing performances used to accomplish particular assignments); (3) modeling (teachers model how to use the writing strategy employing self-instruction through definition, planning, strategy use, self-evaluation, error correction, and reinforcement statements); (4) memorizing (it includes memorizing procedural steps for employing writing strategies and self-regulation procedures); (5) supporting (adjusted and short term supporting in applying writing strategies and self-regulation procedures), and (6) independent performance (which fosters independent use of writing strategies and self regulation procedures).

The challenge to self-regulated learning is that whenever students feel that they have not benefited from a particular strategy taught to them because it has not helped them to improve their written performance, they will not be enthusiastic about learning the second strategy. In order to solve this problem, teachers should always conduct a continuous assessment of the strategies they teach to learners because this would allow both teacher

and students to find out what is working and what needs to be changed (Harris, Schmidt and Graham, n.d.).

2.8.2. External factors

While internal factors are psychological and psycholinguistic, external factors are environmental and social.

2.8.2.1. Social Factors

Social factors can give us better insight about the differences that exist among learners in terms of L2 learning, particularly their writing proficiency. Gardner (1985) is reported by Myles (2002) to have designed a socio-educational model which was directed to explain the role of the language factors in language acquisition. This model links four aspects of L2 learning: (1) the social and cultural milieu (which is the learner's beliefs about language and culture); (2) individual learners' differences (related to motivation and language aptitude); (3) the setting (formal and/or informal learning contexts); and (4) learning outcomes.

Motivation is an affective factor which influences how well students learn a foreign language. This variable is considered as a crucial factor in the success of L2 acquisition. Successful L2 learning depends on whether the teacher can stimulate students' intrinsic motivation. Hence, in the process of writing the first thing to do is to activate goal setting for writing (Poon, 2007). In addition, Mac Groarty (1999) is reported by Myles (2002) to say that learners with positive attitude, motivation and concrete goals will have these attitudes strengthened if they experience success in their writing experience. Having strong reasons for learning will help students to improve their skills in writing.

There are two sorts of motivation which influence how well a student learns a FL: First, integrative motivation, which involves the desire to learn an L2 because of the

learners' need to integrate into a community; besides, learners feel inspired by the people and the culture representing the TL; second, instrumental motivation, which is related to external motives, fosters the learner's desire to achieve. Learners with an instrumental motivation are particularly interested in learning the language for specific purposes like writing a dissertation or getting a job. Theoretically speaking if language learning takes place away from the community of the TL speakers, then integrative orientation prevails and becomes the most important motivational factor. In contrast, when language learning takes place within a speaking community, then instrumental motivation becomes more beneficial to the learner (Myles, 2002).

Myles traced back the reasons that some students write better than others mainly to students' attitude, motivation and goals. He argued that at the beginning of any writing task most students showed faint interest to write due to the challenges they encountered with the conventions of academic writing. However, they preferred practicing conversations and writing e-mails to friends around the world, and this reflected clearly their interest in the target language (integrative motivation). These students changed negative attitude toward writing tasks due to other factors such as parental and social support to the TL and their strong desire to achieve academic goals (instrumental motivation) and tried to become proficient writers in English. Carson (2001 as cited in Myles, 2002) noted that in case learners think writing tasks to be of no benefit, they may deal with them in careless manner. Hence, it is likely that they will be less attentive to errors, monitoring and rhetorical concern. However, if students feel highly motivated, they can welcome any writing task no matter what its kind is.

Myles sums up some social factors that cause students continuous problems in writing:

- Negative attitude towards the TL
- Continuous lack of improvement in L2 writing

- A wide social and psychological distance between them and the target language
- A lack of integrative and instrumental motivation for learning

To sum up we can say that because learners are not well acquainted with the structural components and the socio-cultural conventions of the TL, they can develop a range of errors which makes their L2 compositions not very efficient compared to their written productions in L1.

2.8.2.2 Instructional Techniques

During the written expression course, students are basically exposed to standard paragraphs and essays. However, to enable students to communicate more efficiently, instructors should expose their learners to a variety of writing genres, including letters, articles, flyers, magazines, and so on. Different models of writing help to raise students' awareness to different ways of organizing words and structures in order to achieve purposeful writing. Swales (1990) and Raimes (1991) noted that teachers can also help learners to see various types of textual organization which would affect their future L2 composition processes (cited in Myles, 2002). Text analysis can help students to discover how specific grammatical features are used in authentic discourse contexts. Teachers of writing are supposed to improve students' writing proficiency and to make them more confident in their writing abilities. This can be achieved by the provision of ample amounts of instruction, language input, writing experience and feedback.

When considering teachers feedback in terms of error correction, there are many contradictory findings. Error correction is required but over correction is not always favored. When reading students L2 writings, teachers have an impulsive desire to correct errors, including specifically the structure aspect to make these writings resemble a TL discourse. Hence, some teachers react to L2 compositions by correcting errors, coding

them or just locating them. In contrast, some other teachers believe that error correction is not important and it is only practice that improves the writing proficiency, but if errors are not corrected they can become ingrained i.e., fossilized, in students' future compositions. Research in L1 writing indicates that correction should focus on content and organization; and concerning the language mechanics it is sufficient to leave a note which tells the students to edit their drafts. However, in L2 context, research has proven that students appreciate that their teachers point out grammar problems. Fathman and Whalley (1990, cited in Myles, 2002) made a research which proved that feedback on grammar and content whether given separately or together was very positive in affecting rewriting.

Cohen and Cavalcanti (1999) had carried a university study and cited a number of problems they had observed in a teacher's feedback on EFL students' compositions. They reported that the teacher after correcting students' papers indicated the existence of problems by naming the type of the error or providing the correct form. In addition, she focused mainly on content and organization aspects and neglected grammar and spelling. Furthermore, she did not give a follow up activity to help students deal with the problems she had commented. Cohen and Cavalcanti (1999) reported that the teacher asked students to re-rewrite their paper because she thought that it would help them to improve their spelling and grammar; aspects that she did not comment on in her feedback. In fact, there are many similar practices in the writing classes which make the feedback provided by teachers of a poor quality. Whites (2009) noted in this regard "Each student receives feedback on strengths and weaknesses of their efforts and how any deficiency may be improved and repaired to produce an improved final draft" (p.92).

2.9 Remedial Techniques to Diminish Students' Writing Errors

EA is very beneficial for understanding the origins of errors and students' writing competencies. EA of students' composition helps teachers to know better the learners'

linguistic systems to obtain information about their level in writing. Furthermore, when teachers are more familiar with the origins of errors in students' writings, they can assess and address their weaknesses in writing and respond better to their learning needs by designing remedial lessons.

Here are some general strategies and organizational ideas suggested by Hackett and Dalmas (1996, p.2) that can be useful for teachers to remedy deficient writing.

❖ **Students' folders and weekly assignments sheets**

Teachers have to understand that students need to experience a feeling of self-accomplishment in writing, and this can be solely achieved by two techniques:

- **Student work folders:** Teachers should encourage their students to keep all their compositions in a manila folder because doing so will be a good reminder of how much work they have done and will give them a sense of accomplishment. "As the folder grows, confidence in writing does also" (ibid); hence, the simple bulk of the folder is a proof of the ability of the student to write. Furthermore, the folder records the student's progress because the student can observe how his/her writing has developed in **quantity** (number of works) and in **quality** (content, organization, vocabulary, language use and mechanics).
- **Weekly assignments sheets:** It is a tool which is used to record students' attendance, assignments, and a weekly grade. This sheet is kept in the work folder. In each session students record their attendance and assigned responsibility (reading, listening to the lesson, reading or participating in a discussion). Each week the sheets are collected and students are given a grade. Weekly sheets help students to evaluate their

progress and even the grades they get can be integrated in the final course grade

Hence, both sheet folders and weekly assignment sheets offer a perfect “sense of continuity that students cannot ignore. They know they have been working and learning. They are aware of their success” (Hackett and Dalmas, 1996, p.2). Therefore, by using these strategies teachers can remediate deficient writing.

❖ **Board work, exercises and computer writing**

In order to ensure a good performance and competence in writing, teachers need to demonstrate and explain clearly the different stages of the writing process by involving all class members. In order to achieve this end, teachers are in constant need of the board (or overhead projector). Teachers can make the task appear easier when they explain, brainstorm and compose samples by writing ideas on the board. This will help students to see writing as an easy activity that can be imitated.

Individual exercises are tailored to respond to learners’ individual needs in terms of deficiencies and problems they encounter in writing. The choice of exercises is based on students’ previous compositions which have been analyzed by the teacher beforehand. Those assignments provide teachers with firsthand information about learners’ “virtues and problems”.

Students are encouraged to use computers to write their writing assignments because with a word processor they can revise, reformulate sentences, rearrange paragraphs and correct spelling and grammar mistakes.

❖ **Language problems**

According to Hackett and Dalmas (1996) remedial composition courses are designed to deal with the problems of vocabulary, spelling, mechanics and

usage. They advocate that there is a need for strategies which can be used through the entire year; for instance, teachers can deal with spelling and vocabulary deficiencies by designing weekly tests using students' troublesome words detected on their previous writings. Another strategy is encouraging students to keep individual lists of words which they have misspelled in their writing, and these lists should be mastered by the end of the grading period. Another successful method is devoting frequent sessions for work on language usage and mechanics in relation with the current writing assignment they are doing (exercises on punctuation and paragraphing). Another fruitful strategy is encouraging students to read aloud their compositions because doing so makes them discover how much errors result from their careless proofreading.

CONCLUSION

During the process of developing L2 writing, many errors occur because students find difficulties to use the target language forms and structures appropriately. These problems are traced back to many reasons, mainly teaching and learning problems. Different theories on SLA suggested explanation to learners 'errors and the sources of those errors in writing besides the importance of analyzing these errors to find solutions to minimize them in L2 writing. From different perspectives, the systematic analysis of students' error has a great value for the teacher in particular because by knowing the sources of his/her students' errors s/he can design instruction and corrective feedback to reduce these errors.

CHAPTER THREE

IMPACT OF TEACHERS' CORRECTIVE FEEDBACK ON STUDENTS' WRITTEN PERFORMANCE

Introduction

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CHAPTER THREE

CORRECTIVE FEEDBACK AND WRITING PERFORMANCE

INTRODUCTION

Feedback for educators is an important indicator of learners' level, and for students it is a crucial correction tool. Teachers provide learners with feedback in the form of comments in order to advise them criticize or inform them about how well or bad their performance is. Hence, feedback in education has a great significance since it helps teachers to make their instruction more accurate and assists learners to know their difficulties in writing and help them to overcome them. In this chapter, different definitions of feedback are provided by different language researchers. Then the chapter illustrates the interrelation of feedback and writing assessment and how the enhancement of writing can occur through both assessment and feedback. Also different types of feedback and feedback providers and general methods of written error correction are presented. Besides, the importance of corrective feedback in writing and a number of useful techniques for giving written feedback are explained. Finally, this chapter ends with the presentation of few methods that enable educators to choose appropriate feedback strategies, good feedback content and shows the effect of corrective feedback on linguistic error categories.

3.1 Definition of Feedback

Hattie and Timperly (2007) conceptualize feedback as “a consequence of performance” (p.81). For them, feedback is information supplied by a given agent who could be a teacher, a peer, a parent, one's self or an experience regarding an aspect of one's performance. In effect, a teacher or a parent can give corrective information or encouragement, a peer can replace temporally the teacher and becomes an alternative strategy, and even a book can be employed to illustrate some clumsy ideas. Furthermore, a

learner him/herself can look up the answer to check out its correctness. Thus, feedback is in effect a consequence of performance.

Anderson (1982), Brophy (1981), and Vigotsky (1978) consider that feedback is essential in education because of its great significance in both “encouraging and consolidating learning” (cited in Hyland and Hyland 2006, p.1). Basically the role of feedback is mainly recognized by genre-oriented teachers and in process-based classrooms, as “a key instrument of the growing control over composition skills” (p.1). Many student writers think of feedback as someone telling them what is wrong with their writing to help them to fix it. Cole (2009) agrees with this perception as he defines feedback as “any response to the writer or his work that helps him write more and write better” (p.9). Furthermore, Cole associates feedback with happiness and says, “I would define feedback as any response that helps the writer write more, write better and be a happier person” (ibid) because writers feel happier when they write successfully.

Pintrich (1995) defines feedback as a source against which students can verify “their internal construction of goals, criteria and standards” (cited in Nicol and Milligan, 2006, p.68). Hence, feedback helps students to become more aware of their strengths and areas of difficulty to be able to improve their learning by addressing their deficiencies. In effect, feedback, especially from teachers is very helpful as it substantiate their self regulation. Wiggin (2001), as reported by Nicol and Milligan, states that feedback “provides information about the gap between current student performance (effect) and the goals, standards and criteria that define academic competence” (p.69). Wiggins adds that comments like praise, blame or exhortation which does not embody clear advice (e.g., ‘try harder’) or vague statements (e.g. ‘This essay is poorly structured’) are of no help to learners because they do not develop self-regulation.

Feedback is a set of information that can take the form of comments or grades received by students from teachers and form an important indicator of the learners' performance. Hence, students use feedback to correct their errors and to improve their writing skills. As a matter of fact, teachers should be mindful in providing feedback in order to foster students' self-confidence and avoid de-motivating them by putting too much pressure on their errors (Peterson, 2010).

As stated earlier, feedback is widely considered as having a crucial role for both fostering and consolidating students learning, and this significance is also acknowledged in the field of L2 writing. Hence, it is an essential ingredient of education and training performances. It pushes learners to maximize their potentials, raise their awareness and strengths and take actions to improve performance. Jacobs et al. (1998) advocates that feedback in education has many advantages, especially when it is a combination of teacher and peer feedback. They argue that this combination is very effective for language development; they also highlight the role of teachers in the combination. The teachers should act as consultants who, "while encouraging and guiding students to use peer and self-directed feedback, they intervene with the necessary support" (cited in Najafi, 2011, p.446).

Peterson (2010) asserts the importance of feedback whether verbal or written because it represents a powerful tool, especially if it is given in the appropriate time while students are involved in the process of writing drafts. Hence, timely feedback provides learners with timely information about the clarity and the effectiveness of their written productions.

Thus, for learners feedback guides their performance to reach the proficiency level. Feedback increases greatly the students' self-awareness of how they are perceived by their teachers, and this will certainly help them to monitor the progress of their learning and development (Parsloe and Leedham, 2009). Indeed, Feedback is one of the most essential

and complex features of the learning process. It takes place between two divisions: learners as permanent part because they are the ones who always receive feedback, and feedback provider who is most of the time a teacher or sometimes one of the peers or even sometimes it can be the learner him/herself.

3.2 Feedback and Assessment

Writing needs to be evaluated, graded and treated as any other EFL learning process. As a result, teachers use written assessment to determine their learners' level of linguistic and communicative competence. Many teachers consider the written assessment as a crucial tool to measure their learners' advancement and progression in writing. Mather Wendling, and Roberts (2009) argue that the information teachers obtain from the assessment process helps them to know their learners' strengths and weaknesses in writing. They recognize that when effective teachers of writing analyze students' strengths and weaknesses, they design specific teaching plans to select the most appropriate instructional interventions to treat these writing deficiencies.

In fact writing assessment indicates the students' competency in terms of spelling, vocabulary, grammar, word usage, organization, order, coherence, cohesion and style. Besides the learners' awareness of their level of competency motivates them considerably and makes them more proficient in writing. Nevertheless, the tendency of teachers to correct maximum of errors by doing much underlining, circling and long comments demotivates students and affects negatively their self-confidence (kandu, 1994 as cited in Mishra, 2005).

Assessment of compositions aims to follow the progress of learners in writing to determine their amount of inquiry in the learning process.

3.3 Enhancing Writing through Assessment and Feedback

Since many years, a lot of consideration was given to investigation in the field of assessment because it is an essential factor that indicates the learner' level of inquiry (Brown, 2006). Klein (2006) also highlights the great significance of assessment as an essential tool that aims to predict learners' achievement and performance. Cohen (2004) on her turn defines the importance of assessment in terms of collecting information about learners' performance and response, in oral or written tests to determine their level of language mastery. Petrina (2007) sums up the main roles of assessment as follows "Assessment is done in order to: (1) provide feedback for learning and growth; (2) rank or sort according to some characteristics and (3) provide means of communication with parents, administrators, teachers ,etc. (emphasis in original)" (p. 285). Hence as illustrated by Petrina, assessment is very important in the learning process because it provides information about the learners' degree of performance reached through teachers' instruction. Assessment is a continuous process which starts by identifying learners' performance, determining their strengths and weaknesses and finally providing an effective feedback that promotes students learning and enhances instruction.

Wyattsmith and Cuming (2009) state that in the past, the main objective of assessment was to make learners get high scores and good competence and that all assessment was taking the same form because only form and accuracy were given importance, whereas the communicative aspect was ignored. Nowadays however, assessment requires wider sources and different contexts. Competency is important besides other criteria such as social interference and feedback.

Irons (2008) states that one of the major issues for teachers in higher education is:

to get the balance of quality of feedback and the timelines of feedback just right for students in order to derive the greatest benefit to their learning from that feedback...feedback is a key aspect in assessment and is fundamental in enabling students to learn from assessment (p.1).

In the same context of higher education, Ferguson (2011) considers feedback as a crucial way to students' development as independent learners who take responsibility to monitor, evaluate and regulate their own learning (cited in Evans, 2012).

3.3.1 Types of Assessment

Assessment is the collection of information about students' learning. This information can be useful to the teacher to adjust his/her instruction (formative purpose) or to render a judgment about the quality of his/her learners' work. Assessment is a continuous process, and teachers engage in it everyday in a variety of ways. The most important purpose of writing assessment is to provide feedback to students in order to help them to develop their writing. The Harvard Study of Writing (2004) stated:

Feedback emerged as a the hero and the anti- hero of our study – powerful enough to convince students that they could or could not do the work in a given field, to push them toward or away from selecting their major, and contributed more than any other single factor, to students sense of academic belonging or alienation (cited in “Assessing students writing,” n.d., para.3).

There are three main types of assessment: diagnostic, formative and summative assessment

- **Diagnostic Assessment**

Diagnostic assessment was developed in the late 1960(s) after the University of Auckland had witnessed an influx of students in both undergraduate and postgraduate study. These students had poor language skills to cope with university expectations. Hence, a diagnostic assessment was designed to assess students (native and non-native speakers of English) entering undergraduate degree courses so that to identify students at risk and guide them to receive the appropriate academic help on campus (Knoch, 2009).

Now diagnostic assessment is used to assess students' strengths and weaknesses prior to instruction. It is designed by specialists to teachers to determine the next step of teaching after diagnosing the lacks and problems that many students encounter during their learning. Diagnostic assessment equips teachers with tools and techniques to determine the gaps in students' knowledge and skills and provides suggestions for tasks that can be helpful (Cohen, 2004).

In his book devoted to diagnostic assessment Alderson (2005) argues that diagnostic tests should be developed to determine strengths and weaknesses in the students' knowledge and their use of language. He claims that diagnostic tests should usually focus on specific rather than global abilities and should be developed to provide feedback which students can act upon (cited in Knoch, 2009).

- **Formative Assessment**

This type of assessment implies that the results reached are used in the formation and revision of an educational procedure or effort undertaken by teachers and their students. Black and Williams (1998) define formative assessment as “encompassing all those activities undertaken by teachers, and /or their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (cited in Black, 2001, p. 7).

This kind of assessment is very constructive since it is used by educators to improve the quality of educational efforts. Formative assessment is defined as: “The ongoing process students and teachers engage in when they: (1) focus on learning goal (2) take stocks of where current work is in relation to the goals (3) take action to move closer to the goal”(Brookhart 2010, p.3, emphasis added). Furthermore, Petrina (2007) states that this type of assessment is not meant to identify learners’ weaknesses but rather to identify the competency progression and the level of the proficiency.

Written feedback is suggested an important component of formative assessment model; that is to say, the act of providing written feedback is localized within a formative assessment process as figure 3.1 shows.

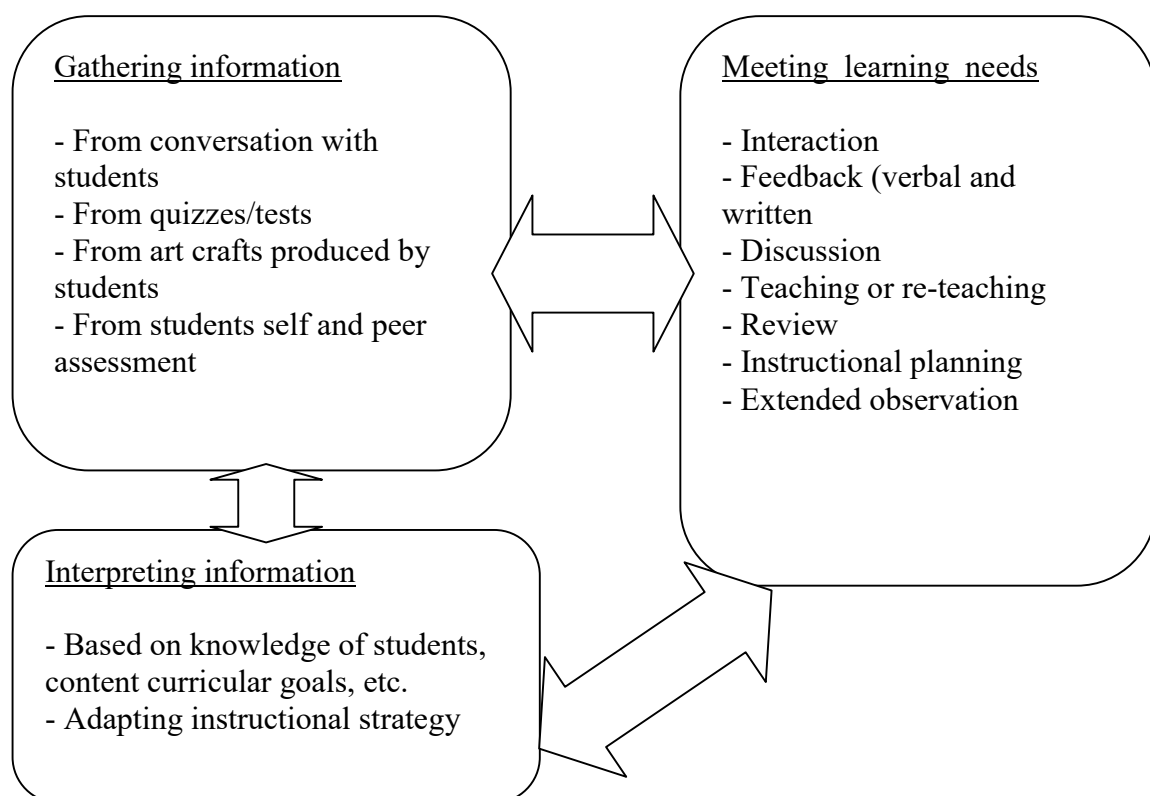


Figure 3.1. Conceptual Framework of Written Feedback’ Role in Formative Assessment

(Mana, 2007, p.15)

In this model, written feedback comes after the interpretation of information collected from a formative assessment. Another collection of information about students’ learning

can also follow after the interpretation phase. In this framework, written feedback is approached in terms of information about the teachers' underlying assessment of their students' work.

In short, formative assessment is a type of classroom assessment which aims to enhance students' learning and achievement. Pophan (2006) reported by Orlich et al. (2013) argues that formative assessment is a process which occurs during instruction and is employed both by teachers and students. In effect, when students are provided with clear feedback about their achievement, this fosters their motivation to succeed and never give up trying.

- **Summative Assessment**

“It is a process of ‘summing up achievement’ in some way or conducting a status check on accomplishments at a given point in time” (Orlich et al., 2013, p.188). Formative assessment is developed to supply students with information upon which they can act in order to “close the gap between where they are and where they need to be relative to the standard” (ibid, p.188). Brookhart (2001) claims that successful students, particularly, do not differentiate between formative and summative assessment (cited in Orlich et al., 2013). They consider that both types of assessment are a part of a school experience which they go through in order to meet their teachers' expectations. Brookhart maintains that students can use the information from summative assessment to reflect on how they are doing at a particular point in time and how they can learn from this experience to improve their learning in the future.

Biggs (2003) compares formative and summative assessment when he says that Formative assessment is feedback provided during learning so that students and teaching staff know how teaching and learning progresses and how it can be fostered, whereas summative assessment grades students at the end of a subject (cited in Frankland, 2007).

He maintains that the current assessment philosophy is prioritizing summative assessment (grading) over formative assessment (learning); however, “summative assessment should be only a by-product of the learning process, not an end in itself” (p.69).

3.3.2 Types of Feedback

Feedback is divided into two types: explicit and implicit. Explicit feedback provides precise grammatical illustrations about the target structure, whereas implicit feedback informs the subject whether his/her response is correct or incorrect. Some studies classify feedback according to teachers' feedback focuses. Some teachers focus on form feedback in traditional way when they correct grammatical and mechanical mistakes. Other teachers, however, focus on content feedback by giving learners encouragement or criticisms to improve their writings in the areas of: organization, creativity, paragraphing, cohesion and coherence (Hang, 2008).

Ferris and Hedgcock (2014) explain that feedback can be divided into two types in terms of mechanism. The first division is selective feedback, in which teachers allow prioritization of the most serious, frequent patterns of errors made by students. The second division is comprehensive feedback, where teachers mark all of the errors committed by students in their written productions. Arguments rose for and against both types of feedback. Arguments in favor of selective feedback state that this option facilitates and develops self editing strategies. Arguments against this position state that students prefer to have all errors identified so that they do not miss anything. Hartshorn et al.,(2010) have noted that for real-world writing tasks, students should learn how to edit their own texts comprehensively rather than selectively, and hence leaving few errors uncorrected by teachers would not help them to do so adequately (cited in Ferris and Hedgcock, 2014).

In terms of strategies, feedback is divided into two types: direct and indirect feedback. It is very difficult to decide which approach to use in error correction (direct or indirect).

Direct feedback involves providing the student writer with a target- like form (a suggested correction), while indirect feedback provides students with an indication that an error has been made (underlying, circling, an error code, etc.) but it requires the student to self correct. Most experts agree that indirect feedback has more potential for helping learners to develop their L2 linguistic proficiency. Indirect feedback is believed to enable students to learn more effectively. However, experts also confirm that direct correction can help lower level students who do not have the capacity to self-edit even when the error is clearly pointed out. Furthermore, direct correction might be suitable for selected idiomatic lexical errors such as collocations with wrongly selected prepositions (Ferris and Hedgcock, 2014). To sum up in indirect feedback, teachers only point out where the errors are made, and the teacher sometimes can give the positions of the errors and reveal its type, but no direct correction is done because at this level the learners' role starts. Indirect feedback is sometimes referred to as 'coded error feedback' and is considered as one of the most helpful types of feedback because it is believed to enhance learners' performance in the learning process (Lee, 2005).

3.4 Feedback Providers

Feedback is one of the most powerful tools that can be used in the learning process. Feedback is used by teachers to assist and guide learners in their academic performance and behavior. It is also an important indicator of the effectiveness of teachers 'approaches and methodologies in teaching. However, feedback is not exclusive to teachers because learners also have an active part as participants in feedback provision.

3.4.1 Teachers' Feedback

Teachers use feedback to correct learners' incorrect behavior, enhance learners' performance, and promote the learning process. Nicole (2013, p.115) explains that

feedback is not a monologue in the sense that the meaning of feedback comes into being through interaction between a teacher and his/her students. Therefore a teacher must enrich his feedback and make it meaningful to students by:

- Tailoring their comments to answer students' needs
- Supplementing teachers' feedback from other sources such as peer feedback
- Strengthening the students ability to judge the quality of their own work

Hyland and Hyland (2006) state that teachers are completely conscious of the importance of their feedback in:

- Helping to create a supportive teaching environment for learners
- Conveying and modeling students ideas about good writing
- Promoting the way students talk about writing and mediating the interrelation between students' cultural and social world and their growing familiarity with new literacy practices

Azer (2008) states that in the traditional way of teaching, the teacher is the authority figure and s/he is the one who manipulates the teaching/learning process because s/he is the only source of information, while the students are completely dependent on the teacher. Thus, traditional teaching encourages passive learning and uses lecture based-instruction. However, modern ways of teaching present the teacher as a facilitator, feedback provider and delegator and the learner takes the lead and uses self-directed learning strategies.

Finally, Peterson (2010) argues that teachers' feedback is needed to serve the assessment objectives so that instructors can predict what the next time performance is. In fact, feedback is a very complicated matter for both teachers and learners. Teachers need more time to make their feedback clear and understandable to learners. Learners, from their part, need more time and effort to understand and use the provided feedback in the most effective ways to enhance their future performance.

3.4.2 Peer Feedback

Peers are often the most accessible and involved subjects in the learning experience. As a result, they provide great opportunity to offer feedback to each other through interaction with each other in addition to the formative and summative feedback by teachers. Unfortunately, teachers have limited time and cannot provide great amounts of feedback. Hence, learners can learn by themselves and from each other from the act of giving feedback to others through peer interaction. The feedback between peers is immediate and timelier because when learners want to learn things quickly and cannot wait for response from their teacher, peer feedback can be very helpful. In addition, the nature of relationship between peers is very close and this encourages ‘open area’ discussions (Luft and Ingham, 1955 as cited in Ladyshevesky, 2013).

Peer response was introduced to L2 settings on the basis of the assumption that it would be positive. However, this assumption was not confirmed by subsequent research; for instance, Zhang (1985) stated that teachers’ feedback is more effective than students’ feedback or self feedback (cited in Hyland and Hyland, 2006). Conor and Asenavage (1994) as reported by Hyland and Hyland proved that peer feedback made only a very limited marginal difference in students’ written productions. More positive studies carried out by Mendonca and Johnson (1994) proved that students used their peer comments in more than half of their revisions (cited in Hyland and Hyland, 2006). Saito (1994) Sengupta (1998) and Zhang (1995) as reported by Hyland and Hyland admitted the affective factor that is important in peer feedback; however, they preferred teacher’ feedback to all other types of feedback.

Horowitz (1986) pointed out some problems related to peer’ feedback when he claimed that “Students might have difficulties identifying problem areas in other students’ writings who offer them inaccurate and misleading advice” (cited in Hyland and Hyland,

2006, p.8). Brown, Bull and Pendlebury (1997) add that when using peer feedback method, it is preferable to train students to the correct use of feedback and marking criteria. This proposed approach is beneficial because it saves time and provides a rich source of support and constructive feedback (cited in Hyland and Hyland, 2006).

According to Frey and Fisher (2011) peer feedback takes commonly two forms:

- **Peer Tutoring:** peer tutoring is useful when older student work with younger ones to help them learn content. The effectiveness of peer tutoring depends on the accuracy of feedback offered during the session
- **Peer response:** some classrooms rely on peer editing during writing. Many teachers feel unsatisfied because students do not have a high level of proficiency that enables them to edit their peer works, so they consider that feedback is likely to miss its mark. Therefore, students should benefit from being taught how to effectively provide feedback to one another.

To sum up, Ferris (2003) states that when peer review is done properly, it provides “a second set of eyes” which assists students to discover logical gaps, organization problems and other deficiencies that affect their writing (cited in Philp, Adams and Iwashita, 2014 p.165).

3.4.3 Self/learners Feedback

Self provided feedback is an important instrument that enables learners to regulate their own learning without the help of teachers. Hattie and Timperly (2007) noted that feedback should originate within the learner to be used for self-regulation. Self regulation includes the way students should “monitor, direct, and regulate actions toward learning goals. It implies autonomy, self-control, self-direction, and self-discipline” (p.93).

Butler and Winne (1995 as cited in Hattie and Timperly, 2007)) argue that effective learners develop cognitive routines in order to develop internal feedback while they are

engaged in academic tasks. In contrast, less effective learners possess ‘minimal’ self-regulation strategies and prefer to depend more on external factors such as the teacher or the task for receiving feedback. They are unwilling to incorporate internal feedback to foster their future learning.

In summary, teachers should give students opportunities for self –correction with gradual assistance from implicit to explicit feedback. Lantolf and Thorne (2006) state that teachers can use dynamic assessment by leaving to students chances to do self- correction of their errors with gradual provision of feedback from the part of teachers (cited in Yoshida, 2009).

3.5 General Approaches of Written Error Correction

There are different approaches to the study of errors in students’ written productions.

3.5.1 Comprehensive/Selective Approach

According to a recent research carried out by Ellis (2009) and Van Beuningen (2010), there are two general approaches used by teachers to provide written error correction to their students’ compositions (cited in Corpuz, 2011). The comprehensive (unfocused) approach involves the teachers’ correction of the students’ written errors, irrespective of their error category. In contrast, the selective (focused) approach involves the teachers in correcting specific linguistic features, leaving all other sorts of errors uncorrected (outside of their focus).

The comprehensive approach was advocated by Schmidt’s (1994) who argues that the correction of all errors may foster more noticing of errors on the students’ part. He believes that the wider is the range of errors the greater is the attention of students not just to their errors in writing but also to new features of the target language which would promote more effective language learning (cited in Corpuz, 2011).

In contrast, Ellis, Lowen, and Erlan (2006 as cited in Corpuz, 2011) think that a comprehensive approach is not always the right choice because students' processing capacity is limited. They argued that involving students to cope with a wide range of linguistic feature received in the feedback can prohibit learners from processing the correction because of the cognitive overload they may feel. These authors proposed the selective approach as an alternative. Pienemann (1984), reported in Corpuz, suggested that L2 students can learn new linguistic features of the target language only when they are developmentally ready for it. Ellis (2009) claims that a selective approach of correction may lead students to acquire a richer understanding as to why what they wrote was erroneous and meanwhile to acquire the correct form.

3.5.2 Specific Approaches of Written Error Correction

- **Implicit/Explicit Approach**

Ferris (2002 as cited in Corpuz, 2011) states that explicit error correction (referred to as "direct" or "overt" error correction) is the kind of feedback where the L2 teacher provides an explicit explanation of the faulty linguistic structure by giving its correct form as it is shown in figure 3.2.

<p style="color: red;">peak</p> <p>We reached the pick of the mountain</p>
<p style="color: red;">Climbed</p> <p>We climb the mountain yesterday</p>

Figure3.2 Example of Explicit Feedback (cited in Corpuz, 2011, p.33)

Implicit error correction is the type of feedback where the L2 teacher points out to the error made in students' written texts through different means such as simple underlying, marginal description, or correction code as figure 3.2 shows:

<i>word has different meaning</i>
The travelers reached the pick of the mountain
<i>use different tense</i>
They <u>climb</u> the mountain yesterday

Figure 3.3 Example of implicit feedback (cited in Corpuz, 2011, p.33)

Larbande (1982) carried out a study with 60 intermediate German language students which proved improvement in their written productions and a reduction in the errors which were corrected implicitly by their teachers (cited in Corpuz, 2011). Similarly, Lee (1997) undertook an investigation on 149 advanced level ESL students which suggested that learners prefer implicit feedback on their errors than explicit error correction.

Corpuz reported that a more recent research conducted by Lee (2006) on lower intermediate ESL students yielded different results. Lee asserted that explicit feedback provided by teachers is more effective than implicit error correction for treating errors in verb tense. Varnosfadrami and Basturkmen(2009) study results on 56 upper- intermediate students revealed that higher scores for the explicitly corrected group than the implicitly corrected one showing that explicit error correction is more effective in terms of improving writing accuracy (cited in Corpuz, 2011).

The following figure sums up some important methods of written error correction:

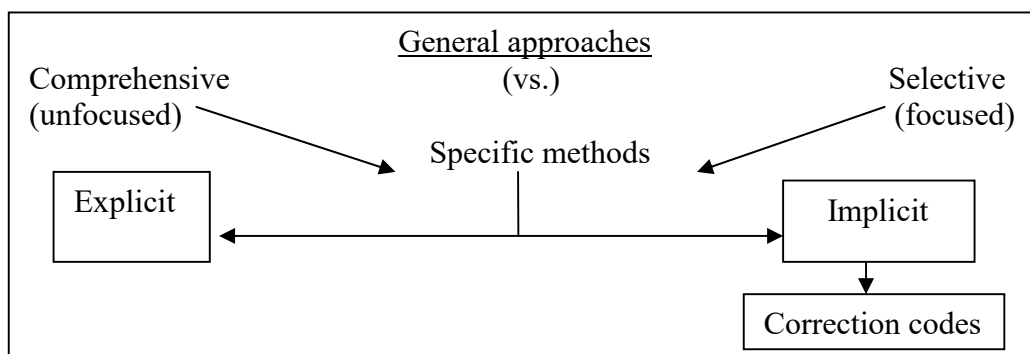


Figure3.4. General Approaches and Specific Methods of Written Error Correction (cited in Corpuz, 2011, p.30)

It is better for language teachers to use different types of corrective feedback because it is more effective and yields better results than just depending on a single technique such as providing correct forms of grammatical errors.

3.6 Significance of Corrective Feedback in Writing

Feedback is an essential element in teaching writing, and its importance is clearly focused on in the current approaches of teaching writing. Feedback is very required because it helps greatly learners to enhance their writing performance. One of the basic hints that determine the value of feedback in writing is the objective designed in the course. Therefore, the more the teacher's feedback is related to the objective of the course the more the feedback would affect the learners' performance in a positive way. For instance, when the teacher wants to focus on the grammar, most of the feedback should be on the form and particularly on the grammatical errors made by students.

In effect, the role of corrective feedback in language acquisition has been highly controversial. On the one hand, some believe in its great significance and effectiveness in improving language acquisition process because it helps learners to develop their linguistic structures and match them with target language models. On the other hand, other theorists as Truscott (1999) recommend abandoning completely corrective feedback in the classroom setting. His article "The Case against Grammar Correction in L2 Writing classes" raised much debate among teachers and researchers on how to give corrective feedback on grammatical errors. Truscott (1999) claims that grammar correction should be abandoned because there is no clear evidence that it improves students' writing accuracy. He gives two arguments to support his claim: first, error correction overlooks the gradual and complex process of language acquisition. Second, there are practical problems related to teachers and learners willingness to provide and receive feedback respectively.

In contrast, Hyland and Hyland (2006) consider that feedback is very significant in education for fostering and consolidating students' learning. They regard its importance particularly essential in process-based classrooms and to genre oriented teachers. Hence, feedback assists learners to have good control over their composing skills.

Combs et al., (2008) illustrate the role of feedback in developing the quality of the course in educational contexts. Combs et al., suggest a model which includes five phases.

(1) Course Design. In the first place, instructors develop course objectives for their course... (2) Pre-Course Assessment. This phase involves incorporating specific learning objectives for the course... (3) Modified Course Delivery. In this phase, the instructor has the opportunity based on the pre-course results to define the teaching objectives. (4) Post Course Assessment. This phase occurs in the end of the course. (5) Enhancement. The final phase involves the improvements to be implemented (cited in Ojasalo, 2014, p.195, emphasis in original).

Hence, feedback results can be studied across sections and courses to improve course consistency and coordination of the instructors' feedback to the course objectives.

The research literature about feedback has not been positive about its role in instruction because teachers are not believed to make use of their feedback' potential. However, surveys of students' feedback preferences show that students value much teachers' written corrective feedback and consider it much more important than other forms of feedback such as peer feedback and oral feedback. Hence, students are very positive about their teachers' written feedback and seem to value greatly teachers' comments and corrections in all aspects of their compositions. Ferris (1997) stated that "three quarters of substantive teachers' comments on drafts were used by students, only

half of their revisions in response to these could be considered improvements” (cited in Hyland and Hyland, 2006, p.3).

Hence, there is much debate about whether feedback which focuses on error correction in L2 context is effective and beneficial to students’ development. However, there is little doubt about the importance of feedback among teachers and students. In effect, feedback is a key component in teaching L2 writing where teachers can assist learners to understand their texts, their writing processes and their learning; therefore, they can develop a better awareness of writing and language learning in general.

3.7 Written Feedback Techniques

Most teachers respond to students writing by giving written comments. Smith (1997) and Stranb (1996) consider such comments as being often too vague, pro-forma, global or inconsistent (cited in Beach and Friedrich, 2008). In the past, findings (Conrad and Goldsten 1999, Ferris 1997) reported that comments were considered to be on surface features of writing; in contrast, teachers are now focusing more on students’ ideas and organization (cited in Beach and Friedrich, 2008).

Researchers have analyzed the benefits of marginal comments versus final comments and deduced that final summative statements framed in generic formulaic language or marginal comments such as “awkward” are not considered useful by students (Smith, 1997 as cited in Beach and Friedrich, 2008). Huang (2000) stated that teachers can provide feedback by taping comments on digital tapes, and he found that a combination of taped and written comments resulted in greater quantity of feedback. Other researchers suggested that instead of providing judgmental feedback, teachers can provide descriptive “reader based feedback” where they describe to their students how they respond to or process their writing, for example “In reading this, I was bothered, excited, confused, upset” (Elbow 1981, Johnson 1993 as cited in Beach and Friedrich, 2008). In fact, this more indirect,

facilitative “reader based” feedback makes students learn how to self assess and to formulate their own revisions. However, sometimes being indirect can be problematic and confusing when teachers pose questions or mitigate criticisms because in such cases teachers ‘responses and intentions are obscured. In short, regardless of the nature of teachers ‘feedback, students generally accept their teachers’ comments and comply simply with what their teachers ask them to do in order to get a good degree (Beach and Friedrich, 2008).

Beach and Friedrich reported that Sperling and Freedman (1987) and Stranb (1996) advanced that being directive or facilitative does not make difference when students adopt the stance of “Just tell me what to do” and consider even indirect and facilitative feedback as directive. Edward White (1999) notes “We must convey to students that responsibility and control remain with them and they need to do more than merely respond to comments” (p.130).

Some teachers over exaggerate when they give feedback to their learners; for instance, students may receive their work ‘red’ because it is full of lines and circles in red colour with no clear comments. Therefore, this over correction will negatively affect the students, who feel demotivated, discouraged and even unwilling to look at the feedback, shifting directly to see the grade. Race (2001, p.110) discussed some of the most important disadvantages of feedback and he listed them as follows:

- Feedback when handwritten can be hard to read
- When critical, written feedback can be threatening because of its authoritativeness
- It is slow and time consuming to write individually about students’ work and hard to make time for it when class size is large.

- It becomes tempting for teachers to degenerate into short-hand ticks and crosses rather than to express positive and critical comments.

Providing feedback in writing is not easy and can have negative impact on students if not done properly. Harmer (2001) sets several techniques to provide positive feedback to learners. The first technique is responding which is a piece of advice written in the form of comments and the teacher's aim is not to assess but rather to respond and help. This type of feedback can be found in the margin or in a separate paper of the learner's work. The second technique is coding. It is an abbreviation or the first letter of the error type, usually used within the body of the students' written works. Therefore, learners should be familiar with those codes or symbols because they are very helpful to both teachers and students in the process of correction. Oshima and Hogue (1999) suggested a number of codes and they show some of the most important codes used by teachers (table 3.5).




Meaning	Incorrect	Correct
<i>P.</i> punctuation	I live, and go to school here. Where do you work.	I live and go to school here. Where do you work?
 word missing	I working in a restaurant.	I am working in a restaurant.
<i>Cap.</i> capitalization	It is located at main and baker streets in the City.	It is located at Main and Baker Streets in the city.
<i>V.t.</i> verb tense	I never work as a cashier until I get a job there.	I had never worked as a cashier until I got a job there.
<i>agr.</i> subject-verb agreement	The manager work hard. There is five employees.	The manager works hard. There are five employees.
 make one word or sentence	Every one works hard. We work together. So we have become friends.	Everyone works hard. We work together, so we have become friends.
<i>Sp.</i> spelling	The <u>maneger</u> is a woman.	The manager is a woman.
<i>pl.</i> plural	She treats her employees like <u>slave</u> .	She treats her employees like slaves.
 unnecessary word	My boss she watches everyone all the time.	My boss watches everyone all the time.
<i>w.f.</i> wrong word form	Her voice is <u>irritated</u> .	Her voice is irritating.
<i>w.w.</i> wrong word	The food is delicious. <u>Besides</u> , the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.

Figure 3.5 Correction Symbols (Oshima & Hogue 1999, p.260)

Error codes are very useful to students as they help them to correct their errors; however, learners should be familiar with those codes to help them understand their teacher’s corrective feedback.

3.8 Feedback Strategies

Brookhart (2008) posits that teachers can use different strategies and these strategies can vary in several dimensions: timing, amount, mode and audience.

3.8.1 Feedback Timing

The teacher provides immediate or slightly delayed feedback to help students use it and benefit from it for their future performances. It is preferable that feedback comes while students are still mindful about the topic, assignment, or the task in question. Feedback should be provided when students are still striving for the learning goal not after they have already attained it. In fact, when students know that they will not deal with a topic again, the delayed feedback they would receive about it would be pointless for them. Therefore, one general principle for arranging the timing of feedback is giving it when students are still thinking about the work and can still do something about it. Table 3.1 summarizes some examples of good and bad timing of feedback.

Examples of Good Feedback Timing	Examples of Bad Feedback Timing
<ul style="list-style-type: none"> • Returning a test or assignment the next day • Giving immediate oral responses to questions • Giving immediate oral responses to students’ misconceptions • Providing flash cards(which give immediate right/wrong feedback) for studying facts 	<ul style="list-style-type: none"> • Returning a test or assignment two weeks after it is completed • Ignoring errors or misconceptions (thereby implying acceptance) • Going over a test or assignment when the unit is over and there is no opportunity to show improvement

Table 3.1 Feedback Timing (Brookhart, 2008, p.8)

All teachers want to make prompt feedback, but because some are too busy or overwhelmed to do so they delay to provide it. Thus, a tip that is useful for these teachers is to make a special effort to catch up with feedback responsibilities because students benefit more when they deal with more recent feedback.

3.8.2 Feedback Amount

The most difficult decision a teacher can make is to determine the amount of feedback to provide to his/her learners. A natural inclination is that most teachers want to fix every single error they see for real learning. According to Brookhart, judging the right amount of feedback to provide needs a deep knowledge and a consolidation of the following criteria:

- The topic in general and the teachers' learning target
- Typical developmental learning progression for those topics or targets
- The individual students

Hence, to decide about the good amount of feedback depends on the three factors simultaneously. Furthermore, it is good to use the Goldilocks principles, which says "Not too much, not too little, but just right". Students have to receive enough feedback to understand what to do but not so much that they feel work has been done for them. Brookhart summarizes some examples of good and bad amount of feedback in table 3.2.

Examples of Good Amount of Feedback	Examples of Bad Amount of Feedback
<ul style="list-style-type: none"> • Selecting two or three main points in about a paper for comment • Giving feedback on important learning targets • Commenting on at least as many strengthes as weaknesses 	<ul style="list-style-type: none"> • Returning a student's paper with every error in mechanics edited • Writing comments that are more voluminous than the paper itself • Writing voluminous comments on poor quality paper and almost nothing on god quality paper

Table 3.2 Feedback Amount (Brookhart, 2008, p.13)

Thus, teachers should see things from the students' eye in terms of which aspect of the learning target the student has done acceptable work and which aspect of the learning target the student would benefit from to improve his/her work next time. So it is wiser to emphasize some points over others.

3.8.3 Feedback Mode

According to Brookhart, feedback can be delivered in many modalities. Some assignments work better with written feedback, some with oral feedback while others lend themselves to demonstrations. Some of the best feedback can result from conversations between teachers and students. Hence, to communicate the feedback message is the most appropriate way to deliver feedback. Table 3.3 illustrates good and bad choices about the mode of presentation for feedback

Examples of Good Feedback Mode	Examples of Bad Mode of Feedback
<ul style="list-style-type: none"> • Using written feedback for comments that students need to be able to save and look over • Using oral feedback for students who do not read well • Using oral feedback if there is more information to convey than students would want to read • Demonstrating how to do something if the student needs to see how to do something or what something “looks like” 	<ul style="list-style-type: none"> • Speaking to students to save yourself the trouble of writing • Writing to students who do not write well

Table 3.3 Feedback Mode (Brookhart, 2008, p.16)

Teachers do not have the time to talk with every student about everything; therefore, they should give feedback in written form or use another mode. Decisions about the mode of feedback should be based on different factors.

3.8.4 Feedback Audience

Feedback is some sort of communication between the teacher and the student. So like all communication, feedback works best when it has an appropriate sense of audience. The

act of providing feedback to a student communicates to him/her a sense the teacher cares about his/her individual progress besides the technical information provided. If the message a teacher wants to communicate would benefit a group of students, s/he can deliver it to the class as a group because this would save time and serve as a mini lesson or review session. If the teacher wants to address only a group of students, he/she can give them feedback while the others are doing something else. Table 3.4 shows examples of good and bad choices about the audience for feedback.

Examples of Good Choice of audience	Examples of Bad Choice of Audience
<ul style="list-style-type: none"> • Communicating with an individual, giving information specific to the individual performance • Giving group or class feedback when the same mini-lesson is required for a number of students 	<ul style="list-style-type: none"> • Using the same comments for all students • Never giving individual feedback because it takes too much time

Table 3.4 Feedback Audience (Brookhart, 2008, p.18)

Thus, a teacher should reach the appropriate students with specific feedback and should communicate to all students that their learning is valued.

In the case of corrective feedback, Ellis (2009) states that the key distinction is between direct, indirect and paralinguistic forms of correction strategies as demonstrated in table 3.5.

Corrective Feedback Strategy	Definition	Example
1. Recast	The corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological or lexical).	L: I went there two times. T: You've been. You've been there twice as a group?
2. Repetition	The corrector repeats the learner utterance highlighting the error by means of emphatic stress.	L: I will showed you. T: I will SHOWED you. L: I'll show you.
3. Clarification Request	The corrector indicates that he/she has not understood what the learner said.	L: What do you spend with your wife? T: What?
4. Explicit Correction	The corrector indicates an error has been committed, identifies the error and provides the correction.	L: On May. T: Not on May, In May. We say, "It will start in May."
5. Elicitation	The corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it.	L: I'll come if it will not rain. T: I'll come if it?
6. Paralinguistic signal	The corrector uses a gesture or facial expression to indicate that the learner has made an error.	L: Yesterday I go cinema. T: (gestures with right forefinger over left shoulder to indicate past)

Table 3.5 Corrective Feedback Strategies (Ellis, 2009, p.9)

The teacher should choose both the specific strategy to respond to a learner error and the specific paralinguistic devices for realizing that strategy. This demands great paralinguistic competence from the part of the teacher. However, teachers sometimes respond to students' errors imprecisely and inconsistently when they respond differently to the same error committed by different students in the same class.

3.9 Choosing Feedback Content

Students have very few opportunities to ask their teachers for advice on their writing because of the huge number of students they have to teach. There have been many research

studies on how teachers should provide different feedback focuses. In fact, most teachers focus on form feedback in the traditional way by correcting grammar mistakes and mechanical mistakes. Other teachers, however, focus on content feedback where teachers praise or criticize or give suggestions on students' writing to motivate them to progress in the following areas: organization, creativity, paragraphing cohesion and coherence (Hong, 2008).

In effect, choosing the content of feedback is very important and it is determined by four factors: choices about focus, comparison, function and valence. Hence, it is essential for a teacher to know what to say exactly in his/her feedback because the words a teacher would use can affect the clarity, specificity and tone of his/her feedback.

3.9.1 Choices about Focus

Brookhart (2008) reports four levels of feedback set by Hattie and Timperly (2007):

- Feedback about the task
- Feedback about the processing of the task
- Feedback about self- regulation
- Feedback about the self as a person

Feedback about the task involves information about errors and whether something is correct or faulty. It may also include information about the depth and the quality of the work. Feedback about the task may call the student to give more information or to improve the format or the neatness of the work.

Feedback about the process provides information about how students approach the task, about the relationship between what they did and the quality of their performance and about alternative strategies that would be useful to them. In fact, when teachers give feedback about the process, they are scaffolding this information for all students and this constitutes a powerful tool to address the needs of all students.

Self-regulation is a process students use to control their own learning. Self-regulation enables students to seek, accept and act on feedback information. In contrast to less effective learners who depend more on external factors such as whether the teacher decides to give any feedback on this or that assignment, more effective learners tend to develop internal routines that involve figuring out when they need assessment or suggestions and strategies for getting feedback. Therefore, feedback about self-regulation is effective to foster self-confidence and self-efficacy.

Feedback about the person (e.g., *Smart boy!*) is not advisable for two reasons: First, it is not informative because it does not help the student to learn more. Second, it is more insidious because feedback, about the person can contribute to the students' belief that intelligence is fixed and this implies that achievement is something out of students' control. Dweck (2007) states that the belief that intelligence is fixed removes connection between students' effort and achievement (cited in Brookhart 2008). In contrast, feedback about the processes students use to do their work enhances the belief that achievement is related to certain strategies, specific kinds of efforts that are under students' control.

3.9.2 Choices about Comparison

Brookhart (2008) states that feedback also uses comparison through norm-referencing (comparing students' performance to that of other students) and criterion-referencing (comparing students' performance to a standard). Criterion referencing, which compares students' work to a learning target, is the primary kind to employ for good feedback. For example, the following feedback: "*All your details support your thesis statement that 'sharks are misunderstood', except this one. I don't know what it has to do with sharks*" (Brookhart, 2008, p.22) helps the student very much to decide about the next goal of the learning process. Hence, feedback against clear criteria is very common instruction model

used in most classrooms. The majority of teachers use an instructional model that begins with a learning target called also a goal or objective.

Norm-referenced feedback is not generally recommended because it does not contain information a student can use to progress. Norm-referencing compares a student's performance to the performance of other students. Moreover, norm-referencing feedback creates winners and losers which contribute to "that fatalistic mind-set that says student ability, not strategic work, is all what's important" (Brookhart, 2008, p.23).

3.9.3 Choice about Function

Feedback should be "descriptive" rather than "evaluative" because students filter comments they receive from their teacher through their own past experiences, good and bad. In effect, students tend not to pay attention to descriptive feedback when accompanied with judgment as "grade or evaluative comment". Hence, Brookhart suggests that teachers have to maximize chances to make students interpret the feedback they receive as descriptive rather than judgmental by:

- Providing a lot of opportunities for students to practice and receive feedback without grades
- Working on somehow easy learning target in which students can achieve better and more moderately.
- Doing a test or an assignment "for a grade"
- Making feedback observational by describing what a teacher sees and to what extent it is close to the learning target
- Recommending strategies that would help the individual student to progress

In short, teachers have to describe students' work and avoid evaluating or "judging" them in a way that would stop them from trying to improve, and this can be realized by

expressing what a teacher observes in the work and identifying for students their strengths and weaknesses.

3.9.4 Choice about Valence

Feedback should be positive, but this does not mean that the teacher pretends being happy or say that a work is good while it is not. To be positive is to demonstrate how the strengths in a student's work match the criteria of good work and how these strengths reflect that a student is improving. Moreover, being positive means pointing out where improvement is required and which strategies could help the students' progress. Teachers cannot be helpful when they observe what is wrong and do not offer help to make it right.

Tunstall and Gipps (1996) divided feedback into two types: descriptive and evaluative feedback. Positive evaluative feedback includes rewards, general praise, etc. Negative evaluative feedback includes punishment, general criticism and so on. The descriptive feedback; however, is all meant to be positive. Even criticism, if it is descriptive not judgmental, is intended to be constructive. Tunstall and Gipps divide descriptive feedback into "achievement feedback" and "improvement feedback." Achievement feedback is intended to tell students what was done well and why. Improvement feedback is intended to inform students what more might be done and what strategies would lead to improvement of the work. To sum up it is advisable to use positive comments to describe what is well done and to make suggestions about what could be done for improvement.

3.10 Interrelation of Oral and Written Feedback

Frey and Fisher (2011) advance that oral feedback provides immediacy that written feedback cannot. Feedback should be well timed and should result in positive outcomes for the learner. This can be achieved through:

1. An appropriate setting: Teachers should select a place in the classroom that is a quiet and removed from the larger group to give the students a place to focus on what is being said.
2. Effective structure of the response: The response should be specific and alert the learner to what is correct and what is not.
3. A formal conference: Many teachers choose to use more formal arrangements to offer feedback by conferring with students. These conversations intend to focus students on their work and progress

Thus, oral feedback must accompany written feedback to make the learner understand better teachers' feedback through what is called teacher- student conferences. In effect, teacher-student conferences have a great impact on learners' writing development. McCarthy and Zheng (2010) advocate the importance of the writing process through writing conferences in which the teachers offer oral feedback. During those conferences, teachers use strategies of negotiations with students, guiding them with direct feedback. Hence, it is necessary to respond to students' writing because when learners receive feedback, they become more aware of their teachers' expectations. Students learn to write through a gradual process in which both oral and written feedback play important roles.

3.11 Providing Effective Written Feedback

Teachers' choices about feedback content affect students through the message that is sent, and hence it has a great impact on how they will react. In effect, a teacher can evaluate the effectiveness of his/her feedback against one criterion which is the student response. Brookhart (2008) claims that a teacher can know the effectiveness of his/her feedback if he/she obtains the following outcomes:

- ❖ Student do learn i.e., their work does improve

- ❖ Students become more motivated and they believe they can learn; they want to learn, and they take more control over their own learning
- ❖ The classroom becomes a place where feedback, including constructive criticism, is valued and viewed as productive.

Focus, comparison, function and valence determine the teachers' choices about what to say in their feedback. Teachers have also choices: clarity, specificity and tone. Brookhart discussed these three types of choice (clarity, specificity and tone) and he stated that in written feedback, word choice matters and so does the tone. This fact proves that when a teacher provides written feedback, s/he has to be clear to communicate successfully the message s/he wants to convey to the students. For example, if we consider the following two comments written in the margin of two students' essays: "*You are not clear here*" and "*I don't see what you mean here.*" (Brookhart, 2008, p.31) Both comments send the same message, but the first sounds judgmental, while the second one is descriptive.

In effect, good feedback requires a good use of language because language does not only describe the world for us but it also helps us to construct our world. Teachers' comments should address the student as someone who thinks and makes choices and his/her choices have purpose. For instance, if we consider the following implicit comments: "*What did you think about when you choose that topic? What were you trying to accomplish?*" (Brookhart, 2008, p.31) We can deduce that the student is positioned as a chooser. However, some teachers prefer to treat students as executors of their orders. For example, the following comments position the student as a passive taker of orders from the teacher and the teacher is the "boss" of student' learning: "That's too narrow topic. Pick something else." According to Brookhart, such comments "shut off learning" (pp.31-32).

When providing feedback, teachers choose words and phrases in a way that they value their learners as persons who learn. Therefore, teachers' feedback should foster

students to see themselves with a scholar identity and as being active and strategic in handling their own learning (self-regulation).

3.12 Teacher's Effective Types of Choice in Written Feedback

According to Moss and Brookhart (2010) three criteria should determine what a teacher says in his/her feedback:

1. **Clarity:** The student should understand the feedback information as the teacher intends it to be. Teachers can maximize the chances for students to understand feedback by:

- Using simple vocabulary and sentence structure
- Writing on the student developmental level
- Tailoring the amount and content of feedback
- Checking that the students understand the feedback

Moss and Brookhart maintain that clarity means that feedback needs to be clear to the students and if the students do not grasp something the way the teacher has explained it in the classroom, it is pointless to repeat words on the student paper because it will certainly not lead to any improvements. Furthermore, when the teacher is not certain whether his/her student has not understood some feedback, s/he should check and not just keep saying “*Do you understand?*”, for the student will keep saying “*yes*”.

2. **Specificity:** According to Moss and Brookhart, feedback should be specific in order to help students, but it should not be too specific that no work is left to the student to be done. For instance, giving examples can help students to make feedback specific to students.

3. **Tone:** Moss and Brookhart (2010) claim that the way teachers address their students has a great impact on their future performances. For example when

teachers use brusque order giving comments (like “*Do this! Do that!*”), they convey a message that they believe that students should be ordered around. Hence instead feedback should rather be supportive in tone and should focus on the work. To sum up, teachers should use feedback that projects in the student that s/he is the agent of his/her own learning. Feedback has to imply that the person being addressed is a full participant in the learning process. S/he can make his/her own decisions; regulate his/her own learning. When teachers treat students as full active agents of their learning, they will respond in kind.

Thus, there three basic criteria which should determine the message that a teacher delivers in his/her corrective feedback: it should be clear to the student, specific and supportive in tone.

3.13 Impact of Corrective Feedback on the Learners’ Linguistic Errors

SLA researchers have asserted after many studies of error correction that various linguistic categories should not be considered to be equivalent in learning because they represent different domains of knowledge which are acquired differently by students. Ferris (1999), for instance, classified errors into two categories: “treatable” and “untreatable” (cited in Bitchener, Young and Cameron 2005).

Treatable errors are the category of verb tense and form, subject-verb agreement, article usage, plural and possessive nouns endings and sentence fragments. Such errors are “treatable” because they are governed by specific rules and so learners can be directed to read books or set of rules to resolve their errors. The second category is the “untreatable” errors such as word choice, word order, words missing, or unnecessary words. These are idiosyncratic errors and require from the learner to use previous knowledge of language to enable them to correct themselves (cited in Bitchener, et al., 2005).

In addition, Ferris (2011) research study for instance, demonstrated that learners provided with corrective feedback over a semester improved in “verb tense and form (treatable), made slight progress in lexical (untreatable) and noun ending errors (treatable) and regresses in the sentence structure (untreatable) and article error categories (treatable)” (p.194). Thus, when corrective feedback targets certain linguistic forms, it will certainly improve the accuracy of students’ future pieces of writing.

CONCLUSION

Feedback in education is given to learners mainly for one reason that is improving their linguistic performance. It is a crucial tool which enables students to identify their own errors and to try to correct them. Teachers are only aware of the effectiveness of their feedback when change occurs in learners’ performance and they do not repeat the same errors. In addition, they are sure about the positive impact of their corrective feedback when they notice that learners work to solve their deficiencies in writing by checking teacher feedback each time and using even peer/self correction besides consulting books in grammar and writing. In short, feedback is very significant in teaching writing, especially with the new current approaches of teaching L2 writing. Hence, it should be clear and specific to learners and even the tone used by teachers in the feedback should be supportive.

CHAPTER FOUR

STUDENTS' WRITING AND TEACHERS' FEEDBACK

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CHAPTER FOUR

RESEARCH METHODOLOGY

INTRODUCTION

This chapter describes the methodology followed in the present research to analyze the causes of errors students in the Department of Foreign Languages-Division of English at the University of Mohamed Kheidher, Biskra make when they write essays and to investigate the impact of teachers' feedback in improving students' written productions. The chapter starts with a brief restatement of the research inquiries, and then a discussion of the research design used will follow. The discussion comprises a description of the general background of the research with a special emphasis on different methods of data collection and analysis. Next the chapter describes the method used to collect the data with particular focus on the research instruments adopted. The motivation behind the choice of the research design used will be provided and an overall data analysis will then follow.

4.1 Restatement of the Research Aims

The basic concern of the present research is to examine the kinds of error in the essays written by students of English at the University of Mohamed Kheidher of Biskra. In effect, by finding out the causes of errors which most if not all students make at various stages of the writing process, we can explore ways to make students reduce their errors in writing. Furthermore, our study aims to prove that the way teachers respond to their students' errors is vital because the kind of feedback learners receive is very important, particularly in writing. Hence, our primary concern is to find out the most effective strategies to provide students with positive and effective corrective feedback.

In order to reach this aim, the study employed the following procedure: (1) analysis of samples of students' essays to identify the most recurrent errors. (2) Exploration of two distinct causes for the errors which most students make: interlingual errors (L1

interference) and intralingual/developmental errors. (3) Observation of the teachers' approaches and strategies used to correct and to improve the students' level of writing. (4) Analysis of the impact of teacher's corrective feedback on students' writing.

4.2 Research Design

When carrying out a study, the researcher must go through a series of interrelated phases in order to shed light on the problem(s) under investigation. Hence, a research design "translates the research problem and resulting question(s) into concrete steps of empirical research" (Pierce, 2015, p. 45). Thus, a research design is a general operation of collecting data and a series of analysis procedures used to interpret the issue(s) under investigation. The aim is to get the appropriate information and methods of inquiry to answer the research questions.

When carrying out FL or L2 research, it is obvious now among researchers to handle data collection using two different types of approaches: the qualitative (descriptive) and the quantitative (experimental) approaches. However, these two apparently different approaches can be combined in one single study.

4.2.1 Qualitative Research Approach

Qualitative research is intended to examine the nature of human experiences and what these experiences mean to individuals. This method of analysis provides results not reached by means of numbers. Lichtman (2010) suggests the following definition to quantitative research:

It is a way of knowing in which the researcher gathers, organizes and interprets information obtained from human using his or her eyes and ears as filters. It often involves in-depth interviews and/or observation of human in natural and social settings (p.5).

Quality research can be contrasted to quantitative research which depends mainly on hypothesis testing, cause and effect and statistical analysis (Lichtman, 2010). Thus, qualitative research starts with ‘what’, ‘how’, and ‘why’ type of questions rather than ‘how much’ or ‘how many’ questions. In effect, qualitative research is narrative rather than experimental in character (Strauss and Corbin, 1990). In qualitative approach, as asserted by Creswell (2002, p.6) “the inquirer analyses and codes the data for description and interprets the meaning of information drawing on personal reflection and past research”. This type of approach is context sensitive, and the inquirer most of the time involves himself in the subject under study.

According to Ary et al. (2013, pp.452-453), the main characteristics of the qualitative research can be summarized as:

- ✓ **Concern for context and meaning:** Qualitative inquiry shows concern for context and meaning. It assumes that human behavior is context bound i.e. it is inseparable from social, political and cultural influences.
- ✓ **Naturally occurring settings:** Qualitative research most often studies behavior as it occurs naturally in a classroom, for instance. Qualitative inquiry takes place in the field, in setting as they are found.
- ✓ **Human as Instrument:** The human investigator is the primary instrument for gathering and analyzing data. A human is the only flexible instrument to capture the complexity of the human experience, capable of adapting and responding to the environment
- ✓ **Descriptive data:** The qualitative inquirer deals with data in the form of words, pictures or other visuals instead of numbers or statistics.

- ✓ **Emergent design:** In a qualitative study, researchers design all aspects of the study before they collect data and they adjust their methods and ways of proceeding according to the subject matter at hand.
- ✓ **Inductive analysis:** data collection and data analysis occur simultaneously.

4.2.2 Quantitative Research Approach

When we think of quantitative approaches, we may be thinking of statistics, numbers, and percentage, and these capture the essence of quantitative methods. Aliaga and Gunderson (2000) explain the same idea when they say “Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)” (cited in Muijs, 2010, p.1). Therefore, the process of measurement is essential to quantitative research because it provides a strong link between empirical observation and mathematical expression.

Qualitative scholars such as Willis (2008) claim that a researcher cannot collect and analyze data without a framework that guides his/her work. Different authors have several views on the number and paradigms which are actively employed in qualitative research. Willis (2008) suggests one of the major frameworks; positivism. He claims that this framework ascertain that the best source of knowledge (knowledge you are positive about) is the cautious use of the experimental method to quantify research topics of interest. He argues that there are variations to this approach, and the main idea is that a researcher can “develop an idea about the world, derive implications of that theory that can be tested in experimental research (or other forms of quantitative research), and then conduct research to test whether the implications are true or not” (p.66).

As far as the present study is concerned, we believe that a combination of the qualitative quantitative approaches would help to reach the aims set by the researcher. This kind of method provides the researcher with much reliability during data collection and

contributes to the objectivity of the results which will be reached. In fact, we will try to expose the research problems using very specific and accurate terms in order to prove whether or not the predicted hypotheses of the present study hold true.

4.3. Research Instruments

The choice of appropriate data collection tools contributes much to the good quality of the research. Thus, the instrumentation plan embodies a number of decisions which should be made before the beginning of the research and these help to guide the progress of the study to attain the ultimate goal of formulating conclusions to answer the research questions. Hence, the present study will make use of three research instruments.

One knows that using three research instruments certainly does not guarantee complete credibility nor validity, but rather it helps firstly to give much insight about students' difficulties in writing, secondly to explore teachers' conception and understanding of the causes that lead students to make errors when writing and thirdly to prove the effectiveness of corrective feedback of teachers in reducing these errors.

The three research instruments used to collect data to analyze the errors of students' writing and to investigate the impact of teachers' corrective feedback at the university level are:

- A questionnaire.
- Analysis of students' essays.
- A pre-experiment

The nature, advantage, disadvantage of each research instrument and the reasons behind their choice are explained in the next section.

4.3.1. The Questionnaire

A questionnaire provides structured and often numerical data and can be administered without the presence of the researcher. Wilson and McLean (1994) describe the questionnaire as “being comparatively straightforward to analyze” (cited in Cohen, Manion and Morrison, 2007, p.317). A researcher has to make sure that the questionnaire: (1) is clear on its purpose; (2) is clear on what needs to be included or covered in terms of elements of inclusion; (3) asks the most appropriate questions; (4) elicits the most appropriate types of data to answer the inquirer purposes; and (5) asks for empirical research (ibid, p.320).

Hence, the researcher wants through a semi-structured questionnaire to include the “teacher” element in the present study because no one can know better the learners’ status than the teachers themselves in terms of level, potential and capacities. Hence, the main objectives of the present questionnaire are:

- To investigate two causes (interlingual/L1interference and intralingual/developmental) for the errors which most students make at various stages of writing.
- To define the importance of teachers’ theoretical approaches to the study of these errors
- To demonstrate the importance of teachers’ feedback in reducing the students’ written errors.

4.3.1.1 Aim of the Questionnaire

In reality, the planning of this type of questionnaire stems basically from our desire to involve the teachers fully in the issue under investigation to benefit from their opinions and experiences and to avoid any sort of superficial engagement with the subject. Investigating the sources of student’ errors in writing and the response of teachers to these errors in the

form of corrective feedback at various stages of the writing process is the main objective of this study. To fulfill this objective we need certain tools to confirm or reject the hypotheses set for this research. Therefore, the first tool chosen is a questionnaire. In fact, it is critically important to stimulate teachers with questions that are direct to the point to elicit information about the importance of teachers' corrective feedback in reducing students' errors in writing.

4.3.1.2 Piloting the Questionnaire

In order to make sure that the questionnaire is clear on its purpose, clear on what needs to be included or covered in terms of elements and that it asks the most appropriate questions to elicit the most appropriate types of data to answer the investigator's purposes, the researcher piloted the questionnaire. The questionnaire was distributed to 10 teachers during the first semester of the academic year 2014/2015 and the return rate was 80%. After piloting the questionnaire, the researcher distributed the final questionnaire to 20 teachers and this time the return rate was 90%, a rate which can be considered as relatively high with 18 out of 20 that completed the questionnaire.

4.3.1.3. Description of the Questionnaire

The questionnaire is basically related to the theoretical part of the research which comprises a review of the literature (chapter one, two, and three of the thesis) about the writing skill, the source of errors that students make during their written productions, and the importance of feedback in improving the writing proficiency.

The questionnaire is addressed to teachers and makes use mainly of the technique of close ended question but not exclusively. In many cases, teachers are allowed space to provide their own answers. In brief, many types of questions are used where the participants are invited to choose one or more than one response option. The types of questions used in the questionnaire include:

- **Numeric questions:** this type of questions aims to collect specific background information about the respondents such as: age, degree (s) held, length of work experiences, etc.
- **Open format questions:** also called open-ended questions; they give the participants opportunities to express their opinion in a free manner, so they answer whatever they feel right. In such type of questions, we may get true, insightful and sometimes unexpected suggestions. Hence, open-ended questions are meant to seek the respondents' opinions about the subject matter under investigation.
- **Close format questions:** they are multiple choice questions, where the participants are restricted to choose among the given multiple choice answers. In fact, there is no limited number of how many multiple choices should be given. The most important advantage of close ended questions is the ease at performing the preliminary analysis, and they are ideal for collecting statistical data and percentage.

Furthermore, other questions are in the form of illustration questions in the sense that they aim to clarify a given question in the form of 'yes' or 'no' for instance, and they form a type of follow up to the previous questions.

In addition, being aware that filling the questionnaire is difficult and time consuming, special care was paid to make sure that the questions are phrased and ordered in a way that makes English language teachers at ease to express their opinions as they wish. The teachers' questionnaire comprises 26 questions. Each question is relevant to a specific part of the present research.

The questionnaire (Appendix A) starts with a **short section** (question item 1 through 4) meant to gather information about the teacher' degree, professional status and years of

work experience in teaching English in general at the university level and in teaching the written expression module in particular.

The second section of the questionnaire is about the writing process. It includes 7 questions about writing as an activity inside the classroom in terms of approach and process. Question item 5 (*Do you believe that the content of the current written expression syllabus you are teaching is sufficient to improve their written proficiency?*) seeks to clarify teachers point of view about the efficiency of the written expression program to improve students 'level in writing. Question item 6 (*Do you think that good writing is: (a) good sentence structure, (b) good ideas, (c) correct grammar, (d) cohesion and coherence, (e) correct spelling, (f) rich vocabulary*) tries to get some insight into the teachers' view about what good writing is. Question item 7 (*Are you satisfied with your students' level of writing?*) addresses the teachers' position vis-a-vis their learners' level in writing and whether they deem it satisfactory or not and why. Question item 8 (*Do you encourage your students to write?*) inquires into the teachers' willingness to encourage their students to write and what techniques they use in teaching along with the module content of which they are in charge. Question item 9 (*Which approach do you follow when teaching writing?*) examines the teachers' awareness or unawareness of the approach they use in teaching writing. Question item 10 (*Which stages of the process of writing do you think is more difficult for the learners?*) shifts interest from teachers to students' attitude towards the writing process viewed by the teachers. The last question item in the second section (*Do you think that increasing the time of the written expression module would allow students to improve their skill?*) tries to inquire the relationship between the time devoted to written expression module and the progress in students' writing ability.

The third section includes 4 questions (question item 12 through 15) aims to explore the causes behind students' errors in writing. Question item 12 (*Do you believe that L2*

acquisition involves inevitably the making of errors by L2 learners?) inquires into the process of L2 acquisition to gain insights about whether it involves inevitably the making of errors and how. Question item13 (*Do you think that errors in L2 acquisition result only from negative transfer of the native language?)* addresses the teachers' experience and analytical skills to find out whether their students make errors only due to negative transfer of their native language, and a follow up question asks teachers to explain their choice. Questions item14 (*Respond to the following statements by ticking the right box*), and question item15 (*Which one of the following is the main source of learners' errors in English language writing? (a) psycholinguistic, (b) developmental, (c) learners' educational socio-cultural background, (d) discourse structure*) seek to explore teachers' experience as active users of the target language about the main sources of errors in FL production.

The fourth section inquires about the teachers' feedback in the learning process. It includes 11 questions (question item16 through 26). Question 16 (*What areas of difficulty do students have problems with?)* inquires into the teachers' awareness of learners' language lacks and difficulties in completing their written assignments while question item 17 (*Do you find errors when correcting your students' errors?)* examines the frequency viewed by teachers of students' errors in writing. Question18 (*Which approach of written error correction do you use in providing feedback?)* seeks information about the approaches or methods of written correction employed by teachers to provide feedback to their students. Question item 19 (*How do you respond to your students' errors when correcting their papers?)* inquires into the ways teachers use to respond to their learners' errors when correcting their compositions. In question item 20 (*Do you use the symbol system of correction?)*, the researcher aims to inspect whether teachers use the symbol system of correction or not. Question item 21 (*In case your students' written works*

embody different types of errors, which kind do you think it is necessary to point out most?) tries to explore the types of errors mostly pointed out to students by teachers and the type of feedback they view to be very effective. Question item 22 (*How would you define an effective feedback?)* and question 23 (*Is the feedback you provide consistent with the goals of the course?)* try to seek how teachers interpret the concept of effective feedback in relation with course goal. Question item 24 (*What difficulties do you have when providing feedback?)* examines the difficulties that teachers encounter when they provide feedback and question 25 (*Do your students benefit from your corrective feedback?)* inspects the students' reactions to their feedback. The last question item is meant to collect some teachers' suggestions which are relevant and insightful to the aim of the questionnaire.

The questionnaire was administered to all teachers of written expression module in the Department of Foreign Languages, the Division of English Studies at the University of Mohamed Khidher on November 2014. The researcher handed the questionnaire to 10 teachers at the English Language Division and emailed the remaining questionnaires to 10 others. The return rate was 90%; 18 teachers completed the questionnaires and returned them back.

4.3.2 Essays Analysis

Another strategy used in the collection of data is the analysis of students' written essays. This type of instrument is employed to emphasize students' errors and to assess the writing performance of students of English in the Department of Foreign Languages Division of English at the University of Biskra. In fact, many studies were carried out and resulted in great advances in the field of error analysis. However, in spite of all the advances, EFL students even at advanced levels still lack the understanding that reducing

errors is fundamental to effective writing; it is the principal way in which their work is assessed and they are assigned grades. In this context Craig (2013) says:

Learning to write is not a single skill that is learned in one course. The task extends throughout a student's university career as students conform conventions of academic prose, a challenge for many students writing in their first language and very often very difficult for second language writers (p.29).

In Algerian universities, writing in English is a very significant tool for students of English in their academic course of study. In fact, they use this skill in many tasks and activities such as taking notes, answering written assignments, writing compositions, essays, and research works. Hence, writing different tasks helps a good deal the students to develop their critical thinking and their cognitive skills.

Teaching writing is very difficult and frustrating, especially in EFL instruction. Hence, our aim is to identify areas of difficulty in writing skills among EFL students at the University of Biskra to try to work out remedial procedures to overcome their problems and weaknesses. Therefore, the present analysis will take into consideration the most dominant and the least dominant errors in students' essays, and attempt to explain the causes behind those errors in writing committed by the target students.

4.3.2.1 The advantages of EA

EA is one of the best ways of studying L2 and is seen as the best linguistic studies that emphasize learners' difficulties. It is also recognized as one of the major topics in the field of L2 research. It is based mainly on comparing the learners' data with the target language norms, and identifying and explaining errors accordingly (James, 1998). Researchers interested in EA have noticed that errors are advantageous for teachers and students. It supplies teachers with students' errors, and these errors would help teachers in three ways:

Firstly to correct students' errors, secondly to improve their teaching methods and strategies and finally to focus on those areas of weaknesses in order to reinforce them. Corder (1967) considers errors as a significant source of information for three reasons: for teachers, it shows them the progress of students; for researchers, it provides evidence of how language is acquired or learned; and for learners themselves, it gives them resources in order to learn (cited in Ellis, 1994).

4.3.2.2 The Study Population and Sample

Porte (2010) defines a population as complete set of elements (individuals, objects, observations, events) that have something in common, that is to say, it is "the entire group the researcher is interested in, which he or she wishes to describe or draw conclusions about" (p.284). The study population consists of students of third year English language at the University of Biskra. Porte states that a sample is a group of units chosen from the whole population to represent it as the population is too large to be studied entirely. By studying the sample, the researcher hopes to draw valid conclusions about the larger group (the population). The sample included in this study consists of 30 EFL students of third year at the University of Mohamed Kheider during the first semester of the academic year 2014/2015.

To choose the participants of the present study, we have used a convenience sampling because we have access only to one group of the entire population which happened to be available for study. The participants (students) are between 23 and 26 years of age. They live in an almost exclusively Arabic-speaking community. Furthermore, the sample that participated in this study has experienced approximately the same number of 6 years of English education through the middle and the secondary school system. All the participants are homogeneous in terms of their linguistic, educational and socio-economic backgrounds. All of them have not received any English Language instruction in foreign

countries nor have they gone to any English speaking countries to be exposed to the English Language. They have completed the secondary school and enrolled in the University of Mohamed Kheider to major in English.

4.3.2.3 Data Collection

A. Instruments

The main source of collecting data used to find answers to the research questions is the written essays of 30 participants in the University of Biskra. The essay prompt was general and expository in nature, knowing that students of the third year cover five types of essays in the written expression module and one of them is the expository essay in which the student writer should focus on a specific topic and illustrate its points with clear examples.

B. Data collection procedure

All the 30 participants were required to write on the following prompt:

❖ What are the benefits of exercise?

The essay prompt was assigned by the researcher because English language students of the third year at Biskra University start by covering the expository essay in the written expression course. Thus, by choosing this writing prompt, the researcher gives an opportunity to the students to demonstrate a range of writing skills they possess varying from utilizing vocabulary and syntax to developing organized ideas in English.

The participants were asked to write essays within the period of one hour and half. They were directed to brainstorm by freewriting, listing or clustering all the ideas that come to their mind, to choose two or three benefits which would construct their subtopics, to draw an outline from the brainstorming activity, to write their first draft from the outline and finally to revise and proofread their draft. The essays were collected by the researcher to examine the errors made by the students in order to classify, identify and explain them.

4.3.3 Reliability and Validity

A. Reliability

The meaning of reliability differs in quantitative and qualitative research. According to Cohen et al. (2007), reliability in quantitative research is a “synonym for dependability, consistency and explicability over time, over instrument and over groups of respondents” (p.146). Reliability in qualitative research, however, is “a fit between what researchers record as data and what actually occurs in the natural setting that is being searched, i.e. the degree of accuracy and comprehensiveness coverage” (ibid, p.149). This means that two researchers who are investigating the same setting may reach two different research findings but the two sets of findings can be reliable.

Polit and Hungler (1993 as cited in Cohen et al. 2007) consider that reliability is synonymous to consistency; that is to say, we measure the reliability of an instrument by measuring the degree of consistency of its designed attribute. For instance, other researchers must perform nearly the same experiment and get nearly the same results. Hence, this will reinforce the findings and the hypothesis. The researcher used a test-retest device to measure the reliability of the third instrument (the pre-experimental study). After four months, the same students were asked to write another essay which is expository in nature just like the first one (What are the benefits of exercise?), but the prompt this time was different. The students were asked to write on the following essay prompt:

❖ What are the benefits of using a computer?

30 students selected from the target population were asked to write essays about the prompts suggested before and the compositions (phase 1 essays and phase2 essays) were collected for evaluation. The researcher made a first correction, and then the essays were submitted to another teacher of written expression who works in the same educational institution for a second correction. This teacher used the same grading scale which was

used by the researcher to evaluate and grade the students' written compositions. The researcher will see if the essays (of the two phases) will show consistency in evaluation.

B. Validity

Validity is a requirement for effective research both quantitative and qualitative. Validity refers to the degree to which a study measures what it intends to measure. In the past validity was purely the demonstration that a specific instrument measures what it meant to measure, but more recently validity has taken new interpretations. For example according to Winter (2000) "in qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved" (cited in Cohen et al., 2007, p.133). In quantitative research, validity can be realized by careful sampling, appropriate instrumentation and correct statistical treatment of the data. Nevertheless; it is impossible to be 100% valid, "that is the optimism perfection" (ibid).

There are two main types of validity: internal and external validity. Internal validity is the validity of the test itself, whereas external validity is the ability to generalize the results to the target population. To ensure internal and external validity of the study instruments the researcher has consulted a group of 6 teachers of written expression in the same educational institution to evaluate and approve the prompts given to be developed into essays. She discussed with them the choice of the two essay prompts, and they agreed that they are convenient to students' standards and are suitable to their level and age.

4.3.4 A Pre-experimental Study

The present study used a pre-experimentation as a third tool in the collection of data in order to test the second hypothesis: if teachers provide an effective corrective feedback, then students' written productions will be enhanced.

The main feature that characterizes experimental research is that the researcher introduces manipulation of the conditions that determine the events they are interested in,

bring up an intervention and measure the change that results. Hence, an experiment aims to make a change in the value of one variable called the independent variable in order to see the effect of that change on another variable which is called the dependent variable. An independent variable is the input variable while the dependent variable is the output variable (Cohen et al., 2007).

A pre-experimental design is one that bears a resemblance to experimental design but lacks control groups to compare with the experimental group. However, pre-experimental designs are simple, easy to implement and exploratory in nature. Porte (2010) notes that these designs are used in preliminary research to pave the way for further research using true experimental designs or when circumstances does not allow more controlled research design. He states that much of the research in second language in the educational field is shaped by the context in which the researcher finds participants and often only intact groups are available and the researcher has to inevitably accept the administrative restrictions. Nevertheless, Porte asserts that those pre-experimental designs and the results that emerge from them are not “inferior to true experimental research” (p.118).

While conducting a pre-experimental design the researcher can provide a good description of the participants, the research context and the variables involved, but s/he may not have any control of extraneous variables and may not generalize the findings.

Turner (2014) argues that a true experimental design is different from a pre-experimental design in many aspects. Each design has its defining characteristics which are summed in the following table.

True experimental design	Pre-experimental design
<ul style="list-style-type: none"> • One or more control groups • One or more experimental groups • Random allocation to control and experimental groups • Pretest of the groups to ensure parity • One or more interventions to the experimental groups • Isolation and manipulation of the independent variable • Non contamination between the control and the experimental groups 	<ul style="list-style-type: none"> • Lack legitimate comparison group • The one group pretest-posttest • They are appropriate for exploratory research • Presence of an experimental treatment • They do not support the generalization of the findings • They are useful for gaining a deeper understanding of a particular environment • They can serve to form ideas or hypotheses that can be a foundation for subsequent quasi or true experimental designs

Table 4.1 Defining Characteristics of True Experimental and Pre-Experimental Designs

In spite of these differences, a pre-experimental design has some features in common with the true experiment mainly that causal relationship between variables that results from a specific intervention or manipulation.

4.3.4.1 Types of Pre-Experimental Design

There are basically three major types of pre-experimental design which are commonly used. They are:

- One-group posttest-only design
- One-group pretest-posttest design
- Posttest-only non-equivalent group designs

In this exploratory research, we opted for **the one-group pretest-posttest design**. In this model of research, all the participants are assigned to the experimental group. The researcher observes the group at two points in time. The first observation is in the form of a pretest which is recorded before the researcher intervention (treatment). After the intervention, a second observation is carried out in the form of a posttest. The change is expected to occur from the pretest phase to the posttest phase and this is supposed to be the result of the intervention. In this design, there is no comparison group. The problem is that without a comparison group, we cannot prove that the change would occur even without the application of the intervention, i.e., either the change is the result of the intervention or other extraneous variables. Different types of uncontrolled extraneous variables can make a plausible explanation for the change from the pretest phase to the posttest phase, which threatens the possible impact of the intervention (Salkind, 2010).

The present research which investigates the impact of teachers 'corrective feedback in improving the students written productions requires a pre-experimental design for many reasons. Firstly, the experimental methodology is inappropriate in our educational setting because the random assignment of the participants into treatment and control groups is not possible since subjects are composed of pre-existing classes of EFL students. Secondly, our study is exploratory in nature, so it requires a pre-experimental design. Those designs are viewed as "simply hypothesis-generating" (Larsen-Freeman and Long, 2014, p.22). Hence, pre-experimental research can lay the ground for future testable hypotheses.

In the present research, we have chosen the pretest-posttest pre-experimental study to be conducted with 3rd year students of English at the University of Mohamed Khider-Biskra. We wished to explore the impact of teachers' feedback in improving students' essays. The population chosen for this study is the one of the 3rd year because the third year syllabus outlines that students cover the different stages of essay writing in the first and the

second semester, and they receive an intensified training in writing five types of essay. In addition, at this level (3rd year) students are assumed to have reached an acceptable degree of proficiency in writing that enables them to write well constructed essays; nevertheless, their pieces of writing certainly will not be completely error free.

The population of the study is divided into 10 groups while the researcher has access only to one group .Therefore due to time and administration constraints, the non feasibility of randomization, and the exploratory nature of our study we have selected a pre-experiment with one group pretest-posttest design.

4.3.4.2 Sampling

The real value of the research is determined by the appropriateness of the methodology, the good instrumentation and the suitability of the sampling strategy employed by the investigator. Sampling is the process of selecting participants from the general population that the sample will represent, so after studying the sample, the researcher may be able to generalize the findings to the population from which the sample was chosen.

According to Paler-Calmorin and Calmorin (2006, p.144) there are advantages and shortcomings to sampling.

Advantages of sampling	Disadvantages of sampling
<ul style="list-style-type: none"> • It saves time, money and effort because the number of subjects involved is small, giving the researcher short time to calculate, tabulate, present, analyze and interpret the results. • It is effective since every subject in the population has an equal chance to be included in the sample. • It is more accurate. Fewer errors can be made as small data are involved in collection, tabulation, analysis and interpretation. • It gives more comprehensive information because a small sample allows more thorough investigation of the study, giving more comprehensive information. 	<ul style="list-style-type: none"> • Sample data involve more care in preparing detailed sub-classification because of the small number of cases as subjects. • If sampling plan is not well designed and followed the findings may be confusing and misleading. • Sampling requires an expert to conduct the study. If this condition is lacking, the findings might be erroneous. • Complicated sampling plans are laborious to prepare

Table 4.2 Advantages and Disadvantages of Sampling

▪ **Convenience Sampling**

There are many types of sampling, but in this study we have chosen the convenience sampling. In this type of sampling, all the elements are chosen from the target population on the basis of their accessibility or convenience to the researcher as it is stated by Ross (2005) “Convenience samples are referred to as ‘accidental’ samples for the reason that elements may be drawn into the sample simply because they happen to be situated spatially, or administratively, near or where the researcher is conducting the research” (p.7). The principal assumption in convenience sampling is that the participants of the target population are homogeneous.

Students of the third year English language at the University of Biskra for the academic year 2014/2015 are divided into 10 groups. The researcher has to work with only one group because it is the only group of 3rd year she is assigned to teach for the same academic year which will be the pre-experimental group. The study is exploratory in nature

using a pre-experiment and one-group pretest-posttest design. The pre-experimental study uses one independent variable and one dependent variable. The independent variable is the teacher' corrective feedback and the dependent variables are students' written performances. The pre-experimental units are measured under treatment conditions.

4.3.4.3 One Group Pretest-Posttest Design

This type of design requires collecting data on performance and outcomes of one group of participants before and after the experimental treatment .The aim of the pretest-posttest is to provide data about the participants' performance and the writing competencies during the treatment. In addition, a good design of the pretest-posttest helps the researcher to know which skills were well taught and which ones need more time or need to be improved using other methods or strategies.

The components of the pretest-posttest design are basically a treatment level before and after measurement of the dependent variables to record the difference between the means in the pretest and the posttest. In the present study it is necessary to collect the multiple forms of data to realize relevant interventions, explanations and results. Hence, the participants' background, the construction of tests and the outcome data are considered.

4.3.4.4 Treatment Procedure

Treatment is something that researchers administer to experimental groups, and different treatment levels constitute different types of training. Indeed, an experiment imposes a treatment on a group of subjects in order to observe the responses. In fact, the second hypothesis of the present research claims that if teachers provide effective feedback, then the students' written performance will be enhanced. Therefore, teacher's feedback is the departure point and it is the treatment of this study. In other words, the condition of the enhancement of students' written productions is the provision of an

effective corrective feedback by their teacher. This condition is provided in the pre-experimentation so that we can evaluate its effectiveness

We intended to give special attention to the study sample when they receive feedback based on their written performances. Three instruments were utilized in the treatment: the first instrument is writing prompts which consist of directions to write essays , the second one is a grading scheme in the form of checklist of essential points with marks allotted for each part and the third instrument is a list of correction codes/ symbols. Students receive feedback on errors they make on five levels: content, organization, vocabulary, language use and mechanics.

CONCLUSION

In the light of the discussion in the present chapter and taking into consideration the nature of the study, the researcher has chosen a quantitative – qualitative method using a questionnaire, an essay analysis, and a pre-experimental study to collect the necessary data information. To reach this end, it is important to chart the teachers' views and attitudes towards teaching writing, providing feedback, analyzing students' written errors and designing a pre-experiment to assess the importance of teachers' feedback as a necessary stage in the writing process. All these elements will be the main concerns of the following chapters.

CHAPTER FIVE
TEACHER' S BELIEFS ABOUT THE CAUSES OF STUDENTS' ERRORS
AND THE IMPACT OF TEACHERS' CORRECTIVE FEEDBACK ON
STUDENTS' WRITING

Introduction

5.1 Questionnaire Analysis

5.1.1 Section One: Background information

Question Item One through Four

5.1.2 Section Two: Writing Skill

Question Item 5 through 11

5.1.3 Section Three: Students' Errors

Question Item 12 through 15

5.1.4 Section Four: Teachers' Feedback

Question item 16 through 26

5.2. Interpretation of the Results

Conclusion

CHAPTER FIVE

TEACHERS' PRACTICES OF CORRECTIVE FEEDBACK

INTRODUCTION

This chapter gives an overall analysis and discussion of the data gathered generated by one of the research tools employed in the present research which is a questionnaire survey. This questionnaire is used to investigate the situation of teaching written expression within the English course at the Section of English Language Studies in the Department of Foreign Languages in Biskra University, the teachers' beliefs and views about the factors that cause students recurrent errors in writing, and the impact of teachers' corrective feedback to improve students' writings. The procedure followed consists of the analysis of the questionnaire items separately.

5.1 Questionnaire Analysis

5.1.1 Section One: Background Information

Question Item One through Four

Question Item 1: Teachers' academic Degree

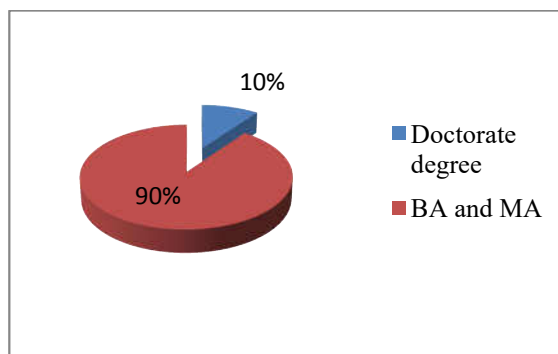


Figure 5.1 Teachers' Academic Degree

All the participants are teachers of written expression at the Branch of English Studies in the Department of Foreign Languages in Biskra University, They are university awards;

they all hold BA (Licence) and MA (Magister/Master) degrees and only 10% hold Doctorate degrees.

Question Item 2: Teachers' Employment Status

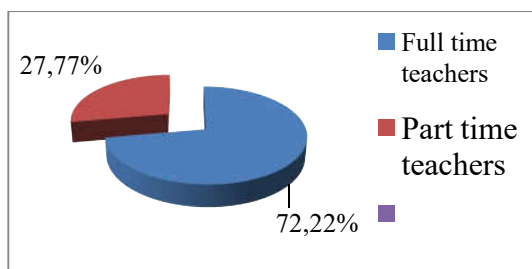


Figure 5.2 Teachers' Employment Status

Concerning their employment status, 13 are full time teachers (72.22%), while 5 are part time (27.77%).

Question Item 3: Length of Experience in Teaching English

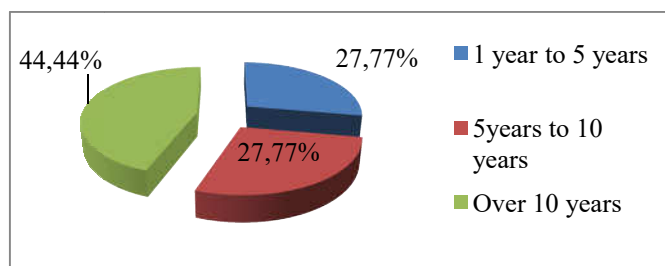


Figure 5.3 Length of Experience in teaching English

As far as their teaching English experience is concerned, 05 teachers (27.77%) have an experience of one year to five. Equally is the percentage of teachers whose experience is five to ten years; however, 08 teachers (44.44%) have an experience of over 10 years.

Question Item 4: Experience in Teaching the Written Expression Course

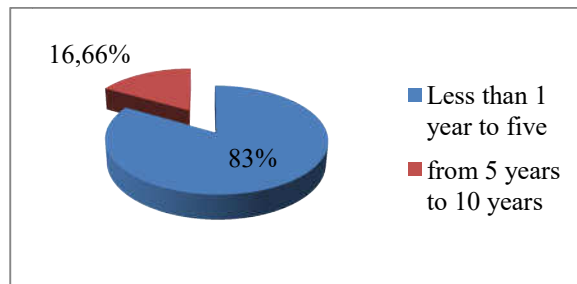


Figure 5.4 Length of Experience in Teaching Written Expression

Concerning the length of their experience in teaching the written expression module, 15 teachers (83%) have an experience of less than one year to five, and only 03 teachers (16.66%) have taught the written expression module from five years to ten.

5.1.2 Section Two: Writing Skill

Question Item 5 through 11

Item 5: Teachers' View of the Adequacy of Written Expression Program in Improving Students' Writing Proficiency

✚ *DO you believe that the content of written expression syllabus you are teaching is sufficient to improve students' writing proficiency?*

This question aims to check whether or not the teachers of written expression believe that the current content of the syllabus helps to improve the students' written competencies or not.

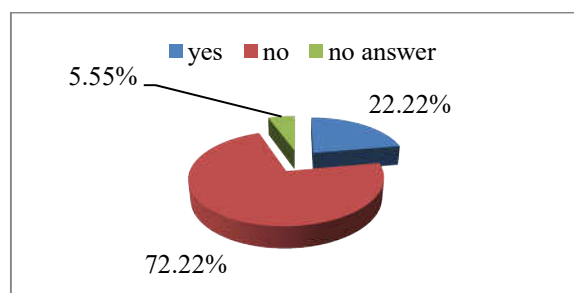


Figure 5.5 Adequacy of the Written Expression Program

According to the results, 13 teachers (72.22%) believe that the content they are teaching in written expression is not sufficient to improve the students' written competencies, while only 04 teachers (22.22%) approved the efficiency of the content being taught in written expression. Both sides showed and justified their approval or disapproval about the adequacy of the content of the written expression syllabus as it appears in the following table:

Option	Teachers' arguments about the adequacy or the non-adequacy of the written expression teaching program
Yes	<ul style="list-style-type: none"> ▪ The syllabus content deals with all what the learners need to develop their writing skill. ▪ It covers all the aspects that should be mastered by students to perform the task of writing efficiently. ▪ If students apply what they learn in the module in the right way, they will get a great benefit in terms of promoting their written competencies.
No	<ul style="list-style-type: none"> ▪ Oftentimes, written expression and grammar syllabi (of the 1st year) appear to be mistaken (the one for the other). ▪ The content of the program is "teacher centered". ▪ It does not match the students' needs. ▪ Still students need to tackle a lot of aspects being related to the writing process. ▪ Students need more time and more sessions to practice but because of the short time allotted to the module, teachers cannot cover all aspects of the program. ▪ We (teachers) need more time to teach theoretical points, more teaching material to be used, more time to let students practice and of course less crowded classes. ▪ There are many extra important points that are not included in the syllabus of written expression such as "the writing strategies". ▪ The syllabus content has to be updated and based on recent research and students' needs. ▪ Reading comprehension must be made part of the syllabus being taught ▪ The amount of practice and homework must be intensified.

Table 5.1 Teachers' Justification of the Adequacy of the Written Expression Program to Improve Students' Written Competency

Thus, the results imply that the majority of the teachers were dissatisfied with the content of the written expression syllabus, and they suggested that it should be updated to

match the most recent research undertaken in EFL writing and also to match students' needs in this module. Moreover, teachers expressed their dissatisfaction about the length of the program which is too long to be covered in the due time. Other teachers argued that the program is teacher-centered and the students are given very few opportunities to control their own learning. Furthermore, they all emphasized the importance of practice in writing inside and outside classes to improve students' writing competencies.

Question Item6: Teachers' Perception of Good Writing

✚ Do you think that good writing is:

- a. Good sentence structure
- b. Good ideas
- c. Correct grammar
- d. Cohesion and coherence
- e. Correct spelling
- f. Rich vocabulary
- g. All these
- h. Others

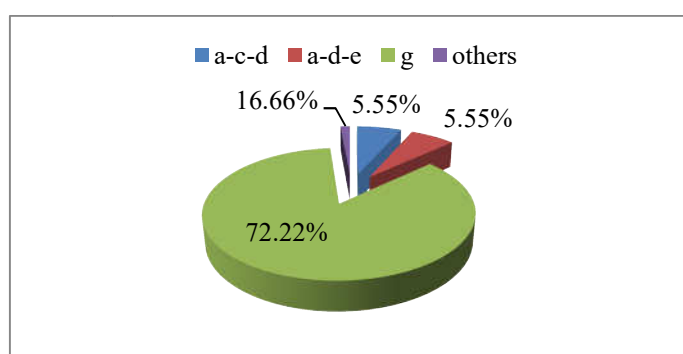


Figure 5.6 Teachers' Perception of Good Writing

Based on the data gathered, 01 teacher (05.55%) believes that good writing is good sentence structure, correct grammar, cohesion and coherence, while another thought that it is rather good sentence structure, coherence and cohesion and correct spelling. However,

almost all teachers (72.22%) believe that good writing is a combination of all the above elements. 03 teachers (16.66%) opted for all elements and added more components for good writing such as good style, legibility, organization, clarity, correct punctuation and organization. One of the participants chose to define good writing as a whole systematic process where cognition, language, style, culture, intelligence, language arts and expertise intertwine.

Thus, all teachers agreed that each element given in the list of options has a specific role and all complete each other to realize formality and missing one of these elements will ruin the whole system. Of course there are additional elements which can be added such as style that creates a relevant writer in terms of ‘culture’.

In effect, different authors have different perspectives about the standards or norms of good writing. Greenlaw (2005) summed up and explained some basic elements of good writing and presented them in order of importance as follows: focus; organization; solid development; clarity, concision and precision; grammatical correctness and avoidance of spelling and typographical mistakes. Glass (2007) noted that each educational context has its own perception of the basic elements that constitute good writing. Li (1996) gives the example of the teachers who adopt the product-based approach; they interpret the concept of ‘good writing’ as: writing that is as close as possible to the provided models (cited in Glass, 2007). Reichelt (2003) reports that USA teachers focus on thesis statement, formal introductions and conclusions (cited in Glass, 2007). In our context, teachers focus on both form and content and the answers gathered ascertain this fact.

Question Item 7: Teachers’ Evaluation of their Students’ Level of Writing

In this question item, teachers are asked whether or not they are satisfied with their students’ level of writing.

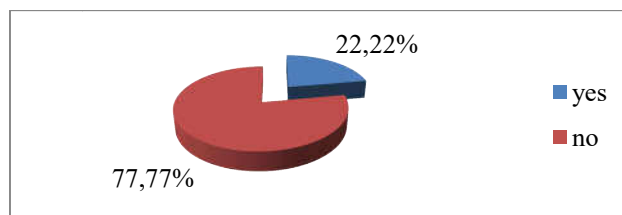


Figure 5.7 Teachers' Attitude towards Students' Writing Level

The results show that the majority of the teachers were not satisfied with their students' writing. 14 teachers (77.77%) demonstrated a negative attitude towards their students' performance in writing, while 04 teachers (22.22%) described their students' level of writing as satisfactory and this indicates that teachers are aware of their learners' weaknesses and needs.

Teachers explained their answers by giving different arguments.

Option	Teachers' explanation of their attitude towards their students' level of writing
Yes	<ul style="list-style-type: none"> ▪ Students try following the teachers' directives and respecting all writing rules while doing the practice which means better writing achievements by the end. ▪ Because we have multileveled classes, we may find excellent students who are really skilled writers.
No	<ul style="list-style-type: none"> ▪ They keep making the same mistakes and do nothing to improve their level. ▪ Only a minority of them are able to write effectively. Most of them need to focus more on elements of good writing in question item 7. ▪ Some students are lazy; they do not like to write and are not motivated to learn. ▪ Many students are unable to write coherent and cohesive piece of writing due to the deficiencies they have, especially in vocabulary and grammar. ▪ They need a lot of practice and strategies to master the different genres and academic types of writing. ▪ They have a very basic writing and make a lot of mistakes at the level of sentence structure. ▪ Students' achievement is very poor at different levels (form/content). ▪ Each time we correct our students' written works; we find a remarkable number of errors even at advanced levels. ▪ Students often submit a patchy work. They dislike writing and they consider it as a chore that they cannot put up with no matter how the teacher tries to prove otherwise.

Table 5.2 Teachers Attitudes towards their Students' Performance in Writing

Thus, almost all the teachers were not satisfied with their students' performance in writing and argued that many of their students cannot even string two sentences together. The teachers expected their students to be able to express what they know about different subjects in writing but to their great deception no matter what they did to help them, most of these students failed even to develop the basic skills needed. According to teachers, most of their students are low-achieving writers whose writing skills were not adequate to meet the classroom demands. In fact, such difficulties can be devastating to students' education and self-esteem, and with their continuous struggle with their writing problems they may face difficulties to stay motivated.

Question Item 8: Encouraging Students to Write Better

✚ *Do you encourage your students to write better?*

This question aims to investigate whether teachers encourage their learners to write better and which practices can be effective to enable students to learn to write and communicate their ideas effectively.

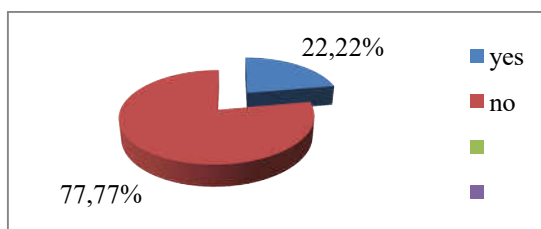


Figure 5.8 Encouraging Students to Write Better

The results obtained demonstrate that 17 teachers (94.44%) asserted that they continuously encouraged their students to write better, while only 01 teacher admitted that s/he does not.

Teachers suggested different practices and recommendations to encourage students to write better. The results are summarized in the following table.

Option	Teachers' practices to encourage students writing
Yes	<ul style="list-style-type: none"> ▪ By keeping diaries, sharing ideas and experiences ▪ By giving them each time an interesting topic to write about ▪ Encouraging them to be autonomous, to produce free productions, and avoid using SMS style because it destroys accuracy and correctness ▪ To read a lot in order to discover new vocabulary and to get used to English style and sentence structure ▪ To incite them to read and to summarize what they read ▪ By using group work ▪ By providing a healthy atmosphere free from anxiety and frustration ▪ Devoting more time to practicing writing ▪ Providing immediate and permanent feedback on students' writing ▪ Giving them numerous assignments and samples to follow
NO	<ul style="list-style-type: none"> ▪ no answer

Table 5.3 Teachers Practices to Encourage Students' Writing

Hence, as we can see in the table 5.3, only 01 teacher admitted that s/he does not encourage students to write and had no explanation for this choice. By this answer the teacher probably wanted to convey that at advanced levels, the writing responsibility should pass from teacher to student, and so the students should control their own learning and may not need external encouragement or motivation.

From the different responses, we can deduce that there are many practices a teacher can employ to encourage students to improve their performance in writing; for instance, by providing at least one hour a week for students to write, identifying students' difficulties and assisting them to overcome them. In addition, the teacher can teach students different writing strategies and to emulate features of good writing throughout exposure to exemplary texts from different sources. Students should be trained to become more fluent with spelling, punctuation and sentence structure because mastery of these basic skills allows students to focus more on developing their ideas rather than worrying about the mechanics. Teachers can also encourage students to collaborate as writers by brainstorming ideas, helping peers to edit and revise their works. Finally, teachers can provide students with opportunities to give and receive feedback. The importance of

teachers' guidance and encouragement to improve students' writings is clearly advocated by Craig (2013) when she said:

Writing...gives evidence that the writer has refined the material and has a sense of logical order of thought inherent in the writing and presentation. This transition does not occur independently but instead comes as a result of active guidance from the teacher who prompts and challenges, encouraging the student to reflect and then revise (p.31).

Question item 9: Teachers' Choice of the Approach to Teach Writing

✚ *Which approach do you follow when teaching writing?*

- a. The product approach
- b. The process approach
- c. The genre approach
- d. The process genre approach
- e. Others; please, specify

This question item is meant to collect information about the teachers' view about the approach they adapt in teaching writing. The approaches presented in this item are product, process, genre, and process-genre approach.

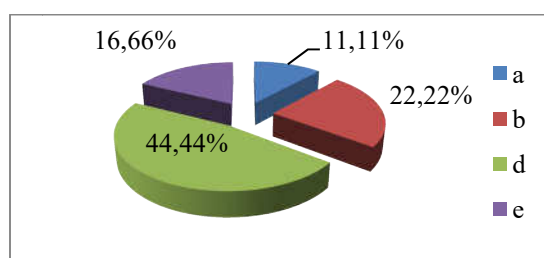


Figure5. 9 Teachers' Approaches to Teaching Writing

The results show that 02 teachers (11.11%) used the product approach, 04 teachers (22/22%) preferred the process approach, but nobody opted for the third alternative (the genre approach). The majority of the teachers (44.44%) were dedicated to the process-

genre approach. Concerning the last option which investigates whether teachers use other approaches rather than the four ones mentioned, 03 teachers (16.66%) gave different suggestions. One teacher proposed that his/her choice of the approach to use is determined by many criteria like the lesson objectives, students' level of competency, the time allotted and the class size. Another teacher suggested an eclectic approach while the third one explained that s/he adapted the communicative and creative approaches to teaching writing.


In effect, for many students writing is a very inhibiting and painful activity. Whenever they are given a writing assignment, it strikes fear in their minds and both inexperienced and experienced writers are overwhelmed by the fear of a white sheet of paper. Sometimes students choose to write in technical way, but the result is a poor quality and a lifeless paper. As a result, students feel themselves helpless and teachers are the only ones who can control their fears by helping them to overcome their obstacles in writing and achieve quality, depth, and power in their productions. In fact teachers can realize this end in various ways among them selecting a suitable teaching approach.

The teachers who completed the questionnaire gave their viewpoint about different approaches they adopted in their teaching of writing. One of these perspectives is that writing is better taught as a process with different stages including prewriting, proofreading and editing. Oshima and Hogue (1999) support this approach by stating:

For both native speakers and new learners of English, it is important to note that writing is not "a product". This means that a piece of writing whether it is a composition for your English class or a lab report for your chemistry class is never complete; that is to say, it is always possible to revise and review (p.3).

Another category of teachers (11.11%) advocated the product approach. For them all what matters is that students master syntax, use appropriate vocabulary, cohesive devices and patterns of organizing information to produce well written texts. However, the majority of the participants opted for the process genre approach because they believe that students should be aware of the different writing stages; besides, students' attention should be raised to the social context, mainly the purpose, the audience and the writing conventions established by the addressed community. One teacher gave two approaches (creative and communicative approaches) that s/he used in teaching writing. Writing is also communicative and this is clearly realized when we think about all what we write in real life including mails, lists, notes, reports, assignments, essays. All of these tasks have a communicative purpose and the communicative approach to teaching writing focuses on the communicative aspect of writing. A last view opted for an eclectic approach for teaching writing, i.e., s/he uses a variety of writing approaches.

Question Item 10: Teachers' View about Students' Difficulties during the Writing Process

 *Which stage of process of writing do you think is more difficult for students?*

- a. Brainstorming
- b. Generating initial drafts
- c. Revising
- d. Editing the final draft
- e. Others; please, specify

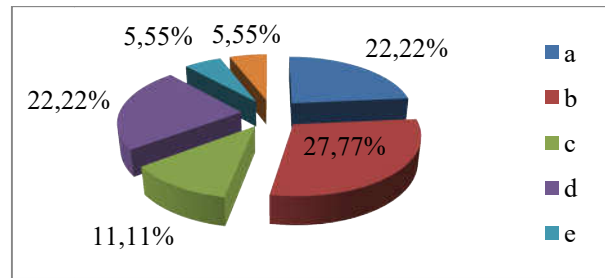


Figure 5.10 Students' Difficulties during the Writing Process

Generating the first drafts came to be recognized as the most difficult stage with 27.77%, while the brainstorming stage and editing the final draft came in second position with 22.22%. The revising stage got 11.11% and 5.55% of teachers thought about another stage which is the organization of ideas into a good paper. The remaining participants (5.55%) believed that all the stages are difficult for the learners. 01 teacher did not respond to the question; this may be due to his/her short experience in teaching which is less than one year.

This question is closely related to the previous question item (10) which deals with the approach used by instructors in teaching writing because only the teachers who adapt the process or the process genre approach in their teaching of writing can respond effectively to this question. Hence, the students who have problems in understanding the writing processes might have been taught writing as a product.

05 teachers believe that their students have big trouble with the drafting stage which means that they had difficulties to find the best way to express their ideas. Hence if these teachers did not use the process approach or the process genre approach, their students might ignore the guidelines which are needed in the drafting stage. Such students should know that at this level they had better to focus on content rather than form; that is to say, they should express ideas without worrying about language or mechanical aspects such as grammar, spelling and punctuation. These students must know that the opening paragraph of a paper represents the text topic. In the body (discussion) each paragraph represents an

aspect of the general topic with the provision of enough support. The ending is summative by repeating the key idea in other words and leaving the reader with a strong statement that calls him to ask for more. In addition, the learner has to choose the appropriate register required by the audience and the purpose of writing.

Brainstorming also is reported to represent a writing obstacle to students. In fact getting started in any activity is very difficult and particularly in writing. Students need brainstorming because it helps them to choose a topic, develop an approach about the topic, and deepen their understanding about the topic. Hence, teachers can help students to get advantage of their brain energies, get the ideas in motion and transform these ideas into written words. Teachers can also assist learners who feel “blank” about a topic to use some techniques to generate ideas.

The teachers considered editing and proofreading as a challenging stage to students although it is relatively manageable since it is very specific. It seeks accuracy in grammar, punctuation and spelling. But since students have problems with language technicalities, they focus on form more than content.

The revision stage received only 11.11% though many researchers consider it as the bane of all writers. In effect, revising has to do with evaluating a paper’s content and it is said sometimes that it takes as much time as drafting. Elbow (1998) supports this view when he states: “The process is very simple. Just divide your available time in half. The first half is for fast writing without worrying about organization, language correctness or precision. The second half is for revision” (p.26). Therefore, from the results obtained, the importance of the revision stage is not much focused on by teachers in their teaching of writing.

The last option in this question item investigates the existence of other stages in the process which cause students difficulties in writing. Only one teacher suggested the

organization (planning) stage which consists of organizing the ideas generated in brainstorming into an outline. This reflects also the negligence of this stage by teachers in their instruction of writing.

Question Item 11: Teachers' View about Dedicating More Time to Teaching Writing

✚ *Do you think that increasing the time of the written expression module would allow students to improve their skill?*

The answer to this question yielded the following results:

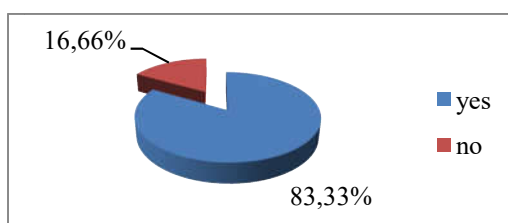


Figure 5.11 Dedicating More Time to the Writing Module

Almost all teachers (83.33%) agreed on the necessity of increasing the current time allotted to the written expression module, believing that additional sessions would help students to improve their written performance. However, only 03 teachers (16.66%) believe that devoting more time to writing would not make any change in terms of students' written achievement. Teachers' justifications for their choices are reported in the following table.

Option	Teachers explanation of the importance of increasing the time of the written expression module
Yes	<ul style="list-style-type: none"> ▪ Writing is a lengthy and effortful process, so the more time devoted to writing the better is the process ▪ It permits students to improve their language technicalities and style ▪ More opportunities to practice writing ▪ More opportunities to use cooperative group work writing ▪ More time to give and receive feedback ▪ Teachers can have more chances to instruct students the different writing strategies and techniques used at various stages of the process. ▪ More time to include reading comprehension activities which would contribute much to improve students written performance ▪ Teachers can guide and monitor better students' writing
No	No explanations have been provided

Table 5.4 Teachers' View about Dedicating More Time to Teaching Writing

Since writing in a foreign language is a very difficult activity, most students do not practice as much as they should. Many teachers felt that devoting more time to the written expression module would allow students more opportunities to practice under the guidance and the supervision of their instructors. In effect, many students when getting started to write feel their productions to be child like; as a result, they are frustrated about such poor writing and this prevents them from continuing to practice. This prompts teachers to encourage them to practice and fight this feeling of low achievement. Hence, many teachers emphasized the importance of practice and wish to be allowed longer hours of teaching writing because they believe that practice provides students with great potential to maximize their learning to write and increase the rate with which they write.

In addition, more time in practicing writing means great deal of time providing and receiving feedback. As it is known, both verbal and written feedback have great effect on students' writing development, especially if the feedback is given while students are involved in the process of writing drafts. Moreover, when students spend longer hours together in the writing class they have more chances to talk together and ask peers for feedbacks spontaneously as they feel it is needed.

The teachers who opted for option (b) did not provide any justification to their answers. They may be convinced that three hours weekly class is fair enough time to students to progress in their writing.

5.1.3 Section Three: Students' Errors

Question Item 12 through 15

Question item 12: Inevitability of Errors Production in L2 Writing

✚ *Do you believe that L2 acquisition involves inevitably the making of writing errors by L2 learners?*

This question is twofold. The overtly expressed aim is to bring forth the teachers' attitude toward making errors in L2 and the implied one is to highlight the benefits of these errors to the students themselves.

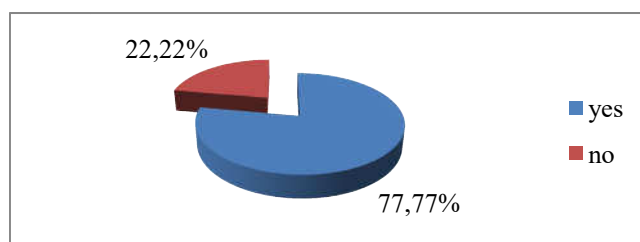


Figure 5.12 Inevitability of Errors in Writing

At the outset, 14 teachers (77.77%) reported that students in the process of FL acquisition are expected to make errors and this is an inevitable process. By contrast, 04 teachers (22.22%) claimed that making mistakes can be avoided by some learners.

Reasons for teachers' view about the inevitable error occurrence are represented in the following table

Option	Teachers' explanation of their view about the inevitability of errors in L2 productions
Yes	<ul style="list-style-type: none"> ▪ Making errors is informative ▪ Errors are part and parcel of the language process. They denote students' cognitive processes and the extent to which they manage to come to grips with the output. ▪ Because the process of FL involves learning from mistakes ▪ Since it is a foreign language, its linguistic system is different from the learners' L1. ▪ The acquisition mechanism is not perfect ▪ Errors mean that learners are discovering language, thinking and analyzing its system ▪ Evidently the process of writing needs an error and trial principle ▪ Errors are a proof that learning is taking place and it is through error correction that students develop their competencies. ▪ Because students tend to use some linguistic features of their native language when producing FL. ▪ Since it is not their native language. They cannot avoid errors; otherwise, they cannot learn. ▪ It is impossible to learn without making mistakes, noticing and correcting them.
No	No comments

Table 5.5 Teachers Explanation of the Inevitability of Errors in L2 Writing

Foreign language teaching aims to develop the FL learners' linguistic skills to acquire competency. However, during the process of FL written production learners cannot avoid making errors and this is clearly stated by Mitchel, Myles and Mardsen (2013):

SLA has produced accounts of the course of interlanguage development...Such accounts have helped teachers to understand patterns of learner error, and its inevitability, and, more generally to accept the indirect nature of the relationship between what is taught and what is learned (p.290).

With regard to Mitchel et al.' view in connection to the results of teachers' comments, we can realize that learners can never avoid making errors in their FL productions especially in the initial stages of language acquisition. 77.77% of the teachers' comments concentrated heavily on the basic reasons leading students to commit errors in FL

productions. Many participants agreed that making errors is an integral part of the learning process and these deficiencies are informative of the cognitive processes used by learners to come to grip with the FL output. Another category of participants (22.22%) had an opposite view because they think that making errors can be avoided by FL learners, but they had given no comments; they may have avoided risking a comment because of their short teaching experience.

Question Item 13: Reasons of Errors in L2 Acquisition from Teachers' View

✚ *Do you think that errors in L2 acquisition result only from negative transfer of the native language? Please explain your choice.*

To get insight into the answers generated by this question, the responses to this question item are analyzed in the light of the answers to the previous question. To start with, this question aims to inquire about the teachers' attitude towards errors made in their learners' written productions and to which sources they attribute them.

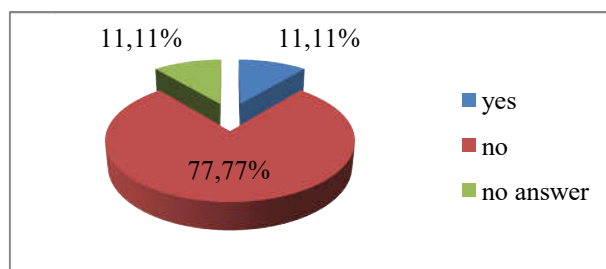


Figure 5.13 Errors Attributed to Negative Transfer

02 teachers (11.11%) approved that all errors made by FL learners are traced to the negative transfer of their native language. Equally, 02 teachers did not respond to the question, while 14 teachers (77.77%), which constitute the majority, associated students' errors in FL production with other sources as reported in table 5.5.

Option	Reasons of errors in learners' productions in L2
Yes	<ul style="list-style-type: none"> ▪ Almost all students relate learning L1 to FL through translation ▪ Students problems in FL acquisition result from lack of vocabulary and difficulties to master grammar rules ▪ Lack of reading ▪ Due to the wrong sentence patterns they acquire from chatting with key pals. ▪ Lack of exposure to the target language ▪ Teachers ways of instruction or incompetence ▪ L1 interference and overgeneralization ▪ Lack of good context and healthy classroom environment ▪ Lack of teaching materials ▪ Difficulty of the English linguistic system and lack of practice ▪ Lack of effective feedback ▪ Background of the learners and their psychological state ▪ Unfamiliarity with the linguistic code of English
No	<ul style="list-style-type: none"> ▪ No comments

Table 5.6 Teachers' View about Sources of Errors in L2 written productions

It is very hard for students to produce error free compositions; they need continued support from their teachers. Hence, teachers should be aware of the reasons that cause their students errors in FL acquisition so that to help them to overcome these problems and improve their performance. The answers obtained with respect to this question item are compatible with the previous item as almost all teachers agreed that students inevitably commit errors in their written productions, and they attributed this not only to negative transfer of their native language but also to many other reasons. Some participants think that students' errors were basically related to their low level of performance because they did not have even the basics of English such as grammar rules, sentence patterns, spelling, etc.

Other teachers attributed the low level of students to their psychological, social and educational background of learners. A number of participants thought that students' difficulties have to do with their unfamiliarity with the linguistic code of the FL; L1 and FL have completely distinct linguistic systems. Classroom context was also considered as a contributory factor because the poor environment of study and the lack of teaching

material hinder FL written production. Furthermore, teachers themselves admitted that the instructors can have a negative role and may impede learners' improvement with regard to their instruction methods, feedback and competency.

A number of participants had been technical in their responses. They mentioned L1 interference, translation and overgeneralization as important reasons for errors in FL written production. Two teachers approved the first option which considers that errors result solely from negative L1 transfer, but they gave no explanation to their choice. The remaining two participants did not react to this question. The 04 last participants were new in the profession, so they might have lacked experience to provide a proper response or explanation.

Question item 14: Error Analysis

🚩 Respond to the following statements by ticking the right box:

1- Strongly disagree (SD), 2- Disagree (D), 3- Agree (A), 4- Strongly Agree (SA)

Statements	SD	D	A	SA
1) Interference happens because Arabic and English writing are highly distinct in structure and system.	5.55%	27.77%	44.44%	16.66%
2) Interference in writing occurs only in the areas of grammar and lexis.	16.66%	72.22%	11.11%	0
3) Insufficient exposure to the target language (English) could give rise to errors in students' writing.	11.11%	5.55%	22.22%	61.11%
4) Overgeneralization leads learners to create deviant structures when writing.	11.11%	5.5%5	66.66%	16.66%
5) The teacher may not be a good model of language with regard to the way he/she writes or teaches the language (i.e. some teachers can be a source of errors).	0	0	72.22%	27.77%
6) The teaching material which lacks organization may lead to errors in writing.	0	16.66%	66.66%	16.66%
7) Error analysis does not reveal to us all learners' problem areas in English writing.	0	16.66%	83.33%	0

Table 5.7 Teachers' Views about Error Analysis

Statement 1: As it appears in the table the teachers were divided into different categories; those who agreed and strongly agreed and those who disagreed and strongly disagreed with the statement. The majority were in favor of the statement which claims that interference happens because L1 and the FL are different in structure and system, and this had been already noted by teachers in the previous question item (14). Brown (1994) also asserted the truth of the statement when he said:

When features of the L1 and L2 correspond exactly, there may be positive transfer from the first language to the second language. When they do not correspond exactly there may be negative transfer, that is interference (cited in Robinson, 2013, p.214).

Statement 2: In this statement the majority of the participants disagreed (72.22%) and strongly disagreed (16.66%) with the statement that interference in writing occurs solely in the areas of grammar and lexis. However, only (11.11%) agreed with the statement. This reveals that almost all participants saw that interference touches other areas of the writing aspect of language. Besides grammar and lexis, interference can occur at many other levels including vocabulary and syntax. Lems, Miller and Soro (2010) state that syntax can also be an area of potential interference, and they explain:

Word order differs among languages, and trying to construct the same sentence in new language can create errors. The sentence ‘The woman who I called her is at home’ is a rendering of Arabic word order in English. Since Arabic does not delete the direct object inside the relative clause like English does, there is an English extra word that sounds non-native to an English speaker (p.31).

Statement 3: the results obtained reflect that the majority of the participants were in favor of the statement: Insufficient exposure to the target language could give rise to errors

in students' writing. 11 teachers (61.11%) strongly agreed and 04 teachers (22.22%) just agreed. A great importance is attributed to the learners' necessary exposure to the target language as it helps them greatly to correct their errors improve their writings. Myles (2002) supported this when she argued that if students are not exposed to native-like models of written texts, their errors in writing are more likely to persist.

Statement 4: participants responded to the statement about overgeneralization and its impact on students' writings. As expected, the biggest percentage went to the fourth option (agree) with 66.66% besides the third option (strongly agree) with 16.66%. The minority opted for the remaining options with 11.11% that strongly disagreed and 5.55% only agreed. Again almost all participants were aware of the risks of students' use of overgeneralization' in their written production. Littlewood (2004) supports this view as he argues that overgeneralization can be found in speech and writing of L2 learners and the use of overgeneralization strategy can lead students to produce deviant structures.

Statement 5: Interestingly all teachers approved that teachers themselves may be a potential source of errors to their learners with regard to the way they write or teach the language. 72.22% of the participants agreed, in addition, 27.77% strongly agreed with the statement. This view had been already stated by some teachers in the question item 14 about some possible reasons for students' difficulties in FL written production. Griffin (2014) approved the same statement in his book 'Assessment of Teaching' when he says, "There are several sources of errors and not all of them can be controlled, but some can be. The sources of errors can be the student, the teacher, the administration, or the task itself" (p.283). Mishra (2005) also expressed the same view as she noted: "errors can also occur due to faulty teaching" (p.48).

Statement 6: The participants' responses were grouped into three categories. There are those who totally agreed with the statement that the lack of organization of the teaching

material may lead to errors in learners' writings and they make 66.66% besides those who strongly agreed (16.66%). The third category of participants rejected the validity of the statement; they may believe that the organization of the teaching material does not hinder students' progress in writing. Contrary to the view that a category of teachers held, Zhao, Xu and Zhu (2005) admit that:

Teaching materials are the basics of education...On the basis of the usual standards such as intelligence, scientific talents, interests and organization the new material should have two other characteristics: one is the consideration of both quantity and depth; the other is the combination of knowledge and ability (p.76).

Thus, the choice and organization of teaching material are primordial to realize teachers' pedagogical goals in teaching in general and in teaching writing in particular.

Statement 7: the respondents to this statement were subdivided into only two groups: the first is the one of the participants (83.33%) who agreed with the idea that EA as a discipline does not reveal all writing problem learners encounter. The second group consists of teachers who disagreed with the same statement.

In fact, EA is a branch of applied linguistics which appeared in the sixties to reveal that learners' errors are not only caused by their native language but also they can be traced to some universal strategies. In recent years, SLA tends to focus on learners' errors to predict potential difficulties involved in acquiring the FL. However, error analysis does not reveal all learners problem areas and Neil (1982) explains the reasons when he argued "Student writing is considered as one of those unsettled and unsettling educational issues that does not get solved, yet does not go away" (p.9).

Question Item15: Main Sources of Students' Errors

✚ Which one of the following is the main source of learners' errors in English language writing?

- Psycholinguistic (nature of the English language and difficulties to use it in production)
- Developmental (failure to internalize English rules)
- Learners' educational socio-cultural background
- Discourse structure (problems in the organization of information into coherent text)

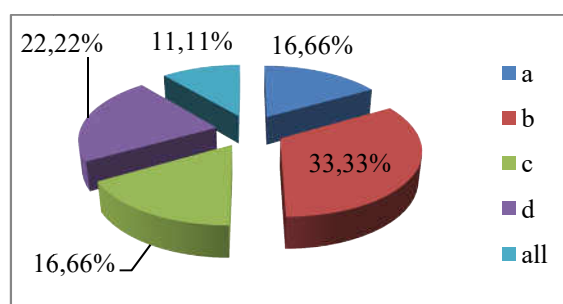


Figure 5.14 Teachers' Understanding of the Main Sources of Students' Errors

The results show that 06 of the participants (33.33%) had opted for the main source of learners' errors being developmental which means that students fail to internalize the rules which govern the English writing system. In addition, 04 respondents (22.22%) chose the third option, in which learners' writing deficiencies are traced back to the discourse structure; that is to say, inability to organize the information into a coherent text, followed by 03 teachers (16.16%) who opted for learners errors being psycholinguistic which means that the nature of the English language causes learners problems to use it in production. The third option received the same percentage (16.16%) which reveals that 03 participants believe that the source of students' difficulties had to do with their educational socio-

cultural background. The rest (11.11%) chose all the options provided which reflect their understanding that students' errors can be attributed to all the sources mentioned.

From the results obtained, we can deduce that all teachers think that there are many factors that contribute to students' errors in writing. Many authors discussed this issue, among them Mishra (2005) who attributed learners' written errors to internal and external factor:


Factors both internal and external to the learner of English contribute to the emergence of errors in their use of the language for written communication. While external factors are environmental and social, the internal factors are psychological (p.43).

Xu (2010) argued that "Some errors are developmental, and students will master the correct forms after they have had ample linguistic input and practice" (p.45).

5.1.4 Section Four: Teachers' Feedback

Question item 16 through 26

Question item16: Teachers' Perception about Students' Areas of Difficulty

 *What areas of difficulty do students have problems with?*

This question item investigates teachers' perception about their students' concern while writing. The participants have been given seven options (a. Mechanics, b. Spelling, c. Vocabulary, d. Language use, e. Organization, f. Content, g. Others, please specify), but interestingly each respondent chose more than one option and sometimes all options together. Hence, sometimes two or three options had been combined. Besides, 'All' which is not a separate option but it had been added when some teachers chose all options. The results obtained are the following options shown in figure 5.15

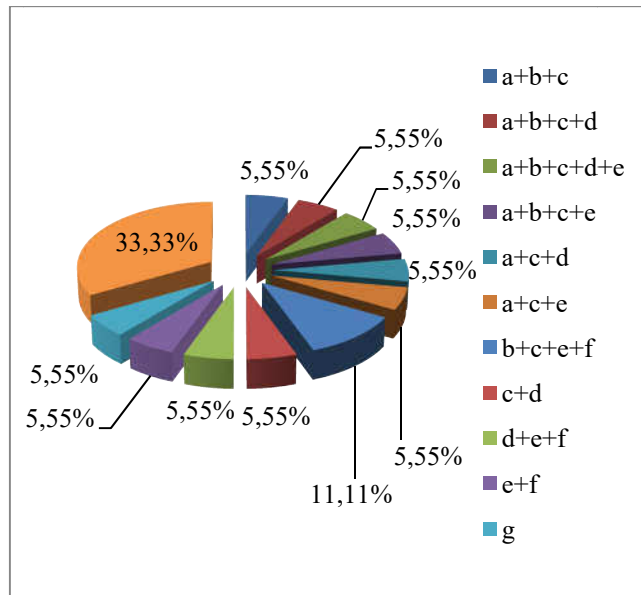


Figure 5.15 Teachers' Perception of Students' Areas of Difficulty

Answers percentages were approximate with 5.55% for 10 participants; the fact which reveals that each one of the teachers thought that his/her students had more difficulties mainly in the following areas: mechanics (60%), spelling (40%), vocabulary (70%), language use (40%) and organization (40%). Content (20%) had been less stressed by the 10 respondents than the other writing elements. 11.11% of the participants gave primacy to spelling, vocabulary, organization and content. However, 06 teachers strongly believe that all the writing elements constituted areas of difficulties to their learners. Only one teacher chose option (g) (i.e., others; please specify), and this time this participant emphasized another problematic area to students which is 'style'.

Thus, from these responses it appears that when we try to determine students' skills in spelling, language usage, organization or other skill areas, we should be very careful because in case our learners have trouble in one or more of these aspects we should be available to provide assistance. If we consider spelling, teachers in the survey agreed that their students had difficulties in this aspect of writing. Hence, spelling should be given a deliberate attention which is independent from feedback in writing. Vocabulary was also

highlighted by participants as a big area of students' difficulty because students had a limited repertoire of English words which must be supported with intensive and extensive reading. Besides, organization was another issue which had to be emphasized at the very beginning of the learners' first performances in writing. Mechanics, content and language use were also emphasized because they are also areas of equal importance and students should know what to say and how to say it; but expressing one's ideas in an organized way is not enough because style, tone and clarity are also important components for students to master.

Question Item 17: The Frequency of Errors in Students' Writing

✚ *Do you find errors when correcting your students' written works*

- a. Always
- b. Often
- c. Sometimes,
- d. Rarely

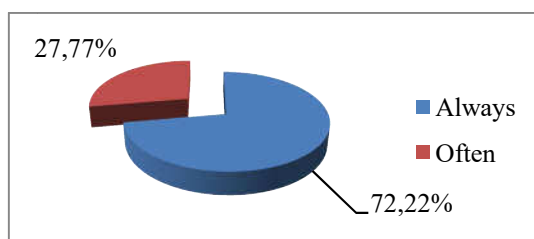


Figure 5.16 Frequency of Errors in Students' Writing

The replies given by respondents to this question are divided into two categories which allow a conclusion of general nature. 13 participants (72.22%) considered that their students' written productions always embodied errors; furthermore, 05 respondents (27.77%) observed that errors in their students' written production were very often detected which means that students have serious difficulties in writing since errors prevails in their written performances.

In effect, students are expected to write in every area of the curriculum, and hence teachers find themselves with piles of papers to read and correct. Sometimes they aim from giving a writing task to assess the learners' knowledge, and other times they target the mastery of different aspects of the English written form. Because of students' low and poor written works, teachers are always tempted to mark plenty of errors, especially at the level of grammar, spelling, and punctuation and to make comments on content and the general quality of the works. In this question item all the participants confirm that they always (and often) find errors in students' works; however, both teachers and students are always concerned by reducing these errors and raising writing standards so that students can improve their performance.

Question item 18: Error Correction Approaches/Methods

✚ *Which approach or method of written correction do you use when providing feedback?*

- a. Explicit written error correction
- b. Implicit written error correction

The best way to analyze the respondents' answers would be to start an elaboration of the two approaches (options) suggested to teachers to choose from. This is because each approach conveys a different way and type of providing corrective feedback.

The first approach (a- explicit error correction) is a direct approach as it informs the learner what the correction of the error is exactly. The teacher, for instance, provides the learner with grammatical information about what is erroneous in his/her use of the form or the structure.

The second approach (b-implicit error correction) is a type of error feedback in which teachers provide learners with indirect correction including: underlining errors, drawing arrows, boxes, circles and error codes such as "vt" (verb tense) or "ro" (run-on). According

to Williams (2008) implicit error correction is suitable when learners commit fewer errors in their written performances, as “over time with additional input, errors become fewer, indicating that some form of error correction, largely implicit, has a positive effect” (p.164).

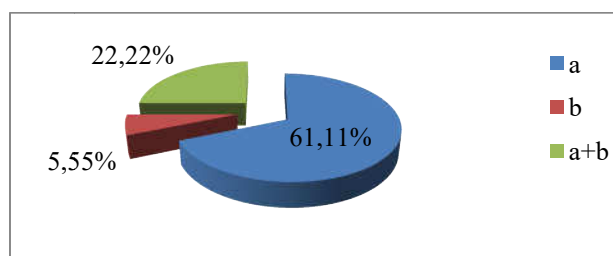


Figure 5.17 Approaches Adopted in Error Correction

Referring to the previous question item which inquired the teachers’ perception about the frequency of errors in their students’ writings, the participants admitted that errors are found very frequently in students’ errors. Following Williams’ (2008) view, teachers normally are expected in this question item to go to the first option which chooses the explicit approach to provide error feedback since students are recognized to commit many errors in their texts. In effect, the results obtained reveal somehow different results than those which have been expected. 11 respondents (61%) opted for the explicit approach as the most effective way to provide error feedback. Only 1 participant (5.55%) chose the implicit approach while 4 teachers (22.22%) chose the two approaches though this was not provided as an option. Additionally 2 teachers did not respond to this question item probably because they ignored these two approaches to error correction.

Question Item 19: Teachers’ Corrective Responses to Students’ Errors in Writing

✚ *How do you respond to your students’ errors when correcting their papers? You can choose more than one option.*

- a. By underlying them and then commenting at the end of the essay
- b. Using some correction symbols

- c. Crossing the errors and correcting them
- d. Writing questions, imperatives and exclamation
- e. Writing comments after each error
- f. Others; please, specify

Six options are proposed and the teachers are allowed to choose more than one option. The aim of this question item is to inquire the different corrective strategies used by teachers of written expression.

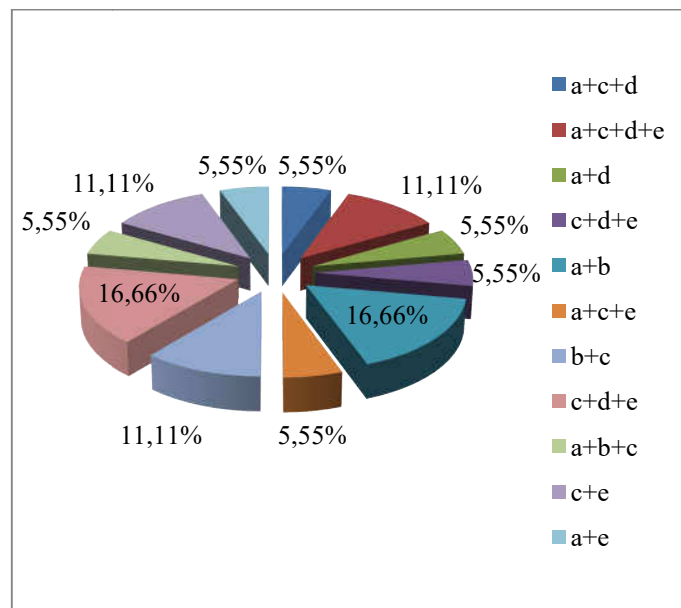


Figure 5.18 Teachers' Responses to Students' Errors

The majority of the teachers chose more than one answer. 03 teachers (16.66%) confirmed the use of some correction symbols besides underlining errors and commenting on them at the end of the paper. The same percentage of teachers (16.66%) opted for the third and the fourth choices where they explained that they reacted to learners' papers by crossing the errors, correcting them and by writing questions, imperatives and exclamations. 02 teachers (11.11%) admitted that they crossed the errors out and corrected them and sometimes wrote comments after each error. Two other teachers (11.11%) chose all the options except the one which deals with the use of correction symbols. An equal

percentage of teachers (11.11%) preferred to respond to their students' errors using the correction symbols or crossing the errors out first and then correcting them. However, 1 respondent (5.55%) opted for underlining and commenting at the end and for crossing and correcting besides some questions, exclamations and imperatives at the end. Another teacher chose underlining and commenting and crossing and correcting. In addition, 01 teacher suggested crossing and correcting, writing questions, imperatives and exclamations and writing comments after each error. One teacher reacted to the errors by underlining and commenting at the end of the paper, crossing and immediately correcting the error or just writing comments after each error. Another respondent opted for underlining and commenting, using symbols, and crossing and correcting.

Teachers responded to students errors using different ways of correction. Brumfit et al. (1995) discussed this point when they said:

As to teacher's critical evaluation very often includes a correction of the students' responses, it was decided to differentiate between four types of correction. The teacher may correct explicitly or implicitly. The teacher may for instance, accept the meaning but not the linguistic form of the utterance. An explicit correction therefore can follow a rejection as well as a partial acceptance of the previous response (p.43).

Hence, some teachers accept the work of students and replace the error with the correct form without emphasizing the error itself. However, other teachers prefer to localize the incorrectness by underlining it and expect the learner to discover what the problem with his /her sentence is. In effect, it is the vaguest way of correcting because it does not provide the learners with any help. Other teachers prefer to adapt the clarification correction where they underline the error, correct it and add remarks to explain the correct

form. Another way employed by teachers is the use of some correction codes to help the student know the nature of his/her error.

Question Item 20: Teachers' Use of Correction Codes

✚ *Do you use the symbol system of correction?*

This question aims to investigate whether or not teachers employ the symbol system of correction in their corrective feedback.

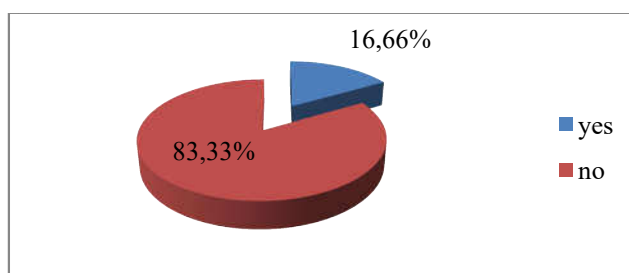


Figure 5.19 Use of Correction Codes

The results obtained reveal that 15 participants (83.33%) did not use at all the symbol system of correction, whereas only 03 respondents (16.66%) confirmed the use of the correction symbols in their corrective feedback.


06 teachers denied the use of correction codes but did not explain their choices and only 01 teacher from those who confirmed using correction symbols explained his/her response. The participants' attitude towards the use of the correction codes are summed up in the following table.

Option	Teacher justification of their attitude towards the use of the correction codes
Yes	<ul style="list-style-type: none"> • They facilitate the correction but learners should know their meaning beforehand.
No	<ul style="list-style-type: none"> • Clarify all the remarks in order not to confuse the learners • There are no conventional error codes that can be used consistently in correction • Correction symbols are ambiguous to learners • Help learners to identify their errors by themselves and proofread their texts • Most students ignore their meaning, and hence correction symbols do not help them neither to understand nor to correct their errors. • Makes correction easier and more practical • It is preferable to identify the error and provide the correction at the same time. • Give them an opportunity to recognize their own errors • Students are not used to them, so it is preferable to provide an explicit feedback

Table 5.8 Teachers' Perception about the Use of Correction Codes

In effect, teachers should train their students to respond to some indications of their own errors such as the correction codes. Harmer (2004, p.117) argues that “[We] need ... to train them to read their own work critically so that they can make corrections with or without our guidance” (cited in Pawlak, 2014, p.152). Thus, students are expected to identify mistakes, to be introduced to correction code and gradually with their progress in writing teachers can reduce these specific indications of errors by just underlining or just using margin marks. As noted in this question item, the majority of the participants do not use correction codes in their feedback provision; however, those marks are important as indicators of errors at a specific stage of the writing process when learners make fewer errors.

Question Item 21: Teachers' Opinion about the Types of Errors Necessary to Point out

 *In case your students' written works embody different types of errors, which kind do you think it is necessary to point out most? You can chose more than one option.*

- a. Spelling errors

- b. Grammar errors
- c. Punctuation errors
- d. Organization errors
- e. Content/ideas errors
- f. Others; please, specify

The question discusses the types of errors pointed out mostly by teachers in students' writings. Five options have been suggested (spelling-grammar-punctuation-organization-content/ideas-others).

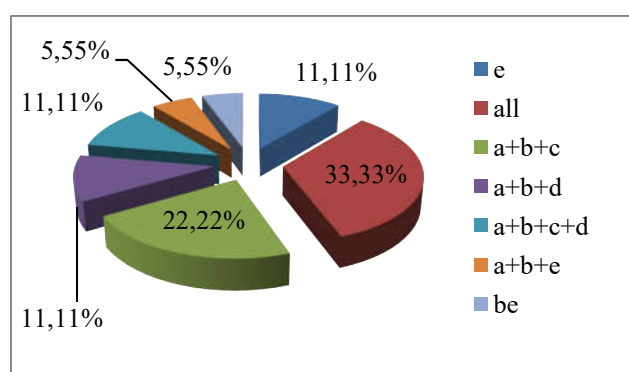


Figure 5.20 Types of Errors Teachers Need to Point out

The results gathered from this question revealed that 6 teachers (33.33%) opted for all the items which mean that they perceived that all sorts of errors are important to be pointed out. In addition, 04 teachers (22.22%) gave primacy to the three first items (spelling-grammar-punctuation), while 02 (11.11%) gave the priority to spelling, grammar and organization errors. An equal percentage (11.11%) had been given to the first four options (spelling-grammar-punctuation-organization) and to the content errors. However, 11.11% of the respondents opted for spelling, grammar and content/ideas errors, and equally 11.11% gave priority to grammar and content errors. A last participant proposed another type of error to be focused on during correction; this is the stylistic error.

From the results, we can notice that the respondents had valued the items according to their importance; hence spelling, grammar and punctuation had been emphasized by almost teachers which reveal teachers' high attention to form in students' writings. Content and

organization received relatively less emphasis, but this does not mean that teachers give less importance to these areas; on the contrary, teachers pointed mostly form errors probably because they represent students’ most important areas of difficulty.

Question Item 22: Teachers’ Interpretation of Effective Feedback

✚ *How would you define an effective Feedback?*

It is worth mentioning that all the respondents agree on the importance of feedback in this question item, and they present different interpretations of what an effective feedback is. The following table reports a variety of teachers’ perceptions.

Effective Feedback according to Participants
<ul style="list-style-type: none"> ▪ It is a mirror that gives students a clear image of their errors. ▪ It is a clear, explicit, detailed, and a well presented (in form and timing) feedback that is understood by students. ▪ It is the feedback from which students get benefit by not repeating the same errors. ▪ It is the one that reflects improvement in students’ writings and that develops in learners an understanding of their own mistakes. ▪ It is a feedback that that helps the learners to write new drafts avoiding the errors they have made in their first drafts. ▪ It is a feedback that states the place and the type of errors and offers suggestions on how to correct them. ▪ It develops in the learners an understanding and an awareness of their recurrent errors to avoid them in future use. ▪ The one which trains students to develop their writing competencies and at the same time does not frustrate them. ▪ The one that provides guidelines to learners on how to master the principles of good writing and points out the different errors they make. ▪ The one which reduces to the maximum the errors made by learners. ▪ The one that satisfies the learners’ expectations. ▪ Precise to the point, not personalized and not intimidating ▪ The one that convinces the learners that they will not commit the same errors. ▪ The one that targets the students’ errors immediately and raises their awareness of their deficiencies so that they improve their future performance. ▪ The one that leads learners to the next level of writing. ▪ The one which gives a clear idea about the main mistakes made by different levels.

Table 5.9 Teachers’ Perceptions of Effective Feedback

The definitions provided by the participants assert that feedback is an integral part of the learning process, but students are very often dissatisfied with the feedback they receive

although teachers spend long hours realizing it. An effective feedback should be useful and accessible. From the teachers' responses to this question item, we can deduce that feedback is mostly effective when it is explicit, when it is given in the right time and when it is clear and students have no problem to understand and process it; so to achieve this, the information in the feedback should be transparent.

Question Item 23: Consistency of the Feedback and Course Goals

✚ *Is the feedback you provide consistent with the goals of the course?*

This question aims to explore teachers' views about the necessity to associate their course goals with the feedback they provide.

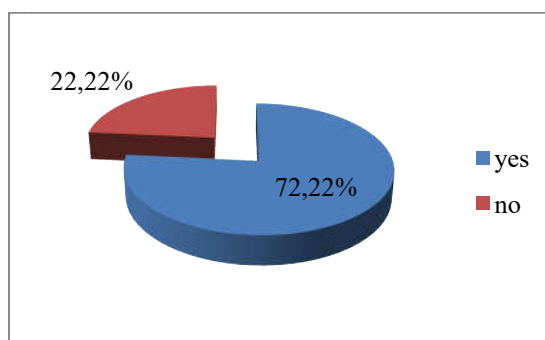


Figure 5.21 Consistency of Feedback and Course Goals

The results demonstrate that for 13 teachers (72.22%) the feedback they provide is very consistent with the course goals. However, for 04 teachers (22.22%) this association is of no importance. One teacher, probably because of his/her lack of experience, has not responded to the question. Teachers explain their different choices we summarized in the following table.

Option	Teachers' justification
Yes	<ul style="list-style-type: none"> • The content of the course determines the type of assignments, tasks and feedback • Feedback should be tailored to the content offered to the students • To focus more on the designed objectives of the course • The feedback should support and complete what has been missed during the course • Instructors should give feedback on the points tackled in the course (those which students have to practice on).
No	<ul style="list-style-type: none"> • Sometimes teachers give plenty of fruitful remarks about language items not covered or not consistent with the course goals. • Teachers have sometimes to give feedback about something that is not covered during the course.

Table 5.10 Teachers' Perception of Feedback and Course Goals Relations

From the participants' responses, we can deduce that the majority of the teachers agree that it is their responsibility to design writing tasks and then provide feedback which is consistent with the goals set for the course. They explain that this makes students more focused on the points covered during the course and hence makes learning more effective. In contrast, few of the participants do not agree with this viewpoint, and think that teachers can sometimes provide feedback which is not associated with the course objectives. Bitchener and Ferris (2012) state that the aim from feedback in the writing course is mainly to assist students to construct awareness, knowledge and strategic competence in order to be able to develop their writing skill, to progress, and to handle their own writing. They add that the purpose from writing courses is not to make students produce perfect and error-free compositions because such goals are not realistic. Bitchener and Ferris assert that "texts produced by students in the course are simply the means to an end of facilitating long-term student writing development" (p.140).

Question Item 24: Teachers' Difficulties Encountered during Feedback Provision

✚ *What difficulties do you have when providing feedback? You can chose more than one option*

In this question item, we aim to investigate the teachers' difficulties in providing corrective feedback to students. Participants are provided with seven options to choose from and are allowed to opt for more than one option.

- a. It takes a lot of time and effort
- b. There are too many papers to mark
- c. Students make too many mistakes
- d. Students are not motivated to receive comments but rather they care more about marks
- e. Students are not satisfied with the feedback
- f. Students do not understand the feedback
- g. Other; please specify

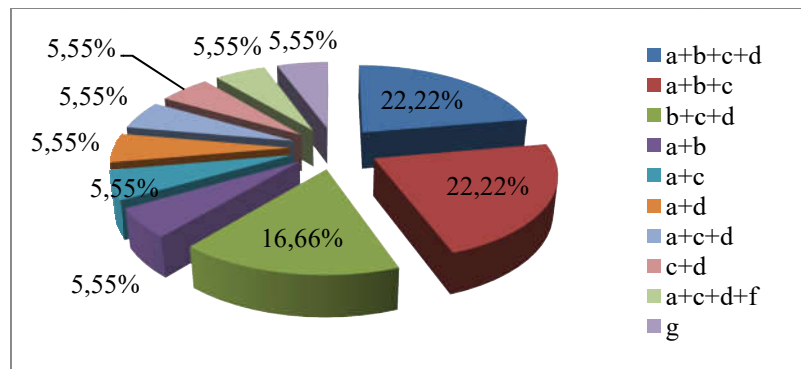


Figure 5.22 Teachers' Difficulties in Feedback Provision

The results yielded demonstrate that 04 respondents (22.22%) face difficulties in providing feedback and this is due to four factors given in the list of options:(1) feedback takes a lot of time and effort to be delivered; (2) too many papers to correct; (3) students commit too many mistakes; and (4) students are more motivated by the mark than by the teachers' comments. 04 other participants (22.22%) chose the three first options in the list,

whereas 03 participants (16.66%) admitted that they encounter problems when providing feedback due to the huge number of papers they have to correct, the great number of mistakes that each paper embodies and the absence of students' motivation in terms of teachers' remarks since learners care more about the mark. The rest of the participants responded individually for different options as the table 5.18 shows. The last participant opted for the last choice, suggesting that feedback provision should be planned as a separate tutorial.

To sum up, all participants admitted that they do have difficulties when providing feedback to students on their written works. Beach and Friedrich (2008) tackled one of these problems when they stated, "In some cases, teachers provide students with extensive feedback related to a range of difficulties. However, too many comments can overwhelm students, suggesting the need to prioritize their comments by responding selectively" (p. 227). Hence, the extensive correction can confuse learners and make them unable to understand teachers' feedback. In effect, problems vary but what matters most importantly is that teachers should always check whether or not students understand or not the feedback because this would help teachers to readjust their lessons and also to provide students with effective feedback about what they know and understand.

Question Item 25: Teachers Perception about Feedback Utility

✚ *Do your students benefit from your corrective feedback?*

This question is about the utility of feedback as to whether teachers feel an enhancement and improvement in the learners' performance after providing feedback.

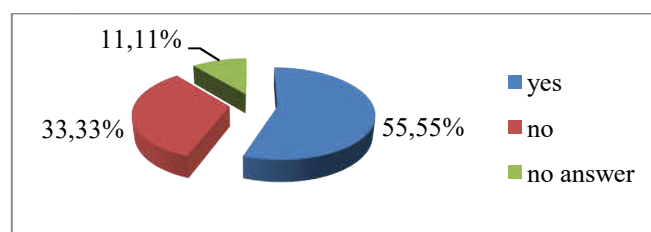


Figure 5.23 Utility of Feedback in Improving Writing

10 teachers (55.55 %) think that students benefit from the feedback they receive, while 6 teachers (33.33%) believe that learners do not get any benefit from it. 02 respondents (11.11%), however, have not reacted to the question; this may be due to their lack of experience in teaching writing.

Participants were asked to explain their choice and the table below sums up their view points about the question.

Option	Teachers' Explanation
Yes	<ul style="list-style-type: none"> ▪ Good learners benefit from teachers remarks even if they were negative. ▪ Many learners find feedback beneficial because it minimizes their errors and frustrations. ▪ When feedback is constructive and motivating, students progress. ▪ With much practice and corrective feedback students improve their performances.
No	<ul style="list-style-type: none"> ▪ Students repeat excessively the same errors even after many corrections. ▪ Most students care more about the score (grade) they get on their writing than the comments of the teacher on their work.

Table 5.11 Teachers' Perception about Feedback Utility

Most respondents agree that the feedback which is considered to be beneficial is the one which brings students to be more accurate in their writings and to reduce their errors. In effect, some researchers suggest that feedback does not give its fruits because some teachers are inconsistent and inaccurate in the feedback they provide to learners, while other scholars refute this charge and see that when L2 writers revise their written works after receiving their corrective feedback, their texts improve in accuracy, especially if compared to students who have not received feedback at all (Ferris, 2011). Hence, corrective feedback is very helpful to students because it improves their written performance and accuracy.

Question Item 26: Teachers' Suggestions Concerning the Questionnaire

Teachers are invited to give comments and suggestions with regard to the questionnaire. Teachers have formulated their remarks about three points with regard to the questionnaire format, content and subject matter.

With regard to the first point i.e., format, most teachers have expressed their satisfaction concerning the clarity, the coherence and the consistency of the questions. As far as content is concerned, the participants' comments have been heavily concentrated on the importance of writing in SLA and the components of good writing such as correct sentence structure, grammar, spelling and ideas. The respondents' comments also have reflected their focus on the importance of detecting students' errors in writing and identifying the factors causing them. Besides, they have highlighted the role of teachers' corrective feedback, peers' feedback in improving students' performance in writing. Participants also have pointed out the importance of setting a clear and precise syllabus to achieve clear objectives for teaching writing. As far as the third point is concerned most teachers have found the subject of the questionnaire interesting because it seeks to investigate learners' problems in writing which is the concern of all teachers and students.

5.2. Interpretation of the Results

In sum, from the analysis of the results of the questionnaire, teachers were grouped into two classes depending on their perception of the adequacy or the non-adequacy of the actual content taught in the written expression module. One group approved the efficiency of the current program, whereas another group demonstrated their disapproval and believed that it should be updated to respond to learners needs in writing. Furthermore, teachers gave different interpretations to the concept of 'good writing', but all of them agreed that it is a combination of basic elements, which are complementary and together with additional components such as style, legibility, organization and clarity can create good and effective

writing. Additionally the survey findings revealed that almost all teachers considered their students' performances as low because their skills in writing are not adequate and such difficulties can be devastating to students' education and self-esteem because they risk staying motivated with their continuous struggle to overcome these writing deficiencies.

In spite of all the challenges, teachers asserted that they continue to encourage students to progress in their writing and to improve their performances by trying to choose the most appropriate approaches to teaching writing and by assisting students during the writing process, especially with the phases of the process which they consider the most challenging. Teachers also emphasized the role of practice in writing and wished to be allowed longer hours of teaching writing because this would provide students with more opportunities to maximize their language learning.

Moreover, all teachers agreed on the importance of corrective feedback in assisting learners to develop their written performance and they insisted that equal importance should be given to the form in students' writings as well as content and organization. The teachers gave different interpretations to the concept of 'effective feedback', but all of them agreed that it should be immediate, transparent, useful and accessible. Also they added that effective corrective feedback should be consistent with the goals set by teachers for the course because the purpose of an effective feedback is to develop learners' awareness, knowledge and strategic competence in order to develop their writing skill. Finally, the teachers of English in the Department of Foreign Languages at Biskra University recognized to encounter many difficulties in providing corrective feedback to their students such as the great numbers of papers to correct, the long time and effort it takes, the students' lack of motivation and interest in feedback, etc. However, the teachers demonstrated that what matters most importantly is to check systematically whether or not

their students understand their feedback; this would help them much to readjust their feedback strategies to meet learner' needs in writing.

As aforementioned, teachers admitted that students have great problems in writing but recognized that making errors in FL production, especially in the initial stages of language acquisition is inevitable and asserted that it is an integral part of the learning process. Additionally teachers attributed these errors in students' writing to many reasons among them the psycholinguistic, social and educational background of the students. Furthermore, they recognized the developmental factor as a very important contributing factor because they believe that learners can master the correct forms only after having ample linguistic input and practice. Poor study conditions also were recognized to contribute to the low achievement of the students. Teachers themselves admitted that they can have a negative impact and may sometimes hinder learners' progress in writing with regard to their competence, instructional methods and feedback. Other teachers attributed the students' errors to technical factors such as L1 interference, translation and overgeneralization.

Further, the analysis of the teachers' questionnaire revealed that students of English in the Department of Foreign Languages of Biskra have serious problems in writing at the levels of spelling, language use and organization. Teachers highlighted the role of teachers to help and assist those learners to improve these aspects of writing by directing comments on the content and the general quality of the work to incite them to reduce errors and to raise their writing standards. Furthermore, teachers explained the approaches they adopt in error correction; there are those who use the explicit error correction, where they provide the learners with information about what is erroneous in their forms and structure and there are those who tend to use the implicit approach, in which they provide learners with indirect correction to correct their errors. Hence, teachers differ in their reactions to students' errors. Some of them stated that they accepted the learners' works and replaced

the errors with the correct form without emphasizing the error itself, while others preferred to localize the incorrectness by underlining or circling it, letting the student to discover the type of the error. A third category of teachers recognized training their students to respond to certain indication of their own errors such as correction codes.

CONCLUSION

In the light of the foregoing data analysis, it seems clear that the hypotheses on which the present study is grounded have been verified. The findings show that students have many difficulties and deficiencies in writing and these problems are caused by many factors. Besides, teachers can have a critical role to play to reduce these errors and improve students' performance through their corrective feedback. Hence teachers have recognized that being aware of the origin of errors in students' writing would help much to minimize errors and they have also recognized the crucial role of corrective feedback in improving students' compositions.

CHAPTER SIX

SOURCES OF ERRORS IN STUDENTS' WRITTEN PRODUCTIONS

Introduction

6.1 The Study Population and Sample

6.2 Error/Data Collection

6.3 Results and Discussion

6.3.1 Grammatical errors

6.3.1.1 Prepositions

6.3.1.2 Articles

6.3.1.3 Singular/Plural Nouns

6.3.1.4 Pronouns

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6.3.1.6 Verb Tense and Form

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6.3.2 Syntactic Errors

6.3.2.1 Sentence Structure

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Conclusion

CHAPTER SIX

ERROR ANALYSIS IN STUDENTS' PRETESTS

INTRODUCTION

Errors are a natural phenomenon which may occur in L1 and FL productions, but the interpretation and the correction of the error varies from L1 to FL users. For the L1 user, it is easy to correct the error because s/he identifies it as an error and recognizes its correction. However for the FL user, the case is different because s/he needs an adequate feedback on the error and an effective treatment to correct it and to control its recurrence. The present chapter aims to investigate the errors in the corpus of 30 essays written by 30 participants (third year EFL students) in order to find out whether interlingual and intralingual interference can be the major causes of errors in the English writings of third-year students of English at Biskra University. We followed Corder (1967) procedural analysis of errors in which the researcher selects a corpus of language followed by the description and then the explanation of the errors.

6.1 The Study Population and Sample

A population is defined as a collection of a group of subjects or non human entities (objects, educational institutions, etc.) that correspond to the sample criteria needed for inclusion in the research study (Koul, 2009). The population in this study comprised all male and female EFL students enrolled in the third year LMD system for the academic year 2014/2015 in the University of Biskra. Sampling, according to Koul (2009, p.207), is the process by which a small number of units is chosen and analyzed in order to obtain accurate results about the whole population and that is why the sample selected should be representative. Since the population under study was homogeneous, "a small sample is sufficient".

There was no significant variability in the subjects of the population, and the sample included consisted of 30 students of English at the University of Biskra during the first semester of the academic year 2014/2015. The selected participants are between 23 and 26 years of age. All of them are native speakers of Algerian spoken Arabic or Algerian Tamazight language who also have knowledge of standard Arabic. They live in an Arabic/Tamazight speaking community. Similar to all Algerian students, the participants in the present study had experienced 6 years of English study through the middle and the secondary education system and two years at the university. All the participants are homogeneous in terms of their educational and socio-economic background. They speak Arabic or Tamazight at home.

6.2 Error/Data Collection

All the 30 participants were required to write about the following topic: *What are the benefits of exercise?* They were asked to write approximately 200 words during one hour and a half. The participants were informed to follow certain guidelines; they had to begin with a brainstorm activity, to use an outline, to write their first drafts and finally to revise and edit their drafts. The participants ignored that their essays would make part of an investigation.

Based on the literature reviewed in the second chapter, we decided to include in the error analysis of the students' essays the following categories and subcategories: **grammatical** (prepositions, articles, singular/plural, pronouns, word form, tenses, and possessive cases), **syntactic** (sentence structure, word order), **lexical** (word choice), and **substance**(mechanics: punctuation, capitalization and spelling). **Organizational/discourse** errors are not going to be quantified because it is a very difficult task to do so and also because we have trained our students before the writing of the essay how to develop a well-organized essay (i.e. thesis statement, restatement of the thesis and the correct use of

transitionals). As for the error sources we wished to study, we chose particularly to focus on **interlingual** (negative L1transfer) and on **intralingual** (developmental). Ellis (2006) recognizes the effects of proactive and retroactive inhibition. He explains that the storage of new experiences interferes with earlier encoded memories, and he considers proactive inhibition as the effect of earlier learning inhibiting new learning and this reflects interlingual errors. In contrast, retroactive inhibition refers to the difficulty in remembering old information because of newly learned information and this refers to intralingual errors.

6.3 Results and Discussion

In this section, first, the errors made by the students are classified; then all errors are identified with illustrative examples and finally the errors made by the learners are accompanied with the correct form(s). Table 6.1 demonstrates the type, the number, and the percentages of the errors found in the students' written essays.

Type of error		Frequency of the errors	Percentage (%)	
Grammar	Preposition	481	62	05.14%
	Article		52	04.31%
	Singular/plural		54	04.48%
	Pronouns		52	04.31%
	Subject/verb agreement		95	07.88%
	Verb tense		32	02.65%
	Possessive case		25	02.07%
	Word form		109	09.04%
Syntax	Sentence structure	181	90	07.46%
	Fragments		53	04.39%
	Word order		38	03.15%
Lexis	Word choice	88	88	07.30%
Substance	Capitalization	455	182	15.10%
	Punctuation		127	10.53%
	Spelling		146	12.11%
Total		1205	100%	

Table 6.1 Errors Produced by 3rd Year EFL Students at Biskra University

6.3.1 Grammatical errors

Grammatical errors are a broad category which includes eight subdivisions: prepositions, articles, singular/plural nouns, pronouns, subject/verb agreement, possessive case and word form.

6.3.1.1 Prepositions

Prepositions are short words that are located usually in front of the nouns and sometimes in front of the gerund verbs. They demonstrate the relationship between the words in the sentence and they join nouns, pronouns and phrases. The word or the phrase that the preposition introduces is named its object. Prepositions indicate the time, space and other kinds of logical relationships of their objects to the rest of the sentence. There are almost no rules in English that indicate which preposition to use, and the only way to learn prepositions is to read a lot in English, to memorize them by heart or to look them up in the dictionary. Even the most advanced learners of English find a great challenge to learn prepositions.

Prepositions pose difficulties to EFL learners because they are confusing as many prepositions in English have the same function. In order to deal with the hesitance about which preposition to employ, they go directly to compare the sentence with its equivalent in their L1 (Arabic) and they translate the preposition literally in English. Nevertheless, Scott and Tucker (1974) point out:

Prepositions seldom have one to one correspondence between English and Arabic. An Arabic preposition may be translated by several English prepositions while an English usage may have several Arabic translations (cited in Chalikandy, 2015, p.297).

Abushihab, El-Omari and Tobak (2011) conducted a study in order to analyze and classify the grammatical errors in the paragraphs of 62 EFL Jordanian students. They

found that the category that comprised the largest number of errors was the errors of prepositions which included 26% of the total errors. Abushihab et al. noted that most of the students omitted or misused some prepositions, and they argued that “it is not easy for Arab learners to use prepositions correctly” (p.548).

The findings of the present study indicate that the students have some confusion when it comes to choosing the appropriate prepositions in English as it is demonstrated in the examples below.

Error classification	Error identification	Error correction
Preposition	1. It helps them to breathe with a good way.	It helps to breathe in a good way.
	2. People can have serious diseases because ▼ the lack of physical activity.	People can have serious diseases because of the lack of physical activity
	3. Exercising has positive effects in your health.	Exercising has positive effects on your health.
	4. One can meet people who he practices sport together.	One can meet people with whom he practices sport.

Table 6.2 Samples from Students’ Prepositions Errors

The examples above show one of the grammatical errors made by a group of third year university students in their written works. Most of the students’ preposition errors were due to L1 negative transfer in their written productions. For instance, in the first example the student substituted the preposition ‘in’ by ‘with’ due to negative transfer of L1:

❖ *It helps them to breathe with a good way.* (بطريقة جيدة)

So, the preposition **with** is compared to the Arabic preposition (بِ)

In the second example, the participant omitted the preposition ‘of’ from the subordinate conjunction ‘because’ since s/he ignored the existence of a compound preposition in

English which is a combination of the conjunction ‘because’ and the preposition ‘of’. This error cannot be related to L1 interference; rather it is due to ignorance of the rules of English.

In the third example (see table 6.2) *exercising has positive effects **in** your health*, the participant used the preposition ‘in’ instead of ‘on’. This error cannot be ascribed to mother tongue interference because even in Arabic the equivalent preposition is not ‘**in**’; so this deviance can be related to the influence of the target language itself. Furthermore, in the last example: *One can meet people who he practices sport together*, there was omission of the preposition ‘**with**’. Here the student might have found the sentence complex with the relative clause and could not decide where to place the preposition ‘with’, so s/he decided to omit it using a simplification strategy.

Tahaineh (2010) conducted a study where he analyzed the use of prepositions in the writings of Arab learners at the university level, and he classified the errors recorded into three main categories: omission, substitution, and addition of prepositions. He concluded that the two principle sources of those categories of errors were interlingual and intralingual interference. In the present study, we have observed that errors in the use of preposition are also due to omission, substitution and addition of prepositions and this is consistent with Tahaineh findings.

Sabbah (2015) attributes Arab students’ problems using English prepositions to two reasons: “First, not every Arabic preposition has a definite equivalent in English and vice versa. Not every English or Arabic preposition has definite usage and meaning” (p.274).

6.3.1.2 Articles

They are small words which give information about a noun. There are three articles in English: **a**, **an** and **the**. However, there are four choices to make since sometimes **no article** is necessary. Native speakers use articles correctly without having any trouble. For

English language learners, these small words are a source of a lot of problems because their proper use is very complex. In Arabic, there are no indefinite articles at all and there is also a great difference between the usage of the definite article ‘the’ in English and in Arabic. According to Diab, in the English language, abstract words denoting ideas, attributes or qualities do not require the use of the article ‘the’ to refer to them (e.g. Destiny, evil, etc.), whereas in Arabic these same abstract nouns are preceded by a definite article similar to ‘the’ in English and hence errors related to the incorrect use of the article ‘the’ happen (cited in Abisamra, 2003).

The majority of the participants in this study showed difficulties in the correct use of articles and the table below displays some examples.

Error classification	Error identification	Error correction
Article	1. Exercise is a very important to the physical health.	Exercise is very important to the physical health.
	2-Sport has always been ▼ best way to feel healthy, to organize one’s time and to build ▼ collaborative spirit.	Sport has always been the best way to feel healthy, to organize one’s time and to build a collaborative spirit.
	3. The sport can be collective like football, volleyball or aerobics.	Sport can be collective like football, volleyball or aerobics.
	4.Exercise ▼ is activity that affects the three aspects of health.	Exercise is an activity that affects the three aspects of health.
	5. The result is an beautiful body.	The result is a beautiful body.
	6. It gives him a power to accomplish his daily activities.	It gives him power to accomplish his daily activities.

Table 6.3 Samples from Students’ Articles Errors

There are some guidelines which govern the use of articles in English, and knowledge of these guidelines is necessary for EFL learners. In the present study, most of the articles errors can be attributed to L1 interference (interlingual errors), and this means that the article system of Arabic is transferred negatively to English. In the third example above *the sport* instead of *sport* indicates clearly the influence of L1 in the addition of the article

'the' and this is due to the fact that the definite article is widely used in Arabic (Diab 1996, cited in Abisamra, 2003). In this regard, Crompton (2011) argues that the misuse of the definite article 'the' is attributed to L1 transfer rather than an interlanguage developmental order. He gives an example from a study of a corpus of English writing of advanced L1 Arabic speakers and says "The learner who writes "the degrees are mainly theoretical" has both transferred an L1 form and possibly overgeneralized that this is a permissible form in L2 from evidence of L1 input" (p.26).

The omission error of the indefinite articles 'a' and 'an' also can be attributed to negative transfer of L1 as in the fourth example (see table 6.3), *activity* instead of *an activity*, and this is due to the fact that Arabic has zero as indefinite article. However, in some examples we can notice that some errors of addition cannot be attributed to negative transfer as in the sixth example (table 6.3) *a power* instead of *power* and *an beautiful* instead of *beautiful*. Thus, we can deduce that these errors were caused by the target language itself. Hence, this last type of article error (addition of the indefinite articles 'a' or 'an') is due to the overgeneralization.

6.3.1.3 Singular/Plural Nouns

Nouns are names of concrete and abstract things in life, and they are the first basic topic taught to learners of a FL. In English there are different types of plurals; plural forms of countable nouns are created by the addition of the suffix 's', whereas some nouns have irregular plural forms. Some of the students failed to construct plural and singular forms because they were not sure which plural form to use (i.e. the regular or the irregular) and when they should apply the singular or the plural form. The examples in table 6.4 show clearly their confusion.

Error classification	Error identification	Error correction
Singular and plural nouns	1. Human being need many things to improve their lives .	Human beings need many things to improve their <u>lives</u> .
	2. Some people tend to avoid practicing any sort of physical activity, but other love exercising.	Some people tend to avoid practicing any sort of physical activity, but others love exercising.
	3. The informations that say that Pressure and problem will disappear with exercise are correct.	The information that says that Pressure and problems will disappear with exercise is correct.
	4. Sport is a treatment of a lot of disease .	Sport is a treatment of a lot of diseases .
	5. In some kind of sport like football, a group of people is needed.	In some kind of sports like football, a group of people is needed.
	6. It is the first and the most important benefits of sport.	It is the first and the most important benefit of sport

Table 6.4 Samples from Students' Errors in Singular/Plural Nouns Constructions

It is not easy for EFL learners to determine whether an English word is singular or plural based on its form because many words in English are either singular or plural in form but in meaning they are not. Some words that end with the plural form 's' are actually singular in number, while others indicate a singular or plural number while maintaining the same form" (Kinneavy and Warriner, 1993; cited in Diab, 1997, p.77). Sabbah (2015) says in this regard :

Some Arab students may not use English plural nouns correctly. Instead, they use numbers to express duality or plurality. They may say, "The two child are crying". Others may misuse the noun after numbers because in Arabic a singular noun is used after numbers...Arab students learning English may say, "He has eleven cousin" (p.272).

Many nouns which are uncountable in English such as ‘money, damage, housework, equipment’ are countable in Arabic. Thus Arabic learners are inclined to pluralize them and use plural verbs after them (Sabbah, 2015). These differences in noun system between Arabic and English cause students much confusion. To overcome their disorientation EFL learners find themselves translating from Arabic to English when it comes to determine whether a word is singular or plural. For instance, the word ‘information’ takes the plural form in Arabic and also is plural in number, but one of the participants translated in his/her sentence the word ‘information’ and used it with its plural form and number which resulted in an interlanguage error. Similarly, the word ‘life’ was translated literally into its plural form by adding ‘s’ because the participant may ignore its irregular form ‘lives’. Hence, students in this study seem to confuse between regular and irregular plurals. They tend to add the ‘s’ to uncountable nouns and a possible explanation of this is that students try to over-generalize the rule where we add the ‘s’ to all plurals. Jain (1974) and Tan (1978) have related these morphological errors to the learners’ over-generalization and simplification strategy (cited in Hourani, 2008).

In other examples, errors in singular and plural forms could not be attributed to negative L1 transfer but rather to the ignorance of the rules and conventions of writing like in the example which appear in table 6.4: *sport is a treatment of a lot of **disease/diseases***. The problem in this example cannot be attributed to negative L1 transfer. Such errors involving dropping the ‘s’ in plural countable nouns may be attributed to students’ ignorance that determiners like ‘some’ and ‘a lot of’ require plural nouns, and as those learners lack training or misunderstand the rule they may commit errors in plural nouns.

6.3.1.4 Pronouns

They are words which we employ instead of full nouns in order to avoid repeating the noun already mentioned and to make sentences less cumbersome. There are different types

of pronouns: the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun and the intensive pronoun. Students in the present study committed many errors, viz., different types of pronouns used in their written work. Table 6.5 sums up some of these errors.

Error Classification	Error Identification	Error Correction
Pronouns	1. After practicing physical exercises, ▼ do not face any pressure from their work.	After practicing physical exercises, they do not face any pressure from their work.
	2. Everyone should make a balance between their physical, mental and social life.	Everyone should make a balance between his physical, mental and social life.
	3. The first benefit we can talk about it	The first benefit we can talk about
	4. People who practice sport are more active than ▼who do not.	People who practice sport are more active than those who do not.
	5. There are some exercises ▼can make you in a good mental state like the yoga.	There are some exercises that can make you in a good mental state like the yoga.
	6. Sport can make people more satisfied with oneself and with others.	Sport can make people more satisfied with themselves and with others.
	7. This physical exercises are very beneficial.	These physical exercises are very beneficial.

Table 6.5 Samples of the Misuse of Pronouns in Students' Written Work

The misuse of many pronouns by students in this study can be attributed to L1 negative transfer, or to the features of the pronouns in Arabic. It is possible in Arabic to use a verb with its embedded pronoun without having to use an independent pronoun as it is shown in the in the example (table 6.5) *After practicing physical exercises, ▼do not face any pressure from their work* [instead of using 'they' in the second independent clause].

Furthermore, the correct use of object pronouns represents a challenge to students like in the next example (table 6.5): *the first benefit we can talk about it* where we can drop the pronoun, but in Arabic the pronoun, though embedded, it is used.

In other papers, it was noticed that the participants deleted the relative pronouns like in the following example (There are some exercises ▼ can make you in a good mental state like the yoga) and we can explain this in terms of negative L1 transfer as it is stated by Mukattash (1986) that Arabic speakers of English have a tendency to delete the relative pronoun in mainly two cases and one of them is when “a relative clause modifies a head-noun in the subject complement position” (cited in Noor, 1996, p.10).

A small scale study was conducted by Ibrahim, Kassabgy and Aydelott (2000) with EFL Arabic-speaking students at the American university of Cairo to investigate the cause of difficulties in the use of relatives by Arabic-speakers. The subjects were given a combining task activity in which they were instructed to combine sentences using the second sentence as an adjective/relative clause. The results obtained demonstrated that students had problems with relative pronouns at three levels: (1) pronoun retention, (2) use of the wrong relative pronoun, and (3) incorrect use of the relative pronoun ‘whose’. It was asserted that there was evidence of transfer errors, developmental errors, and employment of coping strategies to overcome some difficulties, i.e. errors.

Not all the errors recorded in the misuse of pronouns in the present study can be attributed to L1 interference since in some examples we observed that there were other reasons for the difficulties in the proper use of pronouns. For example, in the statement *Sport can make **people** more satisfied with **oneself** and with others*. Thus, in this example, we notice that there is an inconsistency in the use of the plural pronoun ‘**themselves**’ since this pronoun replaces the noun ‘**people**’ which is plural in number. The same remark can be made about the following example ***This** physical exercises are very beneficial* because

the participant used a singular demonstrative pronoun instead of a plural one (**these/those**) to refer to the noun ‘exercises’. These errors are the result of ignorance of the rules and lack of practice.

6.3.1.5 Subject-Verb Agreement

It means plainly that the subject and the verb must agree in number, so both should be singular or both should be plural. According to Al-Bouainain (2007), concord errors in Arabic-speaking EFL learners result from simplification strategy and overgeneralization of L2 rules. She maintains that some errors in the subject/verb agreement are due to hypercorrection (e.g. *Their markets and shopping centers has...*), (p.7). In the present study, the errors that the participants made in subject verb agreement were the highest in the category of grammatical errors and this shows that they have great problems in constructing concordance between the subject (the person or thing doing the action) and its verb (the word representing the action); table 6.6 displays some examples of students’ errors in subject verb agreement.

Error classification	Error Identification	Error Correction
Subject Verb Agreement	1. When a person exercise , his muscles and nearly all his body parts are in movement.	When a person exercises , his muscles and nearly all his body parts are in movement.
	2. Playing sports have also its benefits on their moral status.	Playing sports has also its benefits on their moral status.
	3. Exercise make you enjoy life and given you the self-confidence you need.	Exercise makes you enjoy life and gives you the self-confidence you need.
	4. Physical exercise ▼ also the best solution for people with breathing problems.	Physical exercise is also the best solution for people with breathing problems.
	5. People are tend to play sport because of its various benefits.	People tend to play sport because of its various benefits.

Table 6.6 Samples of Participants’ Errors in Subject Verb-Agreement

This study has given an account that the main errors made by students in subject verb agreement is the deletion of the third person singular marker like in the example recorded above in the table: *When a person exercise, his muscles and nearly all his body parts are in movement.* Noor (1996) reported that many studies (Beck 1979, Al-Kasimi et al. 1979, Sharma 1981) investigated the deletion of the ‘s’ marker by the Arabic EFL learner when he/she uses the present simple. Dusková (1969) noted that this error cannot be explained simply in terms of negative transfer and attributed the error of the third person marker deletion to the fact that “all grammatical persons take zero verbal ending except the third person singular in the present tense” so the deletion of the ‘s’ may be explained by “the heavy pressure of all the other endings forms” (cited in Noor, 1996, p.10).

In another example *Playing sports have also its benefits on their moral status* we can attribute the error in subject verb agreement to overgeneralization of the rule. Students apply the rule that after a subject that ends with ‘s’, the verb should be plural. However, sometimes the subject is more than one word and this confuses the learner; as to determine whether it is singular or plural. Hence, the subject of the sentence ‘**playing sports**’ is singular in effect but the ‘s’ misleads the learner; as a result s/he uses a plural verb. Omission is also part of subject verb agreement and it occurs when an item that must appear in a well formed utterance is absent. The following example (table 6.6) where the auxiliary ‘be’ is absent is an illustration of this point: *physical exercise also the best solution for people with breathing problems.* Addition is another source of students’ errors of subject verb agreement as it appears in one of the participant’s utterances (table 6.6): *People are tend to play sport because of its various benefits.* Hence, addition is the presence of an item which should not appear in a well constructed sentence and in the example, the participant used two verbs in one single clause; this is incorrect. Therefore, we are tempted to believe that the errors in subject verb agreement are intralingual.

6.3.1.6 Verb Tense and Form

They are an attribute of verbs which inform us about time. Errors of verb tense occur when learners use the inappropriate tense in certain sentences. The findings of the present study reveal that the participants were not completely aware when to apply the correct verb tense in certain sentences.

Error Classification	Error Identification	Error Correction
Verb Tense	1-We can said that the healthy mind is in the healthy body.	We can say that the healthy mind is in the healthy body.
	2- It ▼ recommended by many doctors.	It is recommended by many doctors.
	3-Regular exercise had mental benefits on human health.	Regular exercise has mental benefits on human health.
	4-When somebody is angry, he can just walk or ran until he forgot about his problems.	When somebody is angry, he can just walk or ran until he forgets about his problems.
	5-By physical exercise you could improve your self esteem.	By physical exercise you can improve your self esteem.
	6-He needs to practicing sport to get rid of stress.	He needs to practice sport to get rid of stress.
	7-The most important thing that has to mention is organization.	The most important thing that has to be mentioned is organization.

Table 6.7 Samples of students' Errors in Verb Tense

Error in verb tense is one of the prominent features in the writings of students in the present study. They made many grammatical errors for different reasons. In the first example (table6.7): *we can **said**...*, the student used the past after a modal (can) because in Arabic there are no modal verbs; in addition, learners lack the comprehensibility of the grammar rule which says that after modals the verbs must be in the infinitive. In the second example (table 6.7): *it **▼**recommended by many doctors*, the copula is deleted. This type of deviation is attributed to L1 interference since many studies (e.g. Scott and Tucker (1974) and Mukattash (1978)) claim that “the most frequent type of deviation Arab speakers encounter in forming the English verb is the deletion of the copula” (cited in Noor, 1996,

p.7). Besides, the past simple tense was misused to replace the present simple tense *Regular exercise had mental benefits on human health*, and this demonstrates that our students even at an advanced level still have difficulties when it comes to choosing when and how to use the correct tense and this can be attributed to the incomprehensibility of grammar rules on the correct usage of the verb tenses.

Time sequence was also a source of difficulty to students in this study. In the example (table 6.7): *When somebody is angry, he can just walk or ran until he forgot about his problems*. The student confused between the use of simple present and the simple past. When the sentence is compound, students find difficulties to maintain tense sequence; furthermore, there is a kind of L1 interference because perspective of tense and time sequence is different in Arabic. In another example *He needs to practicing sport to get rid of stress*, the student used the wrong verb form since an infinitive is required (**to practice**) in this utterance. In effect in Arabic, there are no infinitive forms and this can explain why the learner did not use an infinitive. The last example is the incorrect use of the passive form; in the following example there is no past participle of the verb and no form of the auxiliary 'be' is added *The most important thing that has to mention/to be mentioned is organization*. One can argue that the error is mainly due to L1 interference since in Arabic the passive form is constructed from the active by means of 'internal vowel change' (e.g. /shariba/ /shuriba/=/drank/ /drunk/) (cited in Noor, 1996, p.6).

6.3.1.7 Possessive Case

It is used to show possession and it applies to nouns, pronouns and adjectives. But in this part we will just focus on nouns since possessive pronouns (including adjectives) were already covered.

Error Classification	Error Identification	Error Correction
Possessive Case	1. These magic activities increase one imagination .	These magic activities increase one's imagination .
	2. Doctors all around the world advice people of all age's to practice sport.	Doctors all around the world advice people of all ages to practice sport.
	3. People lives are the result of choices they make.	People's lives are the result of choices they make.

Table 6.8 Samples of Students' Errors in the Possessive Case

The results indicated that the possessive case represents another grammatical difficulty to students. In the first and the third example, we observed the omission of the 's' in the possessive case: *one ▼imagination*. However, in the second example (table 6.8) there is an addition of the 's' which is not correct: *people of all age's*. The omission of the apostrophe marking the possessive case is the result of L1 interference since Arabic does not have an equivalent to this form. Some students, on the other hand, overgeneralize the rule of the apostrophe marking the possessive case and use it in incorrectly like in the example above.

6.3.1.8 Word Form

The same word can take several different forms. For example the verb form of the noun 'note' is 'notify' and its adjective form is 'noticeable'. This category of errors is also labeled wrong form collocation error because it consists of using one or more collocates whose grammatical form or category is incorrect. A good knowledge of the different word forms is very necessary to produce correct pieces of writing and to express one's ideas clearly. Students in the present study showed difficulties when it comes to use the correct form of words and this can be traced to many reasons.

Error Classification	Error Identification	Error Correction
Word Form	1-Doctors advice their patients to exercise.	Doctors advise their patients to exercise.
	2-The good way to live healthy without stress or nervous	The good way to live healthy without stress or nervousness
	3-Athletic people are known by their calm and relax .	Athletic people are known by their calm and relaxation .
	4-Practicing sports has many advantageous and benefits.	Practicing sports has many advantages and benefits.

Table 6.9 Samples of Students' Errors in Word Formation

Students made several different types of mistakes in choosing the appropriate forms of words they used in their compositions. In the first example (table 6.9) instead of using the verb form of the word '**advice**' the participants used the noun form. In the second and the last example, however, the participants chose adjective forms whereas the sentences require noun forms (**nervousness** and **advantages**). In the third example (table 6.9), a verb form was employed in the sentence instead of the noun '**relaxation**'. These errors can be attributed to different reasons. The first reason can be the performance pressure since many students feel anxious when writing in English and this may lead to error.

The second reason can be ascribed to FL influence rather than L1 (Arabic) interference because such forms do not exist in Arabic. Zughoul and Abdul-Fattah (2003) and Lewis (1997) are reported to say that "these errors are caused by the learners' failure to comprehend such collocations and how to use the correct form required" (cited in Al-Shormani and Al-Sohbani, 2012, p.134). Hill (1999) in this regard maintained "students with good ideas often lose marks because they don't know the four or five most important collocations of a key word" (cited in Al-Shormani and Al-Sohbani, 2012, p.135). Therefore they start to create new word forms and increase the chance of other errors.

6.3.2 Syntactic Errors

Syntactic errors are classified into three types: sentence structure, fragments and word order.

6.3.2.1 Sentence Structure

It is the grammatical arrangement of words in a sentence, and this arrangement varies from one language to another. Problems in sentence structure are usually ascribed to L1 negative transfer. For instance, Chan (2004) gives in one of his articles evidence about syntactic transfer from Chinese to English. The data he presents are collected from a study of 710 Hong Kong Chinese ESL learners at different proficiency levels. Chan focused on five error types: (1) lack of control of copula (2) incorrect placement of adverbs (3) failure to use 'there be' structure to express existential function (4) inability to use the relative clause effectively and (5) the misuse of verb transitivity. Hence, the results prove that Chinese ESL learners are inclined to think first in their L1 and then produce sentence patterns in English which are very similar in their surface structure to Chinese sentence structures.

Sentence structure is one of the syntactic areas in which the students of the present study committed many errors. Some of them are presented in the table 6.10.

Error Classification	Error Identification	Error Correction
Sentence Structure	1. Exercising has a lot of benefits and good effects and we should practice it.	Because exercising has a lot of benefits and good effects, we should practice it.
	2. So we should pay more attention to our health.	Therefore , we should pay more attention to our health.
	3. This pressure causes diseases such as diabetes and heart diseases and blood pressure and so on.	This pressure causes much pathology such as diabetes, heart diseases, blood pressure and so on.
	4. We should not forget that practicing sport helps in losing weight and get a beautiful body.	We should not forget that practicing sport helps in losing weight and in getting a beautiful body.
	5. Everyone who lives in this world he faces pressure in everyday life.	Everyone who lives in this world faces pressure in everyday life.

Table 6.10 Samples of Students' Errors in Sentence Structure

Arabic and English syntactic structures are completely different, particularly with respect to the coordinating conjunction 'and'. In English, the coordinator 'and' is used to join two similar grammatical patterns: nouns, phrases or clauses. In addition, English items in a series are separated by commas, and the coordinate conjunction 'and' is used just before the last word. Contrastively, in Arabic the use of coordination is absolutely different because sentences usually start with 'and' or 'so', and "each item in a series is preceded by the conjunction 'wa' which is equivalent to 'and'" (Diab, 1997, p.81). This writing habit influenced negatively the English written production of one of the participants as it can be noticed in the following utterance (table 6.10) *This pressure causes diseases such as diabetes **and** heart diseases **and** blood pressure **and** so on.*

In effect both coordination and subordination are syntactic structures which are used in English and Arabic. The Arabic writing style is characterized by the supremacy of coordination over subordination and this can explain the overuse of the coordinator 'and'

in one of the participants sentences (table 6.10) *Exercising has a lot of benefits **and** good effects **and** we should practice it.* Johnston (1987) is reported by Diab (1997) to have said that the overuse of coordination is very common in the writings of Arab EFL learners.

Besides, parallelism is another feature of good sentence structure and it is a very important element in English writing, particularly when someone is “listing, comparing or contrasting items or ideas” (Oshima and Hogue, 1999, p.166). Nevertheless, the students in the present study showed difficulty in producing parallel structures on sentence level, and this led them to develop statements which seemed odd in English as they violated the norms of writing syntactically like in this example (table 6.10): *We should not forget that practicing sport helps in losing weight and get/(in getting) a beautiful body.* The errors in parallel structure are ascribed to developmental factors which result from the shortcomings of the traditional methods of teaching and the learners’ limited experience of practice. Teachers give general presentation of the linguistic patterns and do not bother themselves to enable the learners to analyze and to practice those patterns in order to improve the form of their sentences.

In addition to over coordination and faulty parallelism there is another deviation with respect to sentence structure in the present study which is subject repetition as it was reported in table 6.10 : *Everyone who lives in this world he faces pressure in everyday life.* This error does not reflect Arabic structure. Hence we can consider it as a performance error which can be resolved by avoiding repeating the subject and if there is a necessity to replace it by the suitable pronoun.

6.3.2.2 Sentence Fragment

They are incomplete sentences or parts of sentences. Most of the times fragments are recognized as pieces of sentences which have been detached from the main clauses, but

there are some fragments which are incomplete sentences because they lack a subject, a verb, or both.

Error Classification	Error Identification	Error Correction
Sentence Fragment	1. First of all, fitness mostly important for men.	First of all, fitness is mostly important for men.
	2. In addition to the social effects are the physical effects.	In addition to the social effects, there are the physical effects.
	3. Whatever the kind of sport. When you practice it you feel better.	Whatever the kind of sport you are practicing, you will feel better.
	4. Because every day you should give time to exercising. And in this case you are giving time to your health.	You should devote time to exercise because it will certainly improve your health.
	5. People work, study and communicate, but in order to find inner peace practicing different kinds and types of sport.	People work, study and communicate, but in order to find inner peace they practice different kinds of sport.

Table 6.11 Samples of Students' Sentence Fragments

Tied with errors on sentence structure, fragments are also indicated to be among the most common syntactic errors committed by students. From the observation of the students' compositions, it was clear that many students could barely distinguish the difference between a sentence and a fragment. Furthermore, they used run on sentences and circumlocutory language which resulted in vague and confusing sentences like in the last example (table 6.11): *People work, study and communicate, but in order to find inner peace practicing different kinds and types of sport*/Fagment+wordiness.

In Arabic there are two types of sentences: nominal sentences and verbal sentences. In the nominal sentence there is no verb; in contrast, in the English language every sentence has at least one verb and one subject. This can be confusing to Arab EFL students because

when they write compositions in English and as a result of L1 interference, they may produce sentences where the verb or the subject is just implied. If we look at the two first sentence fragments in the table 6.11., we can observe that they are clearly the result of negative transfer:

<i>Fitness mostly important for men.</i>	اللياقة البدنية مهمة أكثر للرجال
<i>In addition to the social effects are the physical effects.</i>	بالإضافة إلى المنافع الاجتماعية هنالك منافع بدنية

In the third and fourth examples (table 6.11), there is nothing that indicates negative transfer. So we can attribute these errors in sentence fragment to other factors which might be the lack of practice, the limited knowledge of the basic constituents of sentences in English, and the teaching methods used by teachers of grammar and written expression. Concerning the last example: *People work, study and communicate but in order to find inner peace practicing different kinds and types of sport*, we can attribute the sentence fragment and wordiness (**kinds and types**) to the difference in English and Arabic styles. Arabic tends to have more wordy phrases and lengthier sentences than English does.

6.3.2.3 Word Order

It is the systematic arrangement of words in a sentence. Different languages employ different orders and in English most sentences (clauses) follow the SVO (subject, verb, and object) order; however, Arabic allows the VSO (verb, subject, and object) structure. Furthermore, in English attributes precede the nouns, whereas in Arabic they generally follow them. Hence, we expect that word order in the participants' L1 would have an impact on their English writings.

Error Classification	Error Identification	Error Correction
Word Order	1. Practicing sport together leads to relationships more solid.	Practicing sport collectively develops more solid relationships.
	2. Sport is important for everybody to protect his health from certain diseases mental and physical.	Sport is important for everybody to protect his health from certain mental and physical diseases.
	3. The last point in this part we can say...	We can conclude this part with the last point...
	4. Nowadays every one almost practices sport.	Nowadays almost every one practices sport.

Table 6.12 Samples of Students' Errors in Sentence Word Order

Because of L1 interference and word by word translation, word order in students' written productions was offended. In the first and the second examples the adjectives followed the nouns they modify which resulted in errors of word order as it is demonstrated in the examples (table 6.11): *relationships **more solid**/diseases **mental and physical***. In this regard, Barry (2014) confirmed this deficiency in Arab EFL learners when she argued, "L1 Arabic Students tend to have difficulty with word order in English, displaying cross-linguistic influence when they say or write adjectives after nouns" (p.30). A similar error occurred with the use of the adverb 'almost' which was supposed to come before the adverb 'every' in the sentence. In the third example (table 6.11): *The last point in this part we can say...*, the participant did not respect the English word order (SVO) because s/he left the verb to come at the end of the sentence.

Al-khresheh (2010) carried out a study which investigated the interference of L1 (Arabic) syntactic structures on L2 (English) syntactic structures amongst Jordanian learners of English. He found that errors committed by students with respect to word order were due to the influence of their L1. He maintained that the errors could be attributed to interference from two structural varieties of Jordanian students (i.e. standard Arabic and

non-standard Arabic structures). Moreover, He argued that the errors in word order are the outcome of word-for-word translation.

6.3.2.4 Lexis

It is the stock of vocabulary (words) in a given language. Scrivener (2005) notes that whereas vocabulary “typically refers to single words”, lexis “is bigger...it refers to our internal database of words complete ready-made fixed/semi fixed/typical combinations of words” (cited in Oubedda and Tighoula, 2012, p.14). From this definition we know that in this part we are discussing difficulties in word or vocabulary choice.

Error Classification	Error Identification	Error Correction
	1. It is the natural medicine for our body to face strong diseases and to be healthy and skinny .	It is the natural cure to fight diseases and to stay healthy and fit .
	2. The good mind in the good body	A sound mind in a sound body
	3. Doctors advise their maladies to exercise.	Doctors advise their patients to exercise.
	4. There is another benefit which is to be on form .	There is another benefit which is to be in good shape .
	5. Sportive people are characterized by their calm mood.	Athletic people are characterized by their calm mood.
	6. Exercising regulates the system of breath .	Exercising regulates the respiratory system .
	7. It helps to improve the heart.	The heart responds to exercise by becoming stronger and more efficient.

Table 6.13 Samples of Participants’ Errors of Word Choice

Learning the vocabulary of the target language is crucial and basic to develop the students' ability to write. However, this learning is hindered by many factors, mainly the students' dependence on transfer from Arabic to facilitate FL learning. Mahmoud (2002) conducted a study about lexical errors of Arab learners of English and he found that these learners use 'interlingual transfer strategy' to facilitate their L2 learning and the result of employing such strategy was replacing Arabic vocabulary words with English ones. Consequently some collocations were employed wrongly.

Another type of semantic errors occurs when learners employ literal translation to convey in English Arabic words, expressions, idioms and proverbs. In the first and the second examples (table 6.13), the participants used literal translation from Arabic to convey their ideas in English. For instance *natural medicine*: العلاج الطبيعي, *to face strong diseases*: لمواجهة الأمراض القوية, *skinny*: نحيف, *the good mind in the good body*: العقل السليم في الجسم السليم. In the third, the fourth and the fifth examples (table 6.13), the participants resorted to Arabic Algerian dialect which uses many French borrowed words. For instance *their maladies*: their patients, *on form*: in good shape, *sportive*: athletic. In the sixth example (table 6.13) the student ignored some scientific terminology because of his/her limited repertoire in English and hence used simply a combination of words which resembles Arabic: *system of breath*: the respiratory system. The last example also reflects the handicap students have when it comes to using the right words because of the influence of their L1.

6.3.3 Substance Errors

They include errors in capitalization, punctuation and spelling

6.3.3.1 Errors in Capitalization

It is the practice of writing or printing capital letters. There are simple and clear guidelines to use the capital letters in English, but Arab EFL learners have always troubles

in using capital letters due to the fact that capitalization does not exist in the Arabic language. Sofer and Raimes (2002) stated that Arabic learners of English cannot differentiate between upper and lower case because of the “lack of capitalization in the Arabic alphabet and very different punctuation conventions” (cited in AbiSamra, 2003, p.8). Smith (2001) recognizes that Arabic is completely distinct from English in its orthography which uses a cursive system that goes from right to left and the absence of upper and lower case distinction. These learners find themselves obliged to learn an entirely new alphabet including a capital letters system. In this regard Smith (2001) says:

All aspects of writing in English cause major problems for Arabic speakers, and they should be expected to cope with reading or writing at the same level or pace as European students who are at similar level of proficiency in oral English (p.199).

Table 6.14 displays samples of students’ errors in capitalization.

Error Classification	Error Identification	Error Correction
Capitalization	1. gradually , this pressure turns into diseases.	Gradually , this pressure turns into diseases.
	2. Our Body needs a lot of important things...	Our body needs a lot of important things...
	3-When we practice sports as Yoga, Karate and Judo we feel relaxed.	When we practice sports as yoga, karate and judo we feel relaxed.

Table 6.14 Samples of Students’ Errors in Capitalization

Many of the participants in this study did not use capitalization correctly and most of the errors were the underuse of the word-initial capitalization. The first error was an omission error; the student started his/her sentence without capitalizing the initial letter of the first word (**gradually**) although in English there is a basic rule in writing which says

that each sentence must begin with a capital letter. In the second example, the student added a capital letter where it should not be because there is nothing that requires capitalizing the word 'body' in the sentence *Our **Body** needs a lot of important things*. In the last example (table 6.14), the participant used the word *yoga, karate* and *judo* because s/he thought that names of sports take capital initial letters and this error can be attributed to ignorance of the rules of the target language.

6.3.3.2 Punctuation

It is used to make writing in English clearer and better organized. Punctuation is easy to understand but not easy to use correctly in writing, particularly for EFL students. The correct use of punctuation in writing is a key skill for those learners, but it needs long hours of study and practice. Table 6.15 displays some of the punctuation errors made by participants in the present study.

Error Classification	Error Identification	Error Correction
Punctuation	1-Women gain much weight when they are pregnant ▼and they always want to lose it.	Women gain much weight when they are pregnant, and they always want to lose it after delivery.
	2-Doing exercise has benefits such as,___physical and psychological.	Doing exercise has benefits such as the physical and the psychological benefits.
	3-Practicing exercises may control all your mood,___it reduces anxiety and helps you to think clearly.	Practicing exercises may control your entire mood;_it reduces anxiety and helps you to think clearly.
	4-It is very good to practice sport when you are not in good mood, because it will make you more calm and relaxed.	It is very good to practice sport when you are not in good mood because it will make you calm and relaxed.
	5-Moreover;_they participate to avoid the bad behaviors, for example;_drug and alcohol	Moreover, they participate in competitions in order to avoid bad behavior habits such as taking drugs and drinking alcohol.
	6-The blood flows inside our body;_which means when we practice volleyball or any exercise, we get stronger and stronger.	The blood circulates inside our body which means when we practice volleyball or any exercise, we get stronger and stronger.

Table 6.15 Samples of Participants' Errors in Punctuation

Hirvela, Nussbaum and Pierson (2012) stated that comma mistakes seem to be a common feature of students' writing. They noted that learners need to be more aware of the importance of punctuation as well as when and how to use it properly in writing. Hirvela et al. conducted a survey with L2 English university students from China and Korea to study their use of punctuation in English writing. The results demonstrated that the use of punctuation was identical across genders, but that graduate students demonstrated more confidence compared to undergraduates in the use of punctuation. Hirvela et al. noted: "It cannot be assumed that punctuation differences across languages are significant and that effective transfer of L1 punctuation to L2 punctuation use occurs

(p.21).” Gomaa (2014) agreed with Hirvela et al. when she pointed out that Arabic possesses less limitation in the use of commas and periods compared to English; as a result it is observed that ESL Arab students tend to use an unlimited number of commas in their English run-on sentences.

Concerning Arab EFL learners, Barry (2014) declares that they have a strong tendency to omit the commas when they write, particularly before the conjunctions ‘and’ and ‘or’ as in the first example (table 6.15). Besides omitting commas, the participants added commas where they were not necessary like before the subordinating conjunction ‘because’ in the fourth example displayed in the table above and in the third example where the participant separated two independent clauses with a comma and the result was a comma splice. There were also errors in semicolon usage like in the fifth and sixth example: *moreover;... , ...;which means*. The last example (table 6.15) demonstrates a misuse of the period which resulted in many run-on sentences almost all over the participants’ compositions. Some of the participants wrote entire paragraphs without signaling the end of these pieces of writing with even a single end mark. Gomaa (2014) discussed the run-on sentence errors in Arab ESL learners’ writings when she wrote:

Run-on sentences in Arabic are accepted and there is no error in writing them. Newspaper, magazines and books have run-on sentences and readers can follow them with no confusion. Thus, the teacher has to make it clear for students that it is confusing for English readers to have very long sentences, unlike Arabic (p.1).

6.3.3.3 Spelling

It is the ability to form words with correct order of letters and accepted orthography. In English, words are not always spelled as they are pronounced and this constitutes a challenge to Arab EFL learners because in their L1 almost all words are written as they are

pronounced; Arabic is simple and virtually phonetic. The following are some data concerning the most typical spelling errors made by third year students of English at the University of Biskra.

Error Classification	Error Identification	Error Correction
Spelling	1. Way- wheather -then	Why- whether-than
	2. Haveing- makeing- giveing	Having- making- giving
	3. Knowen- shown	Known- shown
	4. Mentaly-physicly- generaly	Mentally-physically- generally
	5. Som - to secur- calme- relaxe	Some- to secure- calm- relax
	6. Sacrifies- to breave- confortibal-helth- skedual- anyone- Alchahool	Sacrifice- to breath- comfortable- health- schedule- anyone- alcohol
	7. Optain- pumb the oxygen	Obtain- pump the oxygen

Table 6.16 Sample of Students' Spelling Errors

Most of the common spelling errors made by the participants in the present study can be explained with regard to the following criteria:

- Confusing the spelling of a word with other words because they have the same pronunciation but different spelling (homophony): 'weather/whether', or because they have nearly the same pronunciation: 'then/than; and way/why'.
- Keeping the letter 'e' with the verb form when adding (-ing): 'giveing', and 'haveing'.
- Adding 'e' to the participle form of some verbs: 'knowen', and 'shown'.
- Not using the double 'l' when forming adverbs from adjective ending with (-l): 'mental/mentaly', 'physical/physicaly', and 'general/generally'.
- Sometimes omitting the letter 'e' at the end of some words, while other participants added it when not necessary: 'som , to secur' and 'calme, relaxe'.

- Writing the words as they are pronounced by the participants: ‘confortibal’, ‘alcahool’, ‘skedual’.
- Awkward spellings with the letter ‘p’ and confusing it with the letter ‘b’ because of the absence of the letter ‘P’ in Arabic: ‘to optain/to obtain’; and ‘to pumb/to pump’.

Al-Jarf (2007) conducted a research study with 36 freshmen students specialized in translation at the College of Languages and Translation in King Saud University, and she concluded that English spelling is much more complex than Arabic spelling and that fact can represent great spelling challenges for Arab learners. She attributed the difficulty to learn correct spelling to “...inadequate knowledge of the English spelling rules, influence of the Arabic spelling system, students’ mispronunciation, interference between English words” (cited in Jdetawy, 2011, p.21).

In the present study we detected the same sources of errors that were highlighted by Al-jarf: The first category of spelling errors can be ascribed to interference between English words since there are many troublesome words in English which cause students great problems to differentiate their spelling. The second, the third and the fourth categories of errors which have to do with adding (-ing) while keeping the letter ‘e’ of the verbs, adding ‘e’ to past participles of some verbs, not supplying the double ‘ll’ to some adverbs, and omitting or adding the letter ‘e’ to some words can be attributed to inadequate knowledge of the English spelling rules. Furthermore, in the fifth category of errors we noticed that it was the influence of the participant mispronunciation which led to errors in spelling. Finally, the spelling errors which resulted from the confusion between the letters ‘p’ and ‘b’ were due to influence of the Arabic spelling system.

Saigh and Schmitt (2012) report that many studies such as Hayes-Harb’s (2006) and Fender’s (2008) revealed that Arab students scored considerably lower in spelling tests

compared to other groups of non-Arab ESL learners. They wrote, “Arab ESL learners always demonstrate a more serious problem with English spelling compared to other ESL learner groups which subsequently affect their word recognition ability” (p.28). They relate these problems to the influence of L1 on the ESL word spelling. According to Saigh and Schmitt (2012), because of the differences of Arabic and English orthographies (English is alphabetical and English is consonantal) the Arab learners’ mental representations of English words rely mainly on consonantal segments and ignore vowels.

In short, students are required to master all aspects of writing in English including its unconventional spelling system.

CONCLUSION

This study attempted to diagnose, identify, describe, and categorize the errors in the essays of third-year EFL students of English at the University of Biskra. It was found that the students’ writings reflect two main causes of errors which are interlingual (i.e. interference from L1) and intralingual/developmental (i.e. resulting from faulty or partial learning of the FL). The students’ essays included different types of errors: grammatical, syntactic, lexical, and substance (mechanical) errors. It can be concluded from the results that writing errors are not only the outcome of the L1 interference habits of learners but also the result of inadequate acquisition of the TL.

CHAPTER SEVEN

THE IMPACT OF TEACHERS' CORRECTIVE FEEDBACK ON STUDENTS' WRITTEN PRODUCTIONS

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CHAPTER SEVEN

EXPERIMENTAL STUDY AND POSTTEST RESULTS

INTRODUCTION

The present exploratory study employing pre-experimental design aims to explore research questions and does not intend to provide final solutions to existing problems. Hence an exploratory study does not result in conclusive answers to research questions but rather aims to explore particular research topics with varying degrees of depth. In this chapter, we intend to carry out a pre-experimental exploratory study because it is necessary to intervene instructionally to illustrate the impact of effective corrective feedback on students' written performance. Therefore, a treatment had been introduced and pre-experimentally implied with 3rd year students during four months to prove its effectiveness in improving their written productions. Thus, the present chapter deals with the pretest-posttest pre-experimental study which had been conducted with EFL students at the University of Biskra to put the issue under investigation into practice.

7.1 Collection of the Data

Thirty students were chosen for the study. In all types of research it would be more ideal to include all the population, but in most cases it is too large that it becomes impossible to include every individual. A true experimental research requires the random sampling of participants to one group or more. However, in general with educational research, this randomization assignment is not feasible; hence, the researcher finds him/herself dependent on the contexts that already exist for research like intact classes; this was clearly stated by Gass (2010): "We are dependent on assignment of participants based on class placement rather than on random assignment" (p. 11). During the academic year 2014/2015 we had been assigned only one third-year group to teach the written expression

course. Hence, we had access only to one group from the entire population with which we could carry out the exploratory research.

Data were collected in the form of marks for essays. We decided to pursue an exploratory study that uses a pre-experimental design to analyzing the data. In fact, as mentioned earlier conducting experimentation requires the random assignment of participants for the sake of obtaining valid results; but in the present research the researcher has access only to one third-year group and this is due to purely administrative reasons. Yount (2006) argues that: “A common problem in educational research is the unwillingness of administrators to allow the random sampling of students out of classes for experimental samples” (p.8).

In the present exploratory study we have decided to opt for a pre-experimental design since it is considered the most appropriate for exploratory research and this is confirmed by Turner (2014):

Pre-experimental designs are appropriate for exploratory research. They lack legitimate comparison groups, so they don't provide basis for causal interpretation of the results. Neither do they support generalizations of the findings-but they are useful for gaining deeper understanding of a partial environment for forming ideas or hypotheses that may serve as a foundation for subsequent quasi-experimental or true experimental research (p.80).

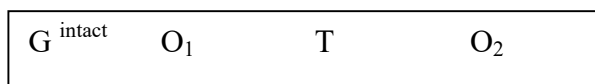
Pre-experimental designs are not true experiments and they are three types:

- The one shot case study (a single group is observed at a given point in time after receiving some treatment that is assumed to have caused change)
- The one group pretest/posttest (a single case is observed at two time points one before the treatment and one after the treatment)

- Static group comparison (observing differences between two groups; one has experienced treatment while the other has not)

We opted for the one group pretest/posttest in which a single intact group is tested before and after treatment. Yount (2006) argues that when applying the one group pretest/posttest there are “problems abound with history, maturation, testing instrumentation, and selection-maturation, interaction. The reactive effects of pre-and-posttest and treatment and subject are subject to external validity” (p.13).

To carry out the present exploratory study employing pre-experimental design, we opted for the “one-group pretest posttest design” to investigate all the results obtained from integrating adequate effective corrective feedback. The ultimate objective is to gauge the relationship that exists between the two variables: corrective feedback and students’ achievement in tests (essays). Turner (2014) argues that: “Two important characteristics of pre-experimental designs are: (1) presence of an experimental treatment, and (2) lack of legitimate comparison groups” (P.80). The pre-experimental design for this study can be characterized as one group pretest-posttest and the design can be presented as:



7.2 Why Pre-experimental Design

According to Martella et al. (2013) experimental research designs aim to establish causal relationships. However, there is a clear difference between true experimental, quasi experimental and pre-experimental research designs in terms of asserting confidence that there is clear causal relationship between variables. True experiments have the highest levels of confidence besides the internal and external validity because of the random selection of participants into experimental and control group. Similarly, quasi-experimental research designs provide reasonable control over threats of internal and

external validity of studies. In contrast, pre-experimental research designs lack an essential component which is experimental control and this renders such designs less useful in establishing causal relationship between variables. However, pre-experimental research designs continue to be used by researcher to infer to causal relationship between variables. Martella et al. claimed that “researchers should use pre-experimental designs as a last resort” (p.160). That is, when it becomes impossible for researchers to implement true experimental or quasi experimental designs due to “limited financial or human resources, administrative or parental concerns, scheduling difficulties” (ibid), they can resort to pre-experimental research designs.

7.3 One-group Pretest-Posttest Design

This kind of research design requires gathering data on the performance and outcomes of one group of participants before and after the experimental intervention. The reason of running a pretest and posttest is to see if the researcher’s manipulation has caused change in the participants. Hence, we used a pre-experimental design employing the one- group pretest posttest design which is presented in terms of a single independent variable and a dependent variable. The effects of the independent variables are determined by the comparison of the pretest and posttest test scores of the group of participants. Furthermore the measurement of the dependent variable occurs before the integration of the independent variable. The independent variable is introduced after that followed by measuring the dependent variable (Martella et al., 2013). In the present study, the independent variable is the teacher’ corrective feedback and the dependent variables are students’ written performances. Figure 6.1 demonstrates the form of the one-group pretest posttest design.

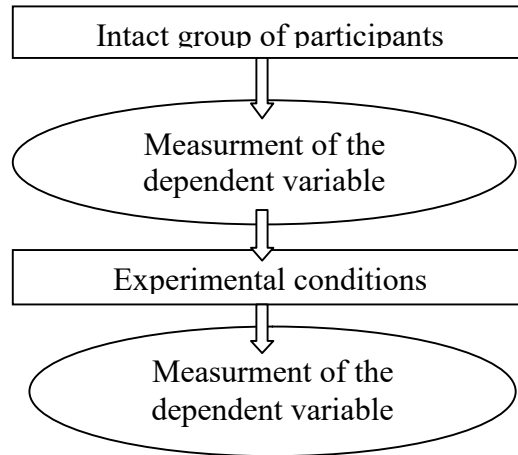


Figure 7.1 One-group Pretest Posttest Design (Martella et al., 2013, p.159)

Kirk (1995) defines the one-group pretest-posttest design as having only one treatment level. He adds that this design permits the experimenter to compute a contrast in the means of the pretest and posttest which are measured with the same precision. Kirk notes that the one-group pretest-posttest allows two hypotheses: the null hypothesis and the alternative hypothesis as it appears in the formula.

$$H_0: \mu_1 - \mu_2 = \delta_0$$

$$H_1: \mu_1 - \mu_2 \neq \delta_0$$

δ_0 is usually equal to 0

Experimental Design Formula (Kirk 1995, p.26)

The pretest/ posttest design make it possible for researchers to measure the potential impact caused by an intervention during a period of time. However, one should stay cautious when interpreting the results by investigating the potential effects of extraneous variables that may bump the results of the study as Ary et al. argue when they asserted that internal validity can be endangered by the operation of various extraneous variables.

7.3.1 Participants

The study sample is composed of 30 participants out of 364 of the total population of the third year LMD students during the academic year of 2014-2015. Having a sample from the whole population allows the researcher to make adequate generalizations as it was noted by Hopkins (1980) "...sample permits inferences and generalization to be applied to the population as a whole" (p.161). The participants study the written expression module course with an allotted time of three hours per week. They consist of 25 females and 5 males. They have accomplished four study semesters (i.e. 2 years) during their license degree in the LMD system, in which they studied the written expression module as a fundamental unit in the curriculum.

To ensure an important degree of tests validity, the participants were not informed that they would undergo a special treatment for the sake of the research in order to maintain the ordinary ongoing of the course of studies and to avoid any kind of anxiety, fear, commitment or any other sort of attitudes to the manipulation. The researcher tried to offer all participants the same degree of treatment through the provision of the necessary and adequate lessons, tasks, assignments and corrective feedback. However, some of the participants did not attend regularly the courses although attendance is compulsory in the LMD system. In order to address this imbalance, the researcher tried to program make up sessions for the absent subjects to make sure that all participants received the same treatment. Baumeister and Bushman (2013) point out that all participants should have equal treatment chances when they argued: "All those who participate in an experiment are treated the same" (p.19).

7.3.2 Description of the Course of the Pre-experiment

To ascertain the impact of teachers' corrective feedback on third-year students of English at Biskra University, the researcher designed focused lessons, activities and

assignments in parallel with a purposeful corrective feedback aimed at improving students' essay composition skills at five levels: (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanics. Four study units were designed by the researcher based on the results of the findings of the error analysis of their essays. Hence, these units deal mainly with the following themes: (1) Brainstorming by freewriting, listing or clustering, (2) drawing an outline from the brainstorming activity, (3) writing a rough draft from the outline, and (4) revising and editing the rough draft.

During each of the four units, students were offered a variety of materials related to the unit themes (samples of compositions, reading passages, pictures, and videos) that helped students to generate ideas and to get them started to write more quickly and more efficiently. Some warming up activities were provided to offer more opportunities to raise learners' commitment, and to motivate them to write more enthusiastically. The researcher tried to diversify activities and teaching techniques by allowing individual/pair works and other times group works. When students were indulged in written production, the researcher was continuously guiding, supervising and controlling the process. In this context Parson (2001) argues that teachers are central to improving students' compositions and they need to assume a variety of roles in the classroom writing dynamics; they have to be mentors, supervisors and editors. Parson also suggested that students should be taught in a given order of opportunities: "students are instructed in a new set of opportunities: content before form, meaning before surface features, revising before editing" (P.12). Following these guidelines during this study, students were frequently provided with feedback on their compositions in terms of content, organization and clarity first and then close attention was paid to language use, spelling and mechanics.

The main objective of the present exploratory study is to quest for an understanding of the conditions under which teachers' corrective feedback could impact positively students'

compositions and how the quality of feedback enables students a more effective use of their writing skills at the levels of content, organization, vocabulary, language use and mechanics.

The researcher handled the course in cooperation with the students because their roles are intertwined in the writing process as stated by Andrew and Smith (2011): “Writing process theory is sensitive to social situation for which it was posited-the classroom...the work of teachers has been intertwined in theory of the students’ writing processes” (p.65). The researcher provided a variety of materials, tasks and assignments and prompted discussion with the students to decide which materials and assignments are the most appealing for them. Then students were assisted to understand assignments’ specifications. The researcher motivated students to raise discussion about the writing tasks before starting the actual writing in order to make them generate, exchange and gather some ideas for writing. Students felt responsible and self directed and this gave them positive energy and enthusiasm. The researcher tried to demonstrate to students how to manage time through the writing process and how to organize content for various assignments and most importantly how to utilize peers’ and teacher’s corrective feedback to improve their writing, particularly by looking critically to their revisions and accurately to their editing .

7.3.3 Tests Construction

Tests are very useful tools in educational research: “In tests, researchers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of numerical rather than verbal kind” (Cohen et al., 2007, p.414). For the present exploratory study, the researcher collected data about the participants’ performance in writing before and after carrying out the intervention. All the participants (30 students) had gone through a pretest phase in the first semester and had gone over an experimental posttest phase in the second semester. Non-parametric tests were used in both phases

(pretest and posttest) because these types of tests are “designed for a given specific population.” and also “they offer teachers a valuable opportunity to quick, relevant, and focused feedback” (p.415). Furthermore, Cohen et al. (2007) attribute the attraction of non-parametric tests to their utility for small samples as the present case study which is composed of 30 students.

The pretest was designed to give the researcher a quick way of assessing the approximate levels of students’ performance in writing essays in English to know their strengths and weaknesses in order to determine the remediation to begin the intervention. The posttest, however, was set as an achievement test to check the degree of effectiveness of the researcher’s intervention (corrective feedback) on students’ written compositions. Practically speaking, the pretest and the posttest are writing practices in which students are required to compose two essays which deal with different themes: ‘the benefits of exercise’ and ‘the benefits of computers’. The data were collected in the form of marks for essays. Between the two phases, the students underwent a treatment which had lasted four months.

7.3.4 Components of the Researcher’s Intervention

In educational studies, an intervention is a treatment procedure designed to modify the student’ learning process. In the present study, the researcher tries to change the ongoing writing process by providing students with composition tasks and assignments accompanied with clear, specific and timely corrective feedback.

As first sample task, the researcher asks students to write a clear thesis statement about one of the following topics:

- | | |
|----------------|----------------------|
| Leaving home | Choosing a career |
| Foreign travel | A personal bad habit |

The researcher explained to the students that a thesis statement is the most important sentence in the introduction and it serves four purposes. It:

- States the main topic
- Often lists the subdivisions of the topic or the subtopics
- It is usually the last sentence in the introductory paragraph

The researcher gave students time to write their thesis statements, and after they had finished, she provided an immediate feedback to the whole class by calling for volunteer students to write their thesis statements on the board. After each student had written his/her thesis statement, the researcher asked classmates for their opinion about the thesis statement and whether there were any problems in terms of sentence structure, content, parallel use of subtopics, words or punctuation marks that are used to introduce the subtopics and spelling. Students had detected many errors in each other's thesis statements, and they benefited from their peers' feedback because there was a friendly atmosphere and all students were involved in the provision of the feedback. The researcher listened to the peers interventions, and meanwhile she had sometimes approved and other times disapproved their correction. The researcher tried, through this activity, to draw the attention of the students to many aspects related to the production of a clear thesis statement.

These are some of the students' thesis statements before and after the correction. The errors are underlined and the correction is highlighted.

(Student one): Choosing a career is one personal choice and it require high self-confident and support from friends.

(Revision): Choosing a career is **one's** personal choice, **so it requires both** high **self-confidence** and support from friends.

(Student two): Leaving home became a habit for the majority of people, of course this is due to several factors four are listed in this essay: doing a military services, searching for a job, studying abroad and creating own family.

(Revision): Leaving home **has become** a habit for the majority of **young people**, and of course this is due to several factors; four are listed in this essay: doing **the military service**, searching for a job, studying abroad, and creating **an independent life**.

In the second sample task, the researcher asked the students to work in groups to write a concluding paragraph for an introduction, and she had given them the following instructions:

Step 1: Paraphrase the thesis statement

Step 2: Summarize the main points

Step 3: Add your own comments as a final message to the reader

The students produced different concluding paragraphs. Some groups followed the instructions which had been given to them, while some others did not. The researcher corrected all the concluding paragraphs and tried to provide an immediate-effective feedback to the student who did not follow the guidelines for writing a good concluding paragraph. In effect, many students began writing their conclusions with a general statement about the topic instead of paraphrasing the thesis statement. The researcher insisted over this point and tried to draw the attention of the entire group to avoid doing this in their future productions. Besides, errors in spelling, sentence structure, punctuation and verb tense were corrected. After helping all groups to detect their errors, the researcher asked for a volunteer group to write their paragraph on the board. One of the students volunteered and she wrote the following concluding paragraph :(the errors are underlined and the correction is in bold style)

*All in all,(**in short**) the modern means of communication must be controlled and ruled (**governed**) by a (**no article**) special etiquettes to avoid abusive acts and activities(.)Since almost (**almost**) everyone have (**has**) a computer,(**he/she**)_can access to (**the**) internet and send unwanted and junk e-mail(.),_Moreover people can have anonymous names to*

send abusive and impolite words(.)_I think we should all fight these people (these people's bad behavior) and stop their bad behavior.

The researcher asked students to participate in the correction of the paragraph which contained many errors as pointed out above in punctuation, spelling, wrong-word choice and subject-verb agreement. The correction was a sort of feedback to all the class subjects.

In the third sample task, after the researcher had revised the principles and techniques for essay outlining she asked the students to prepare an outline of an essay entitled “Native American influences on Modern American Culture”. The researcher asked students to use the system of indenting, numbering, and lettering. From this task, the researcher aimed to make students aware of the importance of outlining in planning an essay before writing it to make sure that all the ideas will fit. According to Oshima and Hogue (1999), preparing an outline is 75% of the work because actual writing becomes less difficult for the student because s/he does not worry about what to say and instead s/he will focus on the grammar. Oshima and Hogue noted that “Improved organization, speed and grammar make learning to outline worth the effort” (p.35). Therefore, outlining ameliorates students’ written performance, particularly at the levels of organization and grammar.

After the students had accomplished the task, the researcher chose one of the students to draw his outline on the board and called for all students to help their classmate to improve his outline. The researcher tried to emphasize the importance of outlining and asked students always to plan before doing the actual writing of their essays.

In the fourth sample task, the researcher tried to highlight the importance of transition signals not only within a paragraph but also within paragraphs by focusing the importance of signaling the relationship between the first and the second paragraph, between the second and the third paragraph, and so on. We also demonstrated with

examples that a transitional item may be a single word, a phrase or a dependent clause. The researcher gave different activities to foster coherence in students' writings and one of these tasks was asking students to add a transition word, phrase or clause to the topic sentences of a selected essay from "Writing Academic English" by Alice Oshima and Ann Hogue (1999). Students were asked to vary the transitional linking expressions. At the end of the activity, almost all learners succeeded with the help of the researcher to show the relationship between paragraphs by using appropriate linking words, phrases, or clauses.

In the fifth sample activity, students were exposed to a very important pattern of essay organization: logical division of ideas /order of importance with corresponding samples. They were taught that this form of essay is used to group related items according to some quality they have in common and that in such method of organization a broad topic can be divided into several categories, and in that way they might focus the topics for discussion. As a follow up activity the students were required to develop an introductory paragraph using the logical division pattern of organization and the researcher insisted on the revision and the proofreading of the introduction for content, organization, grammar, sentence structure, and mechanics. They wrote different introductions which were corrected and handed out to the learners to see their errors. Some students were invited to read their introductory paragraphs.

In effect, the researcher asked students to write different types of essays and each essay took three sessions of preparation. In the first session, students were given the topic and were asked to brainstorm for ideas by listing or clustering and then to develop a simple diagram or flowchart. The researcher tried to guide and to provide corrective feedback to the students. In the next session, students were asked to develop an outline from their flowcharts and start writing their first drafts always with the guidance and the help of the researcher who tried to provide adequate corrective feedback to each learner. In the last

session, the students were asked to revise their first drafts and to ask their peers to edit their work and as usual the researcher corrected the students' final drafts and gave them marks.

7.3.5 Construction of the Tests

The table 7.1 below demonstrates the composing elements of the pretest and posttest.

Topic of the first essay (pretest)	Write an essay on the following topic: what are the benefits of exercise?
Topic of the second essay (posttest)	Write an essay on the following topic: what are the benefits of using a computer?
Guidelines to success (for both tests)	<ul style="list-style-type: none"> ▪ Brainstorm by freewriting, listing or clustering all the ideas that come to your mind ▪ Choose two or three benefits that you want to write about. These will be your subtopics. Brainstorm for specific supporting details for each subtopic. ▪ Make an outline. ▪ Write your first draft from your outline. Be sure to include transitional signals both within and between paragraphs. ▪ Revise and edit your draft.

Table 7.1 Components of the Pretest and Posttest

7.3.6 Criteria for Judging Improvement in Students' Writing

We decided to pursue a quantitative approach to analyzing the data. Although the marks of the 30 students in the two phases were collected, it was impossible to say anything conclusive based on these figures because the number of the students was too small and amorphous.

In interpreting test scores, we have used the method of evaluation used by all teachers of written expression at our institution, that is, marking the essay out of twenty on the basis of content, organization and form; however, we were inspired by the ESL Composition Profile (Appendix B), which was developed by Jacobs et al. (1981, cited in Genesee and Upshur, 1996); so we adapted it to match the way we evaluate our students' essays. Render

(1990) described the ESL Composition Profile as “a useful reference for test development, interpretation of test scores” (p.131). The researcher made use of the ESL composition Profile (Appendix B) a tool to determine the quality of ‘Essay1’ (pre-test) and ‘Essay2’ (posttest) based on the students’ scores in the content, organization, vocabulary, language use and the mechanics aspect of the essay as it is illustrated in table7.2. However, we have adapted the scores of the different aspects to match the method used in our institution and the end result is the following marking scale:

	Level	Criteria
Content	05 - 04 3.5 - 2.5	Excellent to very good Good to average Fair to poor Very poor
Organization	04 -3.5 03-2.5	Excellent to very good Good to average Fair to poor Very poor
Vocabulary	04 -3.5 03-2.5	Excellent to very good Good to average Fair to poor Very poor
Language use	04 -3.5 03-2.5	Excellent to very good Good to average Fair to poor Very poor
Mechanics	03 - 2.75 02 – 1.75	Excellent to very good Good to average Fair to poor Very poor

Table 7.2 The Researcher’s Adapted Grading Scale

7.4 Researcher Pretest and Posttest Scores

After administering the pretest and posttest to the study group (30students), we obtained the following score values:

Students	Pretest	Posttest	Mean
1	9	13,5	11,25
2	13	16	14,5
3	10	14,5	12,25
4	9	13,5	11,25
5	11	15	13
6	6	11	8,5
7	7	11	9
8	8	12,5	10,25
9	12	15	13,5
10	11	14	12,5
11	6,5	10,5	8,5
12	12	16,5	14,25
13	10	12,5	11,25
14	9	12	10,5
15	13	15,5	14,25
16	7,5	10	8,75
17	8,5	11	9,75
18	7	10,5	8,75
19	6	8,5	7,25
20	8	11	9,5
21	7,5	10,5	9
22	11	11	11
23	12	15	13,5
24	13	15	14
25	9	13	11
26	10,5	13	11,75
27	6,5	10	8,25
28	13	16	14,5
29	6	9	7,5
30	14	16	15
Sum of scores ($\sum x$)	286	382,5	334,25
Mean of scores (\bar{X})	9,53	12,75	11,1416667

Table 7.3 Students' Scores in the Pretest and Posttest (researcher's evaluation)

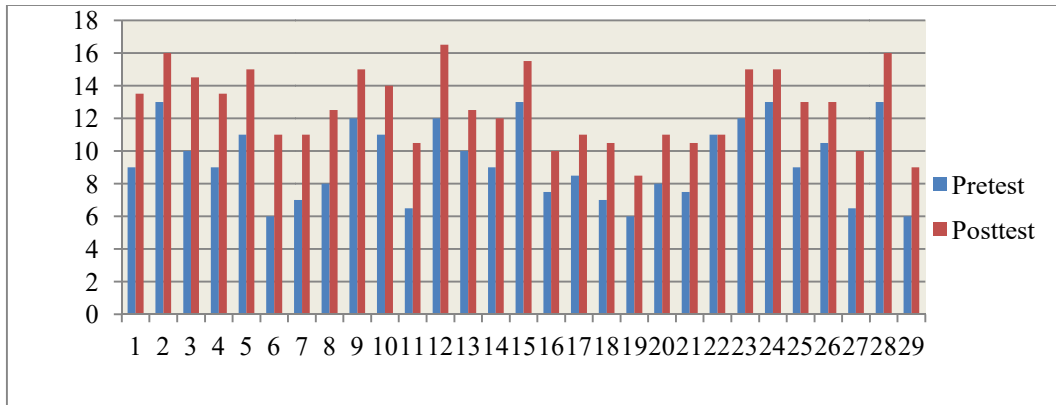


Figure 7.2 Pretest and Posttest Scores in the First Evaluation

As indicated in table 7.3 posttest scores are considerably superior to the pretest scores and this can be noticed from the differences in the sum of scores (382 vs. 286). Comparison of the means of the scores also provides a strong evidence of the supremacy of posttest scores over pretest scores.

Tests	Pretest	posttest	the difference in the means
Means	9,53	12,75	3,22

Table 7.4 Comparison of pretest and posttest means

The following graphic represents the statistics of the pretest, posttest and the difference.

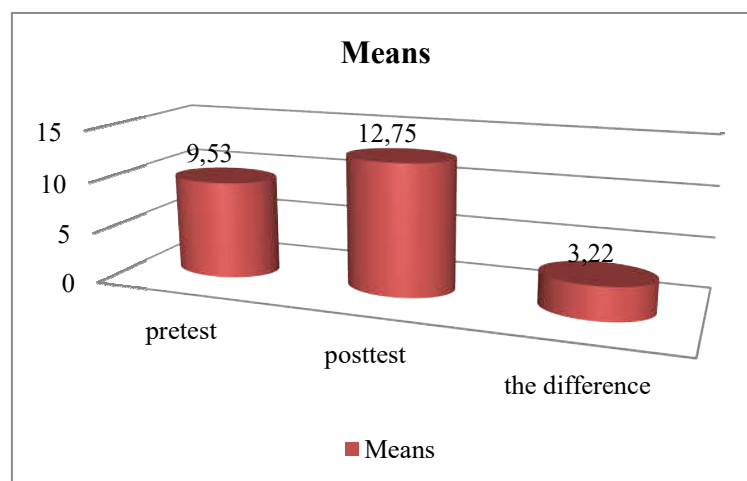


Figure 7.3 The Comparison of Test Scores Means

The results displayed in table 7.4 and figure 7.3 respectively show that students scored better in the posttest than in the pretest with a difference in the means of about **3.22**. We interpret this progress in the participants' performance to the positive impact of the researcher's corrective feedback treatment which they had received. The researcher tried to provide adequate corrective and supportive feedback which motivated students because they believed that they could learn and improve their writing skill. She worked diligently to create a climate of trust where students were not belittled because they made mistakes in writing; on the contrary, they were taught to learn from mistakes and regard failure as a learning experience. Furthermore, giving credit to students' written productions and encouraging students to monitor their own progress in writing enabled to obtain better results in the posttest. The researcher's corrective feedback fostered participants' efficacy and accuracy in writing.

The results obtained in the posttest sustain the hypothesis stipulated for this study which advances that: teacher's corrective feedback has a positive impact on students' written productions as it improves their written performance.

7.4.1 Analysis and Interpretation of the Results

All the research studies involving statistical procedure to demonstrate how learners achieved in different tests require descriptive statistics and graphic representations. Lodico, Splauding and Voegtle (2010) discussed the importance of descriptive statistics in research when they claimed that they "serve an important function in research and in education practices. They provide the basis for understanding and interpreting data" (p.75). Descriptive statistics describe and present data in terms of "summary frequencies" which include the frequency distribution of scores in tests, the variance, the standard deviation, and the standard error (Cohen et al., 2007). Finally the t-test is calculated to check the validity of the results.

The frequency distribution of the scores (the systematic arrangement of participants' scores from highest to lowest and the frequency of each score value) in the pretest and posttest are shown in the following table.

Pretest		Posttest	
score "X"	Frequency "F"	score "X"	Frequency "F"
6	3	8.5	1
6.5	2	9	1
7	2	10	2
7.5	2	10.5	3
8	2	11	5
8.5	1	12	1
9	4	12.5	2
10	2	13	2
10.5	1	13.5	2
11	3	14	1
12	3	14.5	1
13	4	15	4
14	1	15.5	1
		16	3
		16.5	1
Sum of "F"	30	Sum o"F"	30

Table 7.5 Frequency of Distribution of Score Value in the First Evaluation

Table 7.5 displays certain statistical inferences about the value of the scores in the pretest and posttest in terms of the variation of the scores, the scores above and below the average, and the highest and the lowest score value obtained in both tests. The scores are explained as follows:

a. Pretest

- Score values vary from 6 to 14 with the prevalence of the score 9
- 16 scores below the average 10, 2 scores equal the average 10, whereas 12 are above the average 10

- The scores 9, 13 are the highest score frequency. Then come the scores 6, 11, 12 in second rank with three score frequency. However, the scores 6.5, 7, 7.5, 8, 10 have a two score frequency and finally the scores 8.5, 10.5, 14 are the lowest score frequency with only one frequency in the pretest.

b. Posttest.

- Score values range from 8.5 to 16.5 with the predominance of the score 11.
- 2 scores below the average 10, and 2 scores equal the average 10, while 26 scores are above the average 10.
- The highest scores frequency are 10.5, 11, 15, 16. The scores 10, 12.5, 13, 13.5, 15.5 have a two score frequency, while the rest of the scores have the lowest frequency (one frequency in the posttest).

7.4.2 Statistical Consideration of the Pretest and Posttest

To establish the difference of the dependent variable before and after the treatment is applied, we need “an appropriate technique...to ascertain whether or not the difference is statistically significant” (Khoul, 2009, p.147). This statistical technique uses the quantitative data gathered to calculate the mean, the variance and the standard deviation to see to what degree the performance of participants differ or is similar between the pretest and the posttest.

- ❖ **The mean.** It is the sum of scores divided by the number of scores. It identifies the central location of the data sometimes called in English as average. It is symbolized (\bar{X}) in writing. The mean is calculated using the following formula.

$$\bar{X} = \frac{\sum Fx}{N}$$

Where :

- \bar{X} = mean
- \sum = sum of
- Fx = score frequency
- N = sample size

❖ **Standard deviation.** It is a good way of measuring the spread of the data set and the relationship of the mean to the rest of the data. According to Shank and Brown (2013), “The standard deviation captures the average distance of any given score from the mean” (p.45). The standard deviation is computed using the following formula.

$$SD = \frac{\sqrt{\sum Fx^2 - \bar{X}^2}}{N}$$

The calculation of the mean and the standard deviation of the pretest is displayed in table 7.6

7.4.3 Pretest Means and Standard Deviation

Score	Frequency « F »	Frequency Score "Fx"	Square of Frequency Score "Fx"
6	3	18	324
6,5	2	13	169
7	2	14	196
7,5	2	15	225
8	2	16	256
8,5	1	8,5	72,25
9	4	36	1296
10	2	20	400
10,5	1	10,5	110,25
11	3	33	1089
12	3	36	1296
13	4	52	2704
14	1	14	196
Sum of « F »	N=30	∑Fx=286	∑Fx ² =8333,5

Table 7.6 Pretest Scores (Mean and Standard Deviation)

Mean

$$\bar{X} = \frac{\sum Fx}{N} = \frac{286}{30} = 9,53$$

$\bar{X}_{pre} = 9,53$

Standard deviation

$$SD_{pre} = \sqrt{\frac{\sum Fx^2 - \bar{X}^2}{N}} = \sqrt{\frac{8333,5 - 90,82}{30}}$$

$$= \sqrt{274,75}$$

$SD_{pre} = 16,57$

7.4.4 Statistical Considerations for the Posttest

Score "X"	Frequency	Square Frequency	Square of Frequency Score "Fx"
8,5	1	8,5	72,25
9	1	9	81
10	2	20	400
10,5	3	31,5	992,25
11	5	55	3025
12	1	12	144
12,5	2	25	625
13	2	26	676
13,5	2	27	729
14	1	14	196
14,5	1	14,5	210,25
15	4	60	3600
15,5	1	15,5	240,25
16	3	48	2304
16,5	1	16,5	272,25
Sum of « F »	N=30	∑Fx=382,5	∑Fx ² =13567,25

Table 7.7 Posttest Scores (Mean and Standard Deviation)

Mean

$$\bar{X} = \frac{\sum Fx}{N} = \frac{382,5}{30} = 12,75$$

$\bar{X}_{post} = 12,75$

Standard deviation

$$SD_{post} = \sqrt{\frac{\sum Fx^2 - \bar{X}^2}{N}} = \sqrt{\frac{13567,25 - 162,56}{30}}$$

$$= \sqrt{446,82}$$

$SD_{post} = 21,13$

The comparison of the descriptive statistics of the pretest and posttest scores of the first evaluation appears in table 7.8 and figure7.4 respectively.

Descriptive	Pretest	Posttest	The Difference
Mean	9,53	12,75	3,22
Standard deviation	16,57	21,13	4,56

Table 7.8 Comparing the Pretest and Posttest Statistics

To portray the results obtained in both tests, the following histogram shows the difference in the Means and the Standard Deviation

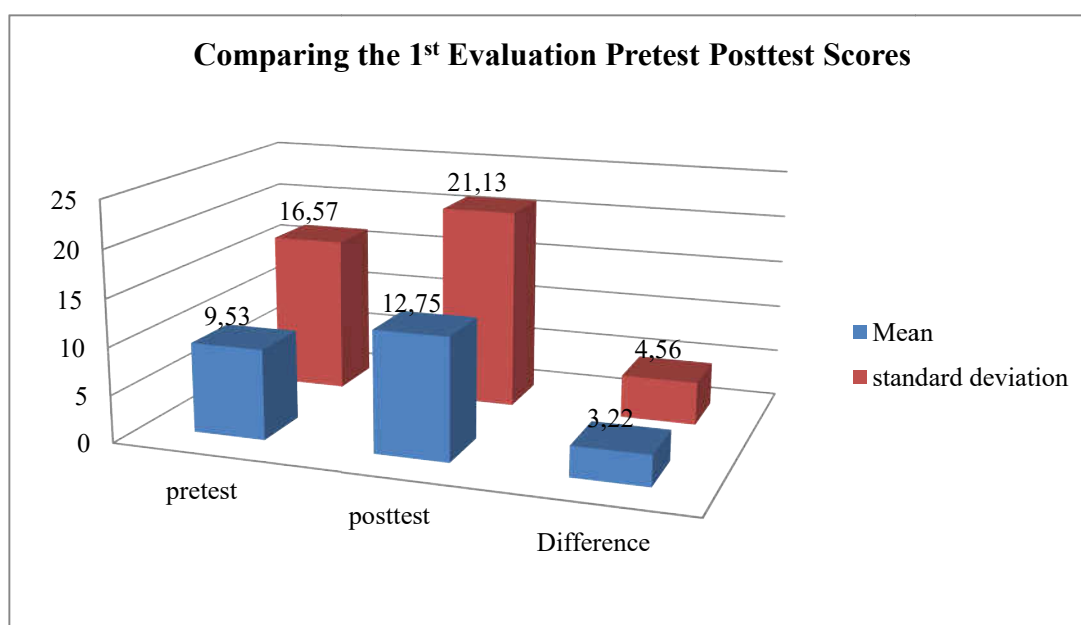


Figure 7.4 Comparison of the Pretest and Posttest Scores

The results observed in the table 7.8 and the figure7.4 respectively demonstrate that teacher's corrective feedback (the treatment students have undergone) has yielded its results and this is reflected in the increase of the participants' scores in the posttest. The difference in the Mean and the Standard Deviation visualize this improvement in the participants' written performance. Although the improvement is not greatly significant, we cannot deny the impact of teacher's corrective impact which was not extremely lustrous, but still it has led to improvement in students' written performance. To prove this progress

statistically, we need to carry on our descriptive statistics to reinforce better the results we have reached, specifically by the calculation of the t-test.

7.4.5 Calculation of the T-Test

The t-test is a very helpful tool to compare two different means. Cohen et al. (2007) stated “The t-test is used to discover whether there are statically differences between the means” (p.534). The formula used to calculate the t-test statistics is based on:

$$t = \frac{\text{sample (or test)one mean} - \text{sample (or test)two mean}}{\text{Standard error of the difference in means (SE)}}$$

In order to calculate the Standard Error (SE), the following formula is adapted:

$$SE = \frac{SD}{\sqrt{N}}$$

SD: Standard Deviation
The number of the sample (N=30)

We have to take into consideration the following statistics:

$$\bar{X}_{\text{post}} = 12,75 \quad \bar{X}_{\text{pre}} = 9,53 \quad SD_{\text{post}} = 21,13 \quad SD_{\text{pre}} = 16,57$$

$$SE = \frac{SD}{\sqrt{N}} = \frac{21,13 - 16,57}{\sqrt{30}} = \frac{4,56}{5,47} = 0,83$$

Standard Error (SE): 0,83

Now we can apply the t-test formula mentioned above, and so we get the following:

$$test = \frac{\bar{X}_{\text{post}} - \bar{X}_{\text{pre}}}{SE} = \frac{12,75 - 9,53}{0,83} = \frac{3,22}{0,83} = 3,87$$

T-Test= 3,87

❖ Degree of freedom

The term ‘degree of freedom’ refers to “the number of independent values in a calculation” (Turner, 2014, p.113). That is to say, it is the number of observation in a group minus one. The degree of freedom will help us to find the critical value of “**t**”.

$$\begin{aligned}df &= (N - 1) \\&= (30 - 1) = 29 \\df &= 29\end{aligned}$$

❖ Alpha Decision Level

Brown (1988) notes that the **alpha decision level** or as it is also called **alpha level** is “the probability level that [we] think can be acceptable” (p.137) for deciding whether the observed findings are chance results or not. Brown gives two guidelines to decide which alpha level to choose (ibid):

- a) To use **.01** if a researcher wants to be relatively sure of his/her results and will only accept a probability of less than **1%** that the findings are chance results. That is to say, the researcher uses **.01** if s/he is willing to be at least **99%** sure that the results are due to factors other than chance.
- b) To use **.05** if a researcher is exploring his/her data and is willing to accept a probability of less than **5%** that the findings are chance results. In other words, the researcher is willing to accept being **95%** sure that the results are due to factors other than chance.

In the present tests we have decided on an alpha level at $\alpha < .05$ which means that we tolerate only 05% chance of error. Now it is time to decide which test to use the one-tailed or the two-tailed test. Cohen et al. (2007) explained the reason that determines which one to opt for when they noted, “which to use is a function of the kind of result one might predict” (p.405). Since our test is used with a directional hypothesis which states that teachers’ corrective feedback impacts positively students’ written performance and we predict that the participants will score higher in the posttest than the pretest, it is obvious to choose the one-tailed test. In the same line Cohen et al. (2007, p.405) state that the one-tailed test is stronger than the two-tailed test as “it makes assumptions about the population and the direction of the outcome...A one-tailed test will be used with a directional hypothesis”.

Hence, based on theory and common sense, we would be justified in using one-tailed decision.

❖ Critical Value

Since we have decided on an alpha level and determined that we are making a one-tailed decision, we need now to refer to a table like Fisher and Yates’s to prove that the statistics we have calculated are significant.

As alpha is set at $\alpha < .05$ for a one-tailed decision, $df = 29$ and the corresponding critical value for “ t ”, in Fisher and Yates’ (1974) table of critical values (Appendix C), is **1.69**, then we obtain: $t_{obs} > t_{crit} (3.87 > 1.69)$

❖ Hypothesis testing

a) We have gathered all the necessary data to test our hypothesis. **Statistical hypotheses:** (1) $H_0 : \overline{X}_{post} = \overline{X}_{pre}$

$$(2) H_1 : \overline{X}_{post} > \overline{X}_{pre}$$

b) **The null hypothesis H_0** means that the difference in the mean values of the pretest and posttest is zero. **The alternative hypothesis H_1** indicates that there is statistically significant difference between the means in the pretest and posttest.

c) **Alpha level:** $\alpha < .05$, one-tailed directional decision.

d) **Observed statistics** $t_{obs} = 3.87$

e) **Critical statistic:** $t_{crit} = 1.69$

f) **Degree of freedom:** $df = 29$

As it has been proven earlier, the statistical value is greater than the critical value ($3.87 > 1.69$). In addition, the earlier null hypothesis is rejected given that it cannot be accepted at $P < .05$ and obviously the alternative hypothesis is accepted automatically. The mean difference $\overline{X}_{post} > \overline{X}_{pre}$ ($12,75 > 9,53$) which was observed cannot be attributed to chance. In effect there is a 95% level of certainty that the relationship between the dependent variable (the posttest scores “D”) and the independent variable (teacher’s corrective feedback “ID”) was not a chance result. All the data lead us to backup the alternative hypothesis H_1 which claims that students’ better written output is due to the positive impact of instruction input (corrective feedback treatment).

7.4.6 Statistical Significance of the Test Results

Kirk (1999) describes a statically significant result as “one for which chance is an unlikely explanation” (cited in Cohen et al., 2007, p.515). In the present study the statistical significance was proven numerically. However, it has been stated that “statistical

significance on its own has come to be seen as an unacceptable index of effect” (Cohen et al., 2007, p.520). Indeed the effect size is considered more important than significance”.

❖ Effect size

Cohen et al. consider the differential measure of effect as “more useful than the blunt edge of statistical significance” (p.20). Wright (2003) adds that the effect size tells us “how big the effect is, something that the ‘p’ value [statistical difference] does not do” (ibid, p.20). According to Cohen et al. for a paired sample test (a statistical technique that is used to compare the same variables at two different points in time) the effect size (Eta squared) is calculated using the following formula (ibid):

$$Eta\ squared = \frac{t^2}{t^2 + (N1 - 1)} = \frac{14.97}{14.97 + 29} = \frac{14.97}{43.29} = 0.34$$

The effect size is 0.34

The effect size of 0.34, from Cohen guidance, is a very large effect (Cohen et al., 2007, p. 523). In other words, there is a very substantial difference in the scores between the test phases which means that the input “X” (the teacher’s corrective feedback on the output “Y” (the students’ scores in the posttest). Thus, the effect size indicates that there is a significant difference between the scores of the pretest and the posttest which is the result of the instructional intervention intended to explore the impact of teachers’ corrective impact on their written productions.

7.5 Students’ Scores in the Alternative Evaluation

In order to make the findings of our exploratory study reliable, we have seen that it would be more appropriate to use an alternative form of evaluation to prove that the yielded results of the test and retest are similar. Cohen et al. (2007) stress the importance of

achieving reliability through “using equivalent forms (also known as alternative forms) of a test or data-gathering instrument” (p.147). They added that reliability can also be achieved when the equivalent forms of a test or other instrument (here an alternative form of evaluation) “yield consistent results” (Cohen et al., 2007).

The pretest and posttest essays were submitted to a teacher of written expression in the same educational institution with nearly a similar experience in teaching English and in teaching the writing module in comparison to the researcher. The teacher was also handed the grading scale which was used by the researcher to evaluate the students’ essays of the test and the retest. Reliability was expected to be noticed in the equivalence of the measured scores through “a t-test...the demonstration of similar means and standard deviation” (Cohen et al., p.147) between the pretest and the posttest scores in both evaluations. In effect, we expect that the posttest scores in the second evaluation will be higher than the pretest scores which would prove that the treatment which the participants had undergone yielded its results and the findings of the researcher’ s study could be reliable.

7.5.1 Alternative Evaluation Scores in the Pretest and Posttest

After the pretest and posttest essays were submitted to a teacher of written expression for a second evaluation , we obtained the following score values:

Students Number	Pretest	Posttest	Mean
1	11,5	14	12,75
2	13,5	15	14,25
3	12	14,5	13,25
4	13	14	13,5
5	11	15	13
6	7	9,5	8,25
7	9,5	12	10,75
8	8,5	11	9,75
9	12,5	15	13,75
10	12	14,5	13,25
11	9	11,5	10,25
12	13	14	13,5
13	11	13,5	12,25
14	10,5	12,5	11,5
15	13	15	14
16	8,5	11,5	10
17	9,5	11	10,25
18	8,5	11,5	10
19	8	9,5	8,75
20	9	12	10,5
21	8,5	11	9,75
22	10,5	12,5	11,5
23	13	16,5	14,75
24	12,5	15	13,75
25	10,5	13,5	12
26	11	13,5	12,25
27	7	10	8,5
28	13	16,5	14,75
29	7	10	8,5
30	14,5	16,5	15,5
Sum of scores $\sum x$	318	391,5	354,75
Mean of scores (\bar{X})	10,6	13,05	11,825

Table 7.9 Second Evaluation's Pretest and Posttest Scores

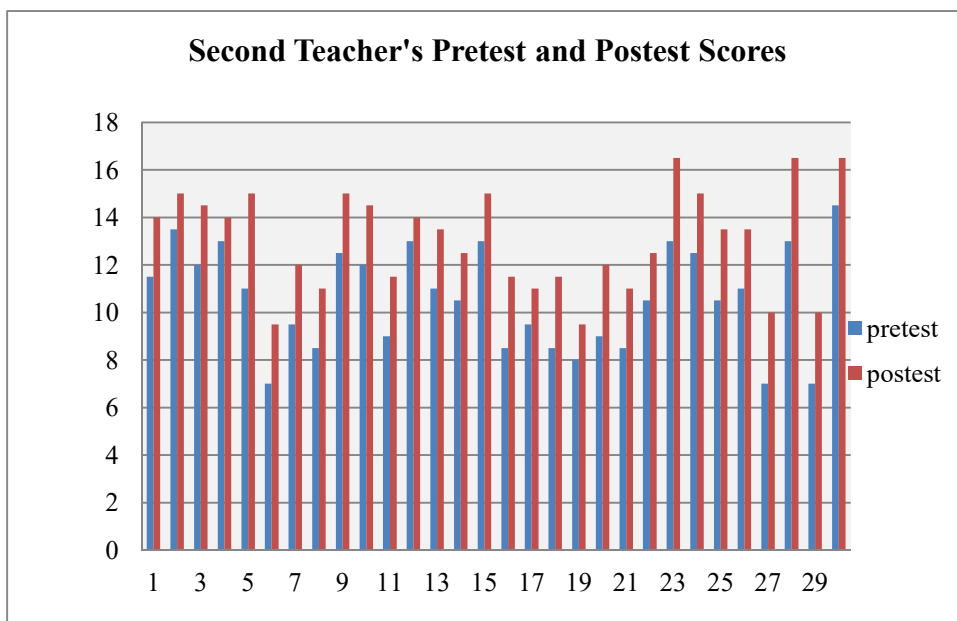


Figure 7.5 Second Evaluation's Pretest and Posttest Scores

Table 7.9 and figure 7.5 indicate that the posttest scores are much more superior to the pretest scores and this can be noticed in the sum of the scores (318 vs. 391.5) in table 7.9. In order to interpret statistically how the students have achieved better in the posttest, we have summed up the means of the pretest and posttest in the table below.

Tests	Pretest	Posttest	difference in the means
Means	10,6	13,05	2,45

Table 7.10 Means of Scores in the Second Teacher's Pretest and Posttest Evaluation

The statistics are represented in the following graph.

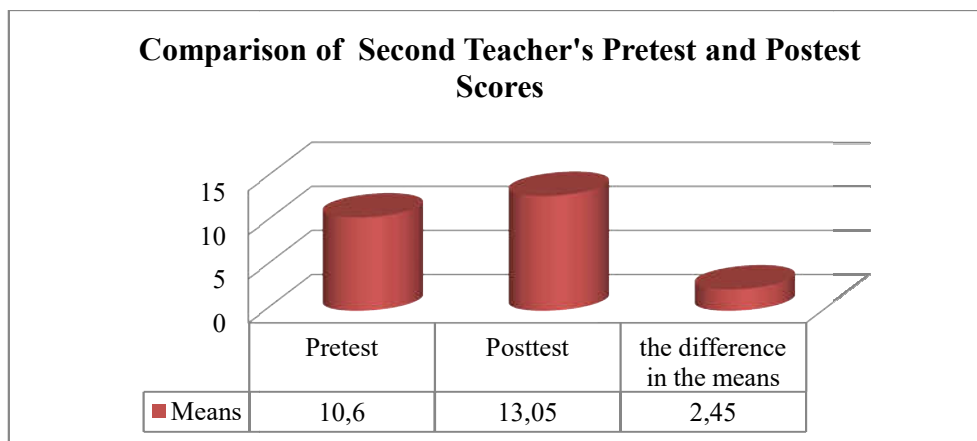


Figure 7.6 Comparison of Pretest and Posttest Scores of the Second Evaluation

As indicated in table 7.10 and figure 7.6 respectively, the participants scored better in the posttest with a difference in the means of **2.45**. This put us in a position to confirm that this improvement is the outcome of the researcher's intervention which had lasted four months. The treatment in the form of adequate corrective feedback and the variety of essays the students had produced allowed them to engage effectively in the writing course and receive timely corrective feedback on their deficiencies. Moreover, the treatment motivated the participants and developed in them a very positive attitude since they had been listening attentively to the researcher's remarks and recommendations in order to improve the form and content of their written productions. Therefore, the results they obtained in the posttest were better than the pretest scores.

The improvements in the posttest scores of the participants back up the results obtained by the researcher and reinforce the hypothesis set for the present study which claims that teacher's corrective feedback has a positive impact on learners since it leads to progress in their written works.

7.5.2 Analysis and Interpretation of the Results of the Alternative Evaluation

Any research based on statistical procedure requires the researcher to interpret how each participant had achieved in each test by employing statistical description and

graphical representation. At this stage, we need to achieve reliability by using an equivalent form of evaluation and to reach this end we have to measure reliability through “a t-test...the demonstration of similar means and standard deviation” (Cohen et al., 2007, p.147). Hence, this alternative evaluation will incorporate calculating the frequency distribution of scores in both pretest and posttest, the standard deviation and finally checking the validity of the statistical procedure by using a t-test.

Frequency distribution of the scores in the alternative evaluation is displayed in the following table:

Pretest		Posttest	
Score "X _{pre} "	Frequency "F"	Score "X _{post} "	Frequency "F"
7	2	9.5	2
7.5	1	10	2
8	1	11	3
8.5	4	11.5	3
9	2	12	2
9.5	2	12.5	2
10.5	3	13.5	3
11	3	14	3
11.5	1	14.5	2
12	2	15	5
12.5	2	16.5	3
13	5		
13.5	1		
14.5	1		
Sum of "F"	30	Sum of "F"	30

Table 7.11 Distribution of the Scores of the Pretest and Posttest in the Alternative Evaluation

Table 7.11 displays some statistical inferences about the distribution of the score values in the pretest and posttest. We can observe the range of the scores above and below the average and the highest and the lowest score values. To start with the pretest, we can notice the following:

- The score value in the pretest range from 7 to 14.5 with the superiority of the score 13.
- 12 score less than the average 10 and 18 scores equal or above the average 10.
- The scores 13- 8.5-10.5-11 are the highest score frequencies, while other scores have just one or two frequency in the pretest

Concerning the posttest, table 7.11 reveals the following considerations:

- The score values in the posttest range from 9.5 to 16.5 with the supremacy of the score 5.
- 2 scores below the average 10 and 20 scores equal or above the average 10.
- The scores 15- 16.5 - 14 -13.5- 11- 11.5 are the highest score frequencies, whereas the rest of the scores have only one or two score frequencies in the posttest.

In order to measure to what extent the pretest and posttest scores are similar or different, we need to calculate the mean, the variance and the standard deviation. Quantitative data and descriptive statistics are required because if the researcher presents the raw data, it would be very difficult to visualize what the data mean. Hence, descriptive statistics allow us to present the data in a more meaningful form, which permits the easy interpretation of the data (Yount, 2006).

The calculation of the mean and the standard deviation of the pretest and the posttest are tabulated in table 7.12.

7.5.3 Statistical Considerations of the Pretest Scores

The calculations of the score frequency, the mean and the standard deviation are displayed in this table.

Pretest			
Score "X ^{pre} "	Frequency "F"	Frequency score "Fx"	Square "Fx ² "
7	2	14	196
7,5	1	7,5	56,25
8	1	8	64
8,5	4	34	1156
9	2	18	324
9,5	2	19	361
10,5	3	31,5	992,25
11	3	33	1089
11,5	1	11,5	132,25
12	2	24	576
12,5	2	25	625
13	5	65	4225
13,5	1	13,5	182,25
14,5	1	14,5	210,25
Sum of " F "	N=30	$\sum Fx=318,5$	$\sum Fx^2=10189,25$

Mean

$$\bar{X} = \frac{\sum Fx}{N} = \frac{318,5}{30} = 10,61$$

$\bar{X}_{pre} = 10,61$

Standard Deviation

$$SD_{pre} = \sqrt{\frac{\sum Fx^2 - \bar{X}^2}{N}} = \sqrt{\frac{10189,256 - 112.5}{30}}$$

$$= \sqrt{335,88}$$

$SD_{pre} = 18,32$

Table 7.12 The Frequency, the Means and the Standard Deviation of the Sores in the Alternative Evaluation

7.5.4. Statistical Considerations of the Posttest Scores in the Second Evaluation

The calculations of the score frequency, the mean and the standard deviation are presented in table 7.13.

Posttest			
Scores “ X ” _{post}	Frequency “ F ”	Frequency score “ Fx ”	Square of frequency score “Fx ² ,”
9.5	2	19	361
10	2	20	400
11	3	33	1089
11,5	3	34,5	1190,25
12	2	24	576
12,5	2	25	625
13,5	3	40,5	1640,25
14	3	42	1764
14,5	2	29	841
15	5	75	5625
16,5	3	49,5	2450,25
Sum of “ F ”	30	391,5	16561,75

Mean

$$\bar{X} = \frac{\sum Fx}{N} = \frac{391,5}{30} =$$

$$\bar{X}_{post} = \mathbf{13.05}$$

Standard Deviation

$$SD_{post} = \sqrt{\frac{\sum Fx^2 - \bar{X}^2}{N}} = \sqrt{176,17}$$

$$SD_{post} = \mathbf{23,37}$$

Table 7.13 Score Frequency, the Means, and the Standard Deviation of the Posttest

The descriptive statistics of both the test and the retest in the second alternative evaluation portray the expected differences between the pretest and the posttest which are displayed in table 7.14 and figure 7.7 respectively.

7.5.5 Comparison of the Two Tests Descriptive Statistics

Table 7.14 and the figure 7.7 portray the differences in the means and the standard deviation of the pretest and posttest of the alternative evaluation.

Descriptive statistics	Pretest	Posttest	The difference
Mean	10,6	13,05	2,45
Standard deviation	18,32	23,37	5,05

Table 7.14 Comparison of the Pretest and Posttest' Mean and Standard Deviation

The following graph displays graphically the differences between the pretest and posttest mean and standard deviation.

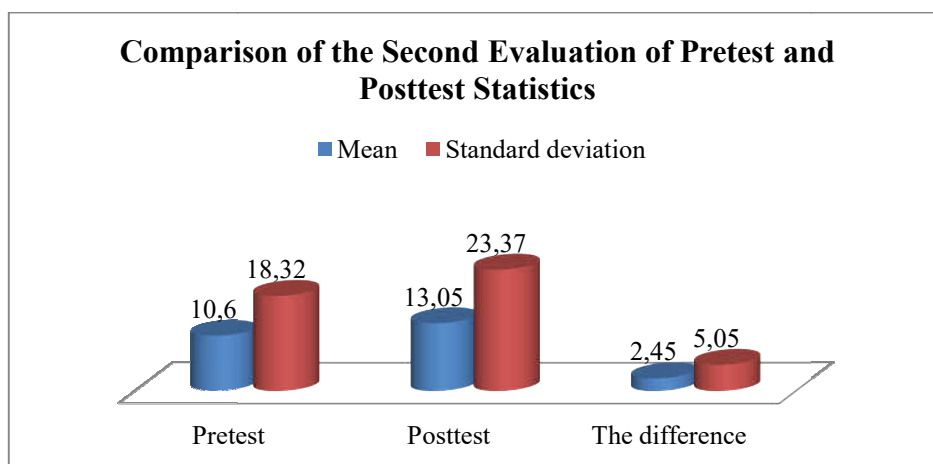


Figure 7.7 Comparison of the Second Evaluation of Pretest and Posttest Statistics

Table 7.14 and figure 7.7 reveal that there is a considerable progress in the participants' achievement, which fosters our claim that the treatment which the students have gone through influenced positively their outcomes in the posttest. The difference in the means (2.45) and in the standard deviation (5.05) in the test and retest are evidence that students obtained better test scores and progressed in their performance. The descriptive statistics obtained so far support the hypothesis we set up which states that teacher's corrective feedback has a positive impact on students' written productions in English.

CONCLUSION

Throughout this exploratory study, we tried to expose the participants to an instructional treatment in the form of an adequate corrective feedback where they were trained to write essays and the training was accompanied with permanent timely clear teacher's corrective feedback. Trying to explore the impact of such treatment, we noticed a progress in the participants' posttest. The improvement in the students' posttests proved statistically the incontrovertible effectiveness of the teacher's corrective feedback in

enhancing the students' written performance. The null hypothesis is rejected at an alpha level ($P < .05$) which demonstrates that the results obtained were the outcome of the treatment rather than any other chance factor and this was also proved by the calculation of the size effect. The statistical procedures support the alternative hypothesis which claims the significance of teacher's corrective feedback in the teaching of writing and the substantial impact it creates in students' written productions. It is also worth mentioning that the second evaluation of the pretest and posttest essays helped enormously in proving the reliability of the results reached by the researcher and in reinforcing the alternative hypothesis set for this exploratory study.

CHAPTER EIGHT

SYNTHESIS OF THE FINDINGS, SUGGESTIONS AND RECOMMENDATIONS

8.1 Synthesis of the Findings

8.2 Suggestions and Recommendations

8.2.1 Suggestions to Improve Students' Writing

8.2.2 Suggestions to Implement Effective Corrective Feedback in Writing Class

CHAPTER EIGHT

DISCUSSION/SYNTHESIS OF RESULTS AND RECOMMENDATIONS

INTRODUCTION

Chapter eight gives an account of the results of the research that investigates the sources of third-year students' errors in writing and the impact of teachers' corrective feedback on EFL students' written production. Furthermore, in this part we suggest recommendations to improve students' writing and to utilize effective teachers' corrective feedback in a writing class.

8.1 Synthesis of the Findings

Writing at the level of university is very essential for its great significance as a tool for thinking and learning in all disciplines. The written expression curriculum being taught at our institution aims to equip students with some competencies to enable them to compose comprehensible and error free English texts. However, these students find themselves confronted with problems related partly to the L1 interference, the weak command over the FL rules and the lack of proficiency in writing in the target language.

In this section, we report the findings of the research that investigates the sources of third-year students' errors in writing and the impact of teachers' corrective feedback on EFL students' written production. A questionnaire, an error analysis of students' essays and a pre-experimentation are the data gathering tools utilized in the present study to explore the factors causing students' errors in writing and the effect of teachers' corrective feedback on five aspects of students' essays. These include content, organization, language use, vocabulary, and mechanics. The results revealed a range of controversial issues. The controversies that surround such issue are whether to correct students' errors, which errors to correct, how to correct, and when to correct.

The researcher started by administering a questionnaire to all the teachers of written expression in our educational institution and the purpose was to explore the sources of students' errors in writing and the effects of teachers' corrective feedback on enhancing EFL students' writing. Many teachers see that the content of the written expression course has been a neglected area of English teaching in our institution and consider that it has to be readdressed in order to be updated to respond to students' writing needs. According to teachers, classroom good writing should build up skills which would enable student writers to compose appropriate written pieces. Thus good writing would include these ingredients: correct grammar, a good range of vocabulary, meaningful punctuation, and appropriate use of the conventions of layout, accurate spelling, correct sentence structure and organization to create appropriate style. However, the teachers surveyed recognize that their students have low writing performances and struggle with their deficiencies to write effectively and appropriately. Furthermore, students struggle with insecurities which they feel about their own writing abilities. This anxiety and insecurity can be devastating to students' education and self-confidence, so they need teachers' help to lift their confidence level.

Teachers assert that they continue to offer encouragement to see their students succeed in structuring and organizing their writing. They help their learners by choosing the most effective approaches to teaching writing, particularly the process approach and help them during the most challenging stages which lead them ultimately to successful pieces of writing. Teachers also recognize the high value of practice in writing because to become a good writer a student needs to write a lot. Hence, many teachers feel the class time is often scarce and wish to be allotted longer hours of teaching writing, which enable the teacher to prepare activities with carefully planned stages of planning, drafting and revision.

Moreover, the surveyed teachers ascertain that errors are an inseparable part of the learning process, particularly in the first phases of FL acquisition. They attribute the

students' errors in writing to many reasons: (1) psycholinguistic, social, and educational background of the students; (2) developmental factor; (3) poor study conditions; (4) teachers' competence, instructional methods and feedback; (5) L1 interference, translation and overgeneralization. These findings confirm our first hypothesis which claims that students have many writing difficulties and deficiencies in writing and these problems are caused by many factors particularly interlingual and intralanguage interference. The analysis of the teachers' questionnaire reveals that the 3rd year EFL students at the University of Biskra have writing deficiencies at the level of spelling, language use, organization and other writing skills. Teachers point to the great importance of corrective feedback provision in EFL settings as it is one of the most significant ways to improve students' written performance. Hedge (2005) approves the asset of corrective feedback and states "another important role comes with our response to students' writing and the way in which our feedback helps them to improve their work" (p.12). Hence, the surveyed teachers emphasize that students can benefit from the teachers' feedback which will improve their writing performances in FL writing classes. They explain that they use different error correction strategies; There are those who rely on the explicit error correction (direct error feedback), where they underline, circle and correct the errors, whereas others tend to give more indirect feedback using a more implicit approach, in which they circle or underline the errors without providing the student with information about the types of their errors . A third category of teachers prefer coded error correction, where they point to students' errors using certain correction codes.

Finally, teachers of English in the Department of Foreign Languages at Biskra University acknowledge having a lot of complications when providing corrective feedback to their students in terms of the long time and the great amount of effort it takes to correct, besides the students' lack of motivation and interest in their teachers' feedback. However,

teachers recognize that what matters most importantly is to verify always if their students comprehend and appreciate their feedback because it would assist them much to vary their feedback strategies to meet learner' needs and preferences in writing.

In sum, all teachers approve the great merit of teachers' corrective feedback in improving students' performance and this confirms our second hypothesis which states that if teachers provide effective corrective feedback, it may promote students' written production.

After administering the questionnaire to the written expression teachers of our institution, the researcher proceeded to the next phase of the field research which was analyzing students' essays to discover the learners' problem areas so that she could design remedial exercises and could focus her corrective feedback on the students' main trouble spots. It is concluded from the results that writing errors in students' essays are not only the outcome of L1 interference habits of learners but also the result of inadequate acquisition of the target language. According to Erdogan (2005) interlingual error is not considered as "the persistence of old habits, but rather as a sign that the learner is internalizing and investigating the system of the new language" (cited in Kaweerai, 2013, p.16).

In effect, student writers depend on structures of their L1 and transfer those structures to create their own texts; however, they ignore some restrictions during the language transfer process. This explains the high frequency of errors which reflect the interference of the native language at the level of grammar, syntax, lexis and mechanics. For the intralingual interference, it is clear that the errors are the outcome of the influence of the target language rather than the L1 interference. There are many rules in the FL which are complex to the learners and may include exceptions which is a very confusing and

frustrating experience to learners. Thus, they need long time to study and practice in order to acquire these rules along with their corresponding exceptions.

The findings of the students' essays reveal that students have difficulties in writing because they do not assimilate well the grammar, vocabulary and syntactic rules of the target language and have deficiencies in spelling and mechanics. Based on the collected data, the participants had the greatest difficulties in grammar including tenses, use of prepositions, articles, singular and plural nouns, pronouns, the possessive case and word form with the highest rate of errors in using subject verb agreement. The possible explanation for the latter is the interference of the target language (intralingual interference). The second most frequent errors were found in spelling and the mechanics of the language which were ascribed partly to native language interference and mainly to intralingual transfer. Third, the participants also had difficulties in sentence structure and particularly in sentence fragments. There were too many long sentences because of the overuse of coordination which could be attributed to L1 interference. Furthermore, there were many run on sentences and problems of word order and parallel structures which can be explained in terms of both negative transfer and ignorance of the rules and rule restrictions of the target language.

Participants had difficulties in word choice and could not think about correct words and expressions to express their ideas clearly; this might be related to many factors such as literal translation and interlingual transfer strategy use. In addition, some students wrote very short essays and this could be explained by their limited vocabulary or their brief experience in writing in English. Thus, the results of the students' essays analysis reinforce our first hypothesis that EFL students at Biskra University have many writing difficulties and deficiencies and these problems are caused by many factors, including interlingual and intralingual interference.

Our basic tool of field research is a pre-experimental study which was designed to explore the impact of teachers' corrective feedback on students' written production. When the findings of the pre-experimentation are assessed, it can be concluded that 3rd year EFL students at Mohamed Khidher University have benefited slightly from teacher's corrective feedback which has improved their written performance in English writing class. Thus, there seems to be a clear bond between providing EFL students with corrective feedback on their errors and the improvement of their written performances. The results of the t-test observed value is higher than the critical value in the paired pretest and posttest indicating that the difference in performance of the students in the pretest and the posttest is statistically significant. This suggests that the students have benefited from the teacher's corrective feedback.

Corrective feedback is an inherent and a crucial ingredient in the teaching of writing, and there are many explanations to ascertain that corrective feedback improves students' written productions: firstly, Schmidt's (2010) noticing hypothesis which advocates that learners acquire more effectively the items which are noticeable to them. Hence, corrective feedback whether direct or indirect drives the learner to notice the linguistic problem and makes him/her strive to revise his/her developing interlanguage to match it with the provided corrective feedback.

Secondly, Ausubel's (2000) Assimilation Theory states that meaningful learning requires well organized and relevant knowledge structures which are linked to previously acquired knowledge; in other words, learners are likely to construct their own understanding of new information when they can relate it to existing knowledge. The provision of corrective feedback can be an effective strategy to prompt the process of assimilation. In effect, corrective feedback acts as a new knowledge to be supplied to the

existing knowledge and enhance the learner to retain the newly acquired information in their long term memory.

Thirdly, corrective feedback is also posited by connectionist theories (Ellis, 2005), according to which error correction is believed to promote associative learning by sensitizing learners to the “occurrence of specific linguistic feature in the input, stimulating the noticing of non-salient and semantically redundant items, or ensuring the fine-tuning of the interlanguage system” (cited in Pawlak, 2014, p.7). Finally, the Sociocultural Theory (Lantolf and Thorne, 2007) provides another view on the positive role of corrective feedback. It stipulates that effectively pitched correction “falling within the learner’s zone of proximal development” is likely to promote the process of internalization and self-regulation (cited in Pawlak, 2014).

To conclude, this study analyzed students’ performance in writing essays. It described the effects of teachers’ corrective feedback on ameliorating the written production of EFL students. In fact, the importance and benefits of teachers’ feedback were also confirmed by the opinions expressed by teachers in the questionnaire. Hence, the results of the present study indicate that teachers’ corrective feedback whether implicit or explicit is very beneficial; the quantitative and qualitative analysis demonstrated that 3rd EFL students at Biskra University benefited from their teacher’s corrective feedback in improving their written performance. Thus, the current study can contribute to the empirical body of research which advocates the effectiveness of corrective feedback in instructed foreign language learning contexts.

8.2 Suggestions and Recommendations

8.2.1. Suggestions to Improve Students’ Writing

- **The use of the computer technology in FL writing classroom:** it has been proven that it promotes FL writing; Nirenberg (1989) admits that the use of computer to

create written products prompts students to write more effectively (cited in Shrum and Glisan, 2015). The use of word processors compared to handwriting enables students to write more fluently and more accurately and lessens the teachers' task to track errors in students' writings. It is obvious that the continuous progress in the software will enable students to identify and correct misspellings, fragments, morphological errors and many other anomalies in their writings.

- **Adapting the tasks to the student writer's proficiency level in order to avoid errors in sentence structure and to achieve accuracy:** the complexity of the writing task affects the linguistic accuracy and the fluency of the student writer. Teachers have to choose more familiar and less complex topics because they result in more fluent and accurate writing. When teachers provide topics which are complex and unfamiliar, students will probably produce ideas which are incomprehensible because of their limited amount of vocabulary and grammar knowledge. Thus, teachers have to set realistic expectations so that their students can achieve their written assignment on the basis of their levels of proficiency in English. Furthermore, complicated writing tasks result in complex writing which is characterized by long sentences, more subordinate clauses, a variety in sentence structures but little linguistic accuracy. In this context, Chastain (1990) state that writing is more accurate when it is free from a final grade and when students have opportunities to write in their own voices. Hence, teachers can choose topics which are more familiar and personal to students.
- **Using the process approach in writing instruction:** the process approach drives students to write more effectively and produce better organized essays. Teachers should not focus on language errors because it does not improve much grammatical accuracy nor writing fluency; instead, they should pay more attention to what

students say because writing is a creative act which needs time and positive feedback from their part. Many researchers supported the process oriented approach to teaching writing; Kern and Schultz (1992) for instance claim that the process oriented approach to teaching writing benefited both successful and unsuccessful writers. Unsuccessful student writers benefited most from instruction that focused on the development of the thesis statement, planning and paragraphs development, and successful students benefited mostly from instruction that emphasized “refining interpretive analysis and developing personal voice in their writing” (p.285).

- **Helping students to self-monitor and reflect on their writing while they write:** teachers can enhance and develop students’ monitoring skills during and after writing. Teachers should encourage students to think how well they are doing both while they are writing their compositions and after completing them. This process of checking one’s progress (self-monitoring) allows students to supervise and control the quality of their compositions. When self-monitoring while writing students can modify strategies and actions to improve their writings. For instance, the teacher can provide the students with explicit self-monitoring questions to ask themselves while they are writing their tasks. Teachers can also create checklists to assist students to determine how well they are doing and which elements of their composition need more focus. Research has proved the importance of self monitoring in writing; for example, Aziz (1995), as reported by Shrum and Glisan (2005), states that teachers can use some strategies which affect students’ writing positively. In his study, Aziz reports that the training of students to use cognitive and meta-cognitive strategies improved students’ overall writing and particularly grammatical agreement. Training in the cognitive strategies included taking notes

during dictation, reconstructing the dictated passage and error analysis. The meta-cognitive strategies were self-monitoring and self-evaluating while writing. Huot (2002) maintains that teachers should engage their students in reflective writing (i.e. writing about one's writing) because by doing so students are made aware of what they are trying to achieve and how well their current writings correspond to their linguistic and rhetorical targets.

- **Involving students in collaborative writing:** teachers should encourage students to use different ways to write collaboratively in the classroom such as doing written assignments together, editing each other work, peer reviewing or editing a composition together with multiple contributions. When students work separately (individually), they make efforts during the writing process and execute several iterations while generating ideas, organizing, drafting and revising. However, when working in groups these efforts are multiplied with the collaborative contribution of different student writers which leads to better written performances. Collaborative writing involves students in verbal interaction and writing during all the stages of the writing process and makes them share decision making, so each participant in the writing task feels responsible for the work produced. During the whole process of composition creation, students give and receive feedback about all aspects of writing. Learners' feedback is considered by Daiute and Dalton (1993) better than the one of the teacher because "feedback may be better aligned with the learners' linguistic and cognitive capacity than teacher feedback" (cited in Storch, 2013, p.23).
- **Encouraging students to practice writing inside and outside class:** we always hear people say "practice makes perfect and patience is a virtue". Nobody becomes a skillful writer overnight, so students have to practice patiently to improve their

writing. Practice helps students to build self-confidence; when students practice very often, they will improve and they will believe in themselves and write more and more. Practice and tenacity enables students to find out what makes good writing. Teachers have to train students to practice using correct techniques. For instance they should be made aware that they can learn better when they make mistakes because when they identify and understand their problems they can make revision and can improve.

- **Making students aware of the L1 and FL writing processes:** teachers should sensitize the students of the processes they use to write in their native language and the processes which are used to write English. The students should be able to identify their own L1 writing strategies in order to distinguish them from writing strategies which are unique to FL writing process. For instance, the students have a tendency to use much repetition and paraphrase because they use translation as a writing strategy to produce English compositions. When the students are made aware of the differences between L1 and FL writing strategies, they will be less dependent on the L1 to drive the FL writing process. Scott (1992) recognizes that during the brainstorming phase, EFL learners tend to use L1 idea generation strategy and then they transfer or translate the ideas from their L1 to the TL (cited in Shrum and Glisan, 2015). We cannot deny the importance of thinking and creating ideas in L1; however, teachers must assist students to focus on the TL while generating ideas.
- **Incorporate writing conferences into teachers' instructional approach:** teachers should arrange writing conferences with their students at any given time of the writing process to enable them to discuss their progress in writing. The writing conferences are very beneficial to students because they can give

opportunities to students to take a deeper look at their writing and discuss their difficulties and find ways to improve and progress. Writing conferences are also of great merit to teachers because they tell them what each student needs as a writer and allows them to help students to interact with their own writing and look at it with a critical eye.

- **Increasing the time devoted to the writing session:** our students have sessions of writing only two days out of five and for a period of three hours a week. Two days a week is not sufficient time for teachers to supply the necessary amount of supportive corrective feedback to students who struggle to improve their writing performance and accuracy, without neglecting the tremendous burden of correcting and treating errors in each student's written work which is time consuming process.
- **Offering students an understanding of their capacity to write, confidence and courage:** teachers should project positive attitude in students towards their writings by encouraging them to write better and to write well organized and flowing pieces of writing with clear language. Besides, motivation is very crucial in teaching writing. A positive reaction from a teacher will get the student to go on a further step. Each subsequent step will offer the student courage to advance and improve. Well selected and designed writing tasks permit students to progress systematically in the direction of success. In effect, throughout the process they will gain confidence in their writing capacities and they will discover that they can achieve better than what is expected from them.

8.2.2 Suggestions to Implement Effective Corrective Feedback in a Writing Class

- **Providing a student-centered atmosphere by preventing the traditional teacher-centered environment:** this can be achieved by increasing students'

chances of self-evaluation in FL writing classes. Teachers, in this respect, should foster students to participate in FL writing practices.

- **Enhance the effectiveness of feedback:** teachers can invite students to discuss and analyze and evaluate the corrective feedback which is given to them. Learners from their side can discuss the reason why feedback is given to them and how it is intended to impact their writings. Barkaoui (2007) suggests that teachers can reformulate a student's written draft and then discuss and compare the first draft and the reformulate drafts in the class. Another strategy for enhancing the effectiveness of feedback is to provide students with editing checklists to encourage them to develop self-correction strategies and self-revision strategies.
- **Exploring students' preferences and responses to teachers' corrective feedback:** when providing corrective feedback, teachers should consider many criteria and most importantly individual learners' needs and preferences. Accordingly, teachers should provide various types of corrective feedback in accordance with the cognitive and most importantly the affective needs of the individual learners. Ideally, the best error correction strategy is individualized feedback but practically it is impossible because it would cause the teacher enormous expenditures of time and efforts. Hence, two other strategies could be considered; one of which could be self-correction and the other peer feedback (Lee, 2005).
- **Constructing a clear and straightforward procedure to react to learners' written errors:** Teachers should submit this procedure to evaluation by assessing the impacts of their error correction.
- **Making further research to provide fresh and supplementary studies on the effects of corrective feedback in improving students' writings:** there is a need

for continuous and insightful studies to clarify the controversies raised by previous research studies and empirical research about the effectiveness and/or the inefficiency of corrective feedback in ameliorating students' written performance.

- **Adjusting the type of corrective feedback to suit the students' stage of language proficiency:** more proficient learners are likely to benefit better from indirect feedback; the teacher can underline the errors and leave it up to the student to self-correct them. However, direct corrective feedback works better for the less proficient students who cannot track their errors. The teacher should underline the errors, and if the learner is unable to self-correct the teacher can use a more explicit strategy where s/he identifies the errors types and supplies their corrections though it will take long hours of correction. Hence, the teacher should respond to the 'feedback' they get from their students on their own corrective feedback.
- **Verifying students' attitude towards teachers' corrective feedback:** teachers should sensitize their students of the value of the corrective feedback and discuss the goals of corrective feedback with them in terms of promoting their learning. Hattie and Timperly (2007) state that feedback has to answer three principal questions asked by the teacher and/or the student:

Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?) (p.86).

Finding effective answers to these questions would probably help students understand better the main purpose of corrective feedback.

- **Providing students with focused feedback:** teachers should supply their learners with focused feedback because it is significantly effective in increasing the

students' understanding about the learning that has occurred. Teachers have to target specific linguistic features in students' writings in different lessons in order to improve their writing.

- **Controlling anxiety when providing corrective feedback and make sure that it does not frustrate nor debilitate students:** Krashen (1984) claims that corrective feedback is debilitating and potentially destructive to L2 learning ability as it causes anxiety. However, when the teacher knows how to control the level of anxiety, s/he may create a positive corrective feedback belief in learners and thereby facilitates FL learning.
- **Developing and improving response styles and practices:** teachers can ameliorate their corrective feedback style by reading extensively about principles of response and applying them in their corrections. Teachers can also look at effective comments and remarks that other more competent and experienced colleagues write on their students' scripts in order to improve their response style and construct a wide range of comments and corrective feedback strategies that respond to students' needs and learning styles.
- **Envisaging feedback practices and goals after each feedback situation to evaluate their efficacy:** very often the students are not satisfied with the corrective feedback they receive on their written assignments, so teachers find themselves obliged to improve the quality of their written comments. Nicol (2010) argues that these expressions of dissatisfaction with the written feedback from both students and teachers are "symptoms of impoverished dialogue" (p. 501). He suggests that there is a need for "changes in teaching and learning and in the pedagogical models underpinning feedback design" (p.515). Hence there is a tendency to move away

from one way feedback delivery to the ‘co-construction’ of feedback where the students are involved actively in giving and receiving feedback.

CONCLUSION

In this part, we tried to report the findings of the present research and provide recommendations and suggestions to ameliorate the act of writing which is a creative act that needs time and positive feedback. Hence, teachers should engage students in writing inside and outside class and should try to improve their corrective feedback style and strategies to respond to students’ writing needs and preferences.

GENERAL CONCLUSION

This study has investigated the necessity of identifying and diagnosing the factors that cause students' recurrent errors in writing and the importance of improving students' writing through effective corrective feedback provided permanently by the teachers of writing. The chief reason behind carrying out this study is that many teachers are reluctant to provide permanent and timely corrective feedback and this is because it is really a laborious process, especially in large size classes since it requires teachers' dedication and passion for the success of the student writing. Besides, many teachers feel their corrective feedback ineffective since learners go on making the same errors pointed out to them by their teachers; moreover, these students ignore the comments and remarks received on their written works and do not use them sufficiently in their writing. Hence, the basic aims from this study were: to demonstrate the positive relationship between the provision of teachers' corrective feedback and the increase in students' written performance, to diagnose the sources of students' errors to respond to them thoughtfully and effectively, to make students think about their errors rationally rather than emotionally in order to accept the error feedback which they receive.

To achieve the above mentioned aims it was deemed necessary to investigate the concepts of FL writing and corrective feedback which represent the subject matter of the present thesis. The reviewed literature revealed that writing in the FL or L2 is one of the most challenging skills that EFL students are expected to acquire because it demands a good mastery of many cognitive, linguistic and cultural competencies. Many factors cause errors in students' writing, but in the present study two primary causes of errors were considered: interlingual and intralingual errors. Interlingual errors occur when the learners' L1 habits interfere and hinder them from acquiring the patterns and rules of the FL. In effect, L1 interference plays a complex role in FL acquisition as learners depend much on

their native language systematic resources when writing. Intralingual errors, however, happen due to the language being learned itself. That is to say, this type of errors do not reflect the structure of L1, but rather generalizations derived from partial knowledge of the TL, and accordingly learners may develop hypotheses which do not correspond to L1 nor to the FL. In order to study the phenomenon of “errors” within a scientific framework, a systematic approach is required to account for their linguistic and psychological origin. To achieve this aim three areas of research had been developed: contrastive analysis, error analysis and interlanguage to minimize the problems encountered in learning foreign languages.

CA is basically the systematic study of similarities and differences of two languages with the assumption that the differences existing between the native and the target language are the source of the learning problems. EA came as an alternative to contrastive analysis and introduced a key finding; it suggested that many errors are the result of learners' faulty inferences about the rules of the target language. Because the first two approaches could not explain all the errors made by EFL learners, IL appeared as a wide ranging approach to learner language. It views IL as dynamic constantly changing form of language which comprises a number of developmental stages through which all learners must go. The IL approach considers that errors are inevitable in FL learning and that they can be proof of learners' hypothesis testing. In the present study we relied on error analysis in the study of students' errors in writing essays. We followed Corder (1967) procedural analysis of errors in which the researcher chooses a corpus of language followed by the description and then the explanation of the errors.

Studies have recognized the pivotal role of corrective feedback in FL writing instruction and its positive and significant effect in minimizing students' errors. Hence, it

is a crucial element of FL writing classes as it is inferred from the related literature and from the findings of the present study.

On account of the above discussion, the researcher developed three research instruments: a questionnaire, error analysis of students' essays, and a pre-experimental study. The first instrument was employed mainly to explore the situation of teaching the writing module within the section of English studies at the University of Mohamed Khider-Biskra with special focus on the teachers' views on writing, their teaching practices, and the reasons for learners' problems in writing, besides, their willingness and difficulties in providing corrective feedback. The second instrument was used to investigate the recurrent errors in students' written productions with the purpose to find out the basic causes leading to deficiencies in students' writings. The third instrument was utilized to explore the impact of teacher's error correction in improving students' written performance with the aim to make teachers readdress their corrective feedback practices in order to adjust their strategies of error correction to different writing contexts.

In order to measure the feasibility of the research instruments and to obtain some knowledge about what would happen in the principal study, the questionnaire was submitted to 10 teachers of written expression to make sure that it was clear on its purpose and clear on what needs to be included or covered in terms of elements. Concerning the choice of the topics of the essays (What are the benefits of exercise? /what are the benefits of using a computer) a group of 6 teachers of written expression were asked to evaluate and approve the topics suggested. They agreed that the topics are derived from material that is convenient to student's standards and suitable to their level and age. In the last phase, the researcher submitted the students' essays to a teacher of written expression working in the same educational institution for a second evaluation to measure the reliability of the instrument. The results showed consistency in evaluation. To serve better

the objectives this study set itself to achieve, the author of this research adopted a qualitative-quantitative approach to data collection.

Concerning the results obtained from the analysis of the students' essays, it was found from the study of students' essays that EFL students at Biskra University are still experiencing great difficulties in writing. Writing in the FL seems to pose serious problems to students who struggle with two main challenges. The first one is that students are unable to stay detached from their L1 writing habits; therefore, much of intrlingual interference is observed in their productions at various levels. The second challenge is intralingual interference. Because of partial acquisition of the FL, students start to generate faulty rules about the target language which correspond neither to their native language nor to the target language.

Teachers try to react to these errors in students' writings by providing adequate corrective feedback. The role played by corrective feedback in writing has been highly controversial. However, many teachers believe in the effectiveness of error correction in writing because intervention from the writing teacher helps much the learners to develop strategies of finding, correcting and avoiding errors. A perusal of the teachers' responses to many question items in the questionnaire surveyed demonstrated an awareness of the need of learners to additional teachers' error feedback to enable them to increase their attention to their non-target-like utterances and to avoid fossilization. Hence, effective corrective feedback encourages students to abandon their wrong hypotheses formulated about the target language and accordingly develop correct ones. Besides, teachers recognized to encounter many problems in the provision of corrective feedback and they attributed it to the short time allotted to the writing course, the laborious task of correcting huge numbers of essays which embody endless errors and the students' carelessness about the remarks they receive. The teachers maintained that they use two kinds of corrective feedback

implicit error correction and explicit feedback and some others used the symbol system of error correction. Explicit error correction is underlining the error, naming its type and correcting it; while implicit error correction is underlining, circling the errors and writing questions, exclamations and requests for clarifications without naming the error type nor correcting it.

Based on the findings of the students' performance in the pretest and the posttest pre-experimental study, there is a positive effect of teacher's instructional treatment accompanied with permanent timely clear feedback. Indeed, students' written performance in the posttest was considerably better than the pretest phase and this improvement proved statically the incontrovertible impact of error correction in promoting the students' written production. Hence, the assumptions in which the present thesis is grounded have been confirmed. To redress the situation and to find answers to the research inquiries that the present thesis set itself to explore, the author of this thesis has tried to suggest some pedagogical practices to improve students' writing and to implement effective corrective feedback in writing classes.

Summing up, the main objective in the present research is exploring the main factors causing students' errors in writing and proving the effectiveness of teachers' error correction in enhancing students' written performance. Its aim is to expand on the previous research in the area of error correction in order to provide additional input into the studies that are in favor of corrective feedback efficacy. In effect, providing effective corrective feedback has always been one of the confusing and challenging tasks to many teachers, so they have to find the most effective corrective feedback that the students need to improve their writing. The point is to enhance teachers to ameliorate their corrective feedback by improving the quality of their response.

Teachers can ameliorate their corrective feedback style by reading extensively about principles of response and applying them in their corrections. Teachers can also look at effective comments and remarks that other more competent and experienced colleagues write on their students' scripts in order to improve their response style and construct a wide range of comments and corrective feedback strategies that respond to students' needs and learning styles.

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Appendix A: Teachers' Questionnaire

Dear colleagues

This questionnaire aims at gathering data in order to investigate the causes of students' errors in writing and the impact of teachers' corrective feedback in improving students' written productions. Your co-operation and the time you devote to fill in this questionnaire will be of great help to fulfill the objectives of this study.

Thank you for taking time to share your experiences and ideas. Your input is very important and greatly appreciated.

Mrs. Benidir Samira

Doctorate researcher

November 2014.Branch of English Studies

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Guidelines: For each statement and item please tick (✓) the right box or write in the space provided.

Section One: Personal information

1- Degree held :

BA (Licence)

MA (Master / Magister)

Doctorate

2- Status :

Full time part time

3- For how long have you been teaching English?

4- For how long have you been teaching the written expression module?.....

Section Two : Writing Skill

5- Do you believe that the content of the current written expression syllabus you are teaching is sufficient to improve students' writing proficiency?

- Yes b. No

Please explain your choice:
.....

6- Do you think that good writing is :

- a. Good sentence structure
- b. Good ideas
- c. Correct grammar
- d. Cohesion and coherence
- e. Correct spelling
- f. Rich vocabulary
- g. All these

h. Other ;please ,specify :
.....

7- Are you satisfied with your students' level of writing?

- a. Yes b. No

Please explain :
.....

8- Do you encourage your students to write better?

- a. Yes b. No

If 'yes' how do you do that? If 'no' why?.....
.....

9- Which approach de you follow when teaching writing?

- a. The product approach
- b. The process approach
- c. The gence approach
- d. The process genre approach

e. Others ; please, specify :

.....
.....

10- Which stage of the process of writing do you think is more difficult for students?

- a. Brainstorming
- b. Generating initial drafts
- c. Revising
- d. Editing the final draft

e. Others ; please, specify :
.....

11- Do you think that increasing time of the written expression module would allow students to improve their skill.

- a. Yes
- b. No

If 'yes', how ?

.....

Section Three : Students' Errors

12- Do you believe that L2 acquisition involves inevitably the making of errors by L2 learners?

- a. Yes
- b. No

If 'yes', why?
.....
.....

13- Do you think that errors in L2 acquisition result only from negative transfer of the native Language?

- a. Yes
- b. No

Please, explain your choice :
.....
.....

14- Respond to the following statements by ticking the right box: 1-strongly disagree (SD),

2-disagree (D), 3-agree (A), 4-strongly agree (SA)

Statements	SD	D	A	SA
1. Interference happens because Arabic and English writing are highly distinct in structure and system.				
2. Interference in writing occurs only in the areas of grammar and lexis .				
3. Insufficient exposure to the target language (English) could give rise to errors in students' writing.				
4. Overgeneralization leads learners to create deviant structures when writing.				
5. The teacher may not be a good model of language with regard to the way he writes or teaches the language (i.e. some teachers can be a source of errors).				
6. The teaching material which lacks organization may lead to errors in writing.				
7. Error analysis does not reveal to us all learners' problem areas in English writing.				

15- In your opinion, which one of the following is the main source of learners' errors in English language writing? You can choose more than one option.

- a. Psycholinguistic (nature of the English language and difficulties to use it in production).
- b. Developmental (failure to internalize English rules)
- c. Learners 'educational socio-cultural background
- d. Discourse structure (problem in the organization of information into a coherent text).

Section Four: Teachers' Feedback

16-What areas of difficulty do students have problem with?

- a. Mechanics
- b. Spelling
- c. Vocabulary
- d. Language use
- e. organization
- f. content

g. Others ; please, specify :

17- Do you find errors when correcting your students' written works ?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely

18- Which approach of written error correction do you use in providing feedback?

- a. Explicit written error correction
- b. Implicit written error correction

19- How do you respond to your students' errors when correcting their papers? You can choose more than one option.

- a. By underlining them and then commenting at the end of the essay
- b. Using some correction symbols
- c. Crossing the errors and Correcting them
- d. Writing questions, imperatives and exclamations
- e. Writing comments after each error
- f. Others; please, specify:

20- Do you use the symbol system of correction?

- a. Yes
- b. No

Please explain your choice :.....
.....

21- In case your students' written works embody different types of errors, which kind do you think it is necessary to point out most? You can choose more than one option.

- a. Spelling errors
- b. Grammar errors
- c. Punctuation errors
- d. Organization errors
- e. Content/ideas errors

f. Others, please specify :
.....

22- How would you define an effective feedback ?

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

23- Is the feedback you provide consistent with the goals of the course?

a. Yes b. No

Please, explain your choice.

.....
.....

24- What difficulties do you have when providing feedback? You can choose more than one option.

- a. It takes a lot of time and effort
- b. There are too many papers to mark
- c. Students make too many mistakes
- d. Students are not motivated to receive Comments but rather they care more about the mark.
- e. Students are not satisfied with the feedback
- f. Students do not understand the feedback
- g. Others, please specify :

.....

25- Do your students benefit from your corrective feedback?

a. Yes b. No

Please explain your choice :

.....

.....

26- Please do not hesitate to put comments and/or make suggestions regarding the present questionnaire.

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

Thank you

Mrs. Benidir Samira
Doctorate researcher
Branch of English Studies
University of Biskra

Appendix B : ESL Composition Profile

ESL COMPOSITION PROFILE			
STUDENT	DATE	TOPIC	
SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive	
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>	
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>	
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>	
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>	
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	
TOTAL SCORE	READER	COMMENTS	

Appendix C: Table of Critical Values

TABLE C.3
Critical Values of the *t* Distribution

<i>df</i>	Level of significance for one-tailed test					
	.10	.05	.025	.01	.005	.0005
	Level of significance for two-tailed test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

Source: From table III of R. A. Fisher & F. Yates, *Statistical Tables for Biological, Agricultural and Medical Research*, 6th edition, (London: Longman Group, Ltd., 1974). Reprinted by permission of Addison-Wesley Longman, Ltd.

Appendix D: Error Categories in Students' Essays

Topic: What are the benefits of exercise?

Error category	Error sub-category	Number of Errors	Examples
Grammar	Prepositions	62	<p>It helps them to breath <u>with</u> a good way/ people can have serious diseases because__the lack of physical activity / exercising has positive effects <u>in</u> your health/ one can meet people_ who he can practices sports together/ the major benefit <u>for</u> practicing sport is../ to have an active personality and live <u>in</u> comfortable life / it turns your normal life <u>on</u> a challenge /the purpose <u>to</u> this essay is../ sport has many benefits <u>in</u> peoples' mental health / exercising is not only beneficial <u>in</u> peoples physical health but also <u>in</u> their social life / sport helps people <u>in</u> well organize their time/ exercise in a key <u>into</u> good health/ we should give attention__our health / it can make your brain healthier <u>from</u> many diseases / exercising gives you the confidence <u>about</u> yourself./ the first part moving __his body is his muscles. / sport aids people think easily/ there are some practices that can make you <u>with</u> good mental state/ when you are <u>with</u> good physical and good mental state../ it helps you to live <u>with</u> self-confidence/ there are many benefits <u>of</u> exercise/ doctors advise their patients to exercise because it helps <u>for</u> curability/ exercise is not only beneficial <u>on</u> peoples' physical health but also <u>on</u> their moral status/ exercising is necessary <u>on</u> many ways/ / they finish their duties <u>on</u> its due time/ sport is a kind of defense <u>from</u> many disease/ sport raises the rate of collaboration <u>in</u> societies/ exercise makes you enjoy <u>by</u> the life and gives you the confidence <u>about</u> yourself/ You should practice sport at least three times <u>in</u> the week/ When you are <u>with</u> good physical and mental condition, it helps you to live with self confidence <u>with</u> the society/ It helps them to breath <u>with</u> good way/ that helps you to live <u>with</u> self confidence/ it makes people free <u>of</u> stress/ We have to aware our children <u>by</u> the different benefits of exercise/ In addition, <u>for</u> avoid heart diseases../ exercising has different effects <u>in</u> your absolute health, especially <u>in</u> the physical and mental side/ exercising can reduce <u>from</u> our diseases/ we start <u>by</u> the benefits <u>in</u> mental side / we feel <u>by</u> relaxation in our body/ <u>in</u> the other side, physical benefits are many/ we should practice sport <u>by</u> various kind/ it is the basic step <u>in</u> health / <u>by</u> working everyday and running for about ten minutes gives the body the oxygen to make it active <u>through</u> the day/ we should take care <u>on</u> our body/ <u>by</u> working everyday and runningfor about ten minutes gives the body the oxygen/ <u>by</u> sport you make new relationships/ <u>in</u> conclude../ this helps oxygen <u>enter</u> <u>in</u> all parts of the body/ the first benefit of sort is <u>the</u> physical side/</p>

			another benefit of exercise is_ the psychological side/ <u>for</u> avoid the hard diseases/ It gives you confidence <u>about</u> yourself/ to get an idea about some benefits that sport can give <u>to us/ get of</u> the bad energy <u>in</u> the mind/ it helps to <u>get out</u> the bad ideas/
	Articles	52	Exercise is <u>a</u> very important to the physical health/ sport has always been_ <u>best</u> way to feel healthy, to organize one's time and to build collaborative <u>spirit/ The</u> sport can be collective/ exercise is_ <u>activity</u> that affects three aspects/ the result is an beautiful body/ it gives him <u>a</u> power to accomplish his daily activities/ exercise is_ <u>most</u> effective activity/ sport is considered as_ <u>medicament</u> to many illnesses/ <u>relaxed</u> mind gives the ability to think easily/ this magic activity enlarges <u>the</u> mind imagination/ exercise is <u>source</u> of health/ it enables people to live_ <u>comfortable</u> life/ One should make <u>an</u> balance between his physical, mental, and social / it allows people to be in <u>a</u> good shape/ sport helps to prevent <u>lot</u> of diseases/exercise has always proved to be_ <u>good</u> way to stay healthy/ sport can give you_ <u>new</u> way and <u>new</u> style of living/ <u>the</u> sport makes you healthy/ doing <u>the</u> exercise makes you graceful/ sport raises the rate of collaboration in <u>the</u> societies/ it gives you <u>the</u> confidence about yourself/ You should practice sport at least three times in <u>the</u> week/ when you are with_ <u>good</u> physical and_ <u>good</u> mental state, that helps you to live with self confidence/ <u>the</u> pressure and problems disappear with exercise/ They practice sport in <u>an</u> opened green <u>spaces</u> / All <u>the</u> doctors are advising <u>the</u> people to do exercise/ <u>The</u> exercise has two kind of benefits / the mental effects of <u>the</u> exercise/ everyone should practise sport for obtaining good and_ <u>strong</u> health/ people prefer to do another <u>activities</u> / we must protect our health from <u>the</u> diseases/ <u>The</u> exercise is very important in our life/ we start by the benefits in_ <u>mental</u> side/ when we practice <u>the</u> sport...by avoiding <u>the</u> negative thinking / we should practice <u>the</u> sport/ there are <u>a</u> several ways to protect our health/ in_ <u>same</u> time we../ It is a free way to make_ <u>healthy</u> society/ everyone faces a lot of pressure in everyday life, in school,_ <u>work</u> and even at home./ the first and the most important benefits of <u>the</u> exercise is../ it keeps him/her less affected by <u>the</u> diseases / Some people prefer to avoid sport, but <u>the</u> other tend to exercise/ the sport is good for those who have stress/ <u>the</u> sport motivates you/ also <u>the</u> exercise help to improve the heart/ <u>the</u> sport reduces <u>the</u> heart diseases/ <u>the</u> exercises have a lot of benefits/ exercise improves <u>body</u> and protects it/
	Singular/ Plural Nouns	54	Human <u>being</u> need many <u>thing</u> to improve their <u>lives</u> / Some people tend to avoid practicing any sort of physical activity, but <u>other</u> love exercising / The <u>informations</u> that say that Pressure and <u>problem</u> will disappear with exercise are correct/ Sport is a treatment of a lot of <u>disease</u> / In some kind of <u>sport</u> like football, a group of people is needed/ It is the first and the

			<p>most important <u>benefits</u> of sport/ our body needs a lot of important <u>thing</u>/sport is a kind of defense from many <u>disease</u>/ sport is very important to our <u>body</u>/ exercise is good at the physical and the mental <u>level</u>/ People are satisfied with their <u>lives</u>/ To get an idea about some <u>benefit</u> of exercise/ exercise has an effect on our personal and mental <u>life</u>/ sport helps us in our social <u>lives</u> by having new relationships and new <u>friend</u>/ sport changes our bad <u>habit</u> / sport raises the rate of collaboration in the <u>societies</u>/ there are a lot of <u>exercise</u> / These <u>exercise</u> can make your brain healthier/ he finds himself building a new <u>relationships</u> when he meets a new <u>friends</u>/ there are some <u>practice</u>./ exercise has many benefits to the physical and mental <u>part</u> / in order to obtain different benefits from different <u>kind</u> of <u>exercises</u>/ In some <u>kind</u> of sport as football/ In addition to the social effects there is the physical <u>effects</u>/ It is also the treatment of a lot of <u>disease</u> / Another <u>benefits</u> of exercise is the mental <u>effects</u>/ They practice sport in an opened green <u>spaces</u> / The exercise has two <u>kind</u> of benefits/ Sport improves the body elegance of those who work as <u>singer</u> and actors/ People should practice sort to protect their bodies from many <u>disease</u>/ We can protect our bodies from <u>disease</u> / we find it in many different <u>kind</u>/ it protects our body from many <u>disease</u>/ in other <u>word</u>, we consider exercise as a treatment for some <u>illness</u>/ the first and the most important <u>benefits</u> of <u>the</u> exercise is./ it helps to increase the capacity of the <u>lung</u> / they will help you in many <u>situation</u> / Some people prefer to avoid sport, but the <u>other</u> tend to exercise/ People need a lot of things to improve their <u>lives</u>/ people protect their bodies from different <u>disease</u>/the last <u>benefits</u> of sport is./ he will make different <u>relationship</u>/ exercise can make their <u>lives</u> more comfortable/ Exercise can be in different <u>way</u>/</p>
	Pronouns	52	<p>After practicing physical exercises, <u>do</u> not face any pressure from their work./ Everyone should make a balance between <u>their</u> physical, mental and social life/ The first benefit we can talk about <u>it</u>/ People who practice sport are more active than <u>who</u> do not/ There are some exercises <u>can</u> make you in a good mental state like the yoga/ Sport can make people more satisfied with <u>oneself</u> and with others/ <u>This</u> physical exercises are very beneficial/ There are many problems <u>who</u> lead to anxiety/ any person research about solutions to stop <u>this</u> problems among <u>which</u> practise sports/ It is improved <u>that</u> when someone is angry/ Satisfied with <u>their</u> selves/ people tend to play sports because of <u>its</u> benefits / people who always exercise, <u>they</u> can feel better/ they can protect herselfes / many people still don't know <u>it's</u> importance/ it makes you take many problems from <u>it's</u> positive side and make it easy to get rid of <u>(them)</u>/ everyone who lives in this world <u>he</u> faces a lot of Pressure/ one of <u>this</u> ways/ sport <u>it</u> is something necessary/ When we mention some of <u>this</u> benefits/ health is</p>

			<p>a crucial element in life, <u>which</u> we must protect <u>it</u> / although the physical part <u>it</u> is not the only part../ the first benefit we can talk about <u>it</u> is the physical/ doctors advise people to practise sport because <u>they</u> considered as a treatment/ both <u>this</u> two kinds of treatment/ Exercise can change our life if <u>you</u> can get the benefits/ sport makes you change ideas, respect each other <u>which</u> is feel comfortable with friends/ in some kinds of sport such as football _need a group of people/ we find people _ practice sport are more active/ we have to teach our children how to practice sport and how and convince them of the benefits of <u>it</u>/ exercise makes body part to be in movement which helps all <u>those</u> to be strong/ practising sport <u>it</u>'s a good habit/ To practise sport <u>it</u>'s good when you're in bad mood/ not doctors <u>who</u> give always advice to practise sport/ After some statistics of research, <u>which</u> talk about the human being/ there are some practices _ make you feel better like the yoga/ so the exercise <u>it</u> is so important in our life/ exercise can make <u>yourself</u> feel better/ Everyone when <u>he</u> is practising sport../ he finds <u>his self</u>/ exercising sport <u>it</u> is one of the most relevant domains/ every person facing stress in his life and also with <u>himself</u>/ doing exercise <u>it</u> can be at his school/ practicing sport it can be only a hobby/ exercise has a lot of benefits for our body and <u>in</u> our life/ in <u>these</u> case you give <u>these</u> time to your health/ everyone should make balance between <u>their</u> physical, mental and social life/ sports is like breath and I cannot be away from <u>it</u></p>
	Subject/Verb Agreement	95	<p>When a person <u>exercise</u>, his muscles and nearly all his body parts are in movement/ Playing sports <u>have</u> also its benefits on their moral status/ Playing sports <u>have</u> also its benefits on their moral status/ Physical exercise _ also the best solution for people with breathing problems/ People <u>are</u> tend to play sport because of its various benefits/ it refreshes and <u>turn</u>/ exercise can be a perfect task that <u>make</u> the cardiovascular../ this can <u>reflects</u> positively../ exercise <u>have</u> many social effects/ it <u>push</u> you to many challenges/ Our body <u>need</u> a lot of../ Exercising is time when the body <u>throw</u> all what makes...and it <u>help</u> to forget problems/ concentration at the moment of doing the exercises <u>give</u> you the chance...and <u>make</u> you out of stress/ it <u>mean</u> that.../ doing sport <u>mean</u> giving time to your health/ we should <u>gives</u> attention to our health/ practicing sport <u>help</u> in losing weight/ It <u>help</u> to get out the bad ideas...and <u>give</u> us a way to be independent/ he <u>need</u> to practice sport/ sports <u>makes</u> the person's physical appearance more elegant...it <u>give</u> him the power/ it <u>help</u> your cardiovascular system and <u>make</u> your heart and lungs stronger/ practicing exercise <u>keep</u> your body healthier/ he <u>find</u> himself building new relationships/ exercising <u>make</u> you enjoy life/ because it <u>help</u> them to move/ there <u>is</u> some practices/ it <u>help</u> to feel comfortable/ exercising <u>have</u> benefits/ the heart <u>press</u> more blood/ practicing sport and exercising <u>is</u> very important/ it <u>make</u> you lively and more</p>

			<p>active/ that <u>mean</u> that there are many benefits/ exercise <u>make</u> all body parts in movement/ the cardiovascular system also <u>benefit</u> / many doctors <u>advise</u> their patients to practice sport/ exercise <u>have</u> many benefits/ cooperation in playing <u>teach</u> us the importance of others/ exercising <u>make</u> us <u>increase</u> our body/ everyone <u>need</u> and <u>want</u> to feel active/ sports is very important in life/ sports <u>is</u> like breath and I cannot be away from it/ exercise <u>have</u> physical, mental and social benefits/ exercise <u>have</u> a social benefit/ in short, exercise <u>have</u> physical, mental and social benefits/ any person <u>return</u> to search about the solution/ practising sport <u>lead</u> to mental benefits/ anybody <u>need</u> to practice sport/ feeling and thinking <u>is</u> good without stress or anxiety/ practicing sport <u>lead</u> to many benefits in society/ practicing football together <u>lead</u> to increase relationships/ when a person <u>practise</u> ‘yoga’.../ it <u>help</u> them to relax/ exercising <u>strengthen</u> the memory/ exercise <u>have</u> a lot of benefits/ it helps the body and <u>protect</u> it from disease/ it also <u>help</u> in activating muscles/ it <u>fixe</u> and <u>improve</u> the air circulation...and help the heart and the lungs/ sport <u>play</u> a great role in mental health/ it <u>help</u> to release all stress / when someone <u>exercise</u> he/she <u>express</u> his/her feelings/ it also <u>make</u> people relax/ exercise <u>make</u> them build new relationships/ if a player <u>want</u> to run quickly.../ people <u>has</u> to know that practicing sport can make their lifes more comfortable/ human being <u>need</u> a lot of things to improve their lifes/ so exercise <u>give</u> many benefits/ exercise <u>help</u> people who practice sport mentally/ this <u>help</u> oxygen to enter all parts of the body/ blood circulation <u>arrive</u> to our brain to feed it/ all of that <u>help</u> the person’s thinking to be positive/ when the person <u>practice</u> sport, he will make different relationship/ this <u>help</u> him to discover the way of thinking and living/ it makes our body parts <u>moves</u> regularly/ when men <u>practises</u> sports, he will be fine/ everyone who lives in this world <u>face</u> pressure/ ... gives the body the oxygen that the body <u>need</u>/ and it <u>develop</u> the way of your communication/ it’s the only reason that <u>keep</u> us far from disease/ it <u>protect</u> our body from many diseases/ the sport are important for our body/ yoga <u>help</u> people to reduce their pressure and anger/ a person who <u>practice</u> sport <u>have</u> healthy body not like a person who <u>do</u> not practice at all/ exercising <u>make</u> the body move into various positions/ doing exercises <u>have</u> benefits/ practicing sport <u>have</u> a relationship with the mental health/ it <u>helping</u> for a strong memory/ exercising is an activity that <u>have</u> benefits</p>
	Verb Tense	32	<p>We can <u>said</u> that the healthy mind is in the healthy body/ Regular exercise <u>had</u> mental benefits on human health/ When somebody is angry, he can just walk or ran until he <u>forgot</u> about his problems/ By physical exercise you <u>could</u> improve your self esteem/ He needs <u>to practicing</u> sport to get rid of stress/ The most important thing that has <u>to mention</u> is</p>

			<p>organization/ sport makes all body parts <u>moving</u> continuously/ Doctors advise all people <u>to doing</u> sport/ in these case you <u>gived</u> these time to your health/ he need <u>to practicing</u> sport/ you make your blood circulation active and by that you <u>will face</u> the diseases / you never get old because you <u>use</u> to <u>practice</u> sport/ when everyone <u>practicing</u> sport, the first part moving in his body is his muscles/ you should <u>practicing</u> some sports/ he finds himself <u>built</u> a new relationship/ when he <u>meeting</u> new friends, they <u>will making</u> him <u>feeling</u> better/ exercise makes you enjoy life and <u>given</u> you confidence/ you should <u>practicing</u> sport at least three times per week/ it <u>recommended</u> by doctors and psychologists/ he needs <u>to practicing</u> sports/ it makes the body healthy when a person <u>practicing</u> sports/ sport makes all the body parts <u>moving</u> continuously/ we find many doctors advise all people to <u>doing</u> sport/ in this case, you <u>given</u> time to your health/ when they <u>build</u> houses and when they <u>farm</u> the land/ by sport you <u>could</u> improve the functioning of your body/ First we <u>began</u> with the physical side/ it improves the body health which <u>became</u> better/ to <u>became</u> elegant/</p>
	Possessive case	25	<p>Doctors advise people of all <u>age's</u> to practice sport/ practicing sport has its benefits on <u>people's</u> moral status/ Being a member of the <u>school's</u> team / it organizes the <u>heart's</u> beats and regulates the <u>blood's</u> circulation/ the <u>mind's</u> imagination/ this helps the <u>blood's</u> flow/ we can fight the <u>body's</u> diseases / it is god exercise for breathing and the <u>blood's</u> movement/ he faces problems in <u>everyday's</u> life/ sport improves the <u>breath's</u> system/ sport reduces the <u>heart's</u> diseases/ all that helps the <u>person's</u> thinking / <u>sport's</u> benefits vary/ exercising is important to the <u>physical's</u> health/ the second art improved by sport is the <u>mental's</u> side/many people still don't know <u>it's</u> importance / it helps to increase <u>the capacity of the lungs</u> (the lungs capacity, instead)/ it is important for the <u>body's</u> health/ it makes us increase our <u>body's</u> energy/ to discuss various <u>health's</u> benefits/ exercise is important for <u>hum's</u> life/ the brain conveys a message to all <u>the organs of the body</u> (the body organs)/ to suit the human <u>body's</u> need of oxygen/ it increases the <u>concentration's</u> energy/ another definition of <u>sport's</u> benefit is.../</p>

	Word form	1 0 9	<p>Doctors <u>advise</u> their patients to exercise/ The good way to live healthy without stress or <u>nervous</u>/ Athletic people are known by their calm and <u>relax</u>/ Practicing sports has many <u>advantageous</u> and benefits/ to pass <u>healthful</u> life/ pressure washed like <u>snow melt</u>/ <u>healthful</u> life/ the good way to <u>leave</u> healthy/ it has many benefits such as <u>physically</u> and <u>mentally</u>/ they <u>advise</u> the <u>older</u> human to do footing/ we move to the <u>mentally</u> side/ there are practices that <u>making</u> you with good <u>mental</u>/ in addition to <u>physically</u> and <u>mentally</u> sides we move to <u>society</u>/ when you are in with good <u>physical</u> and good <u>mental</u> that help you to <u>leave</u> with self confidence and <u>honest</u>.../ to <u>leave</u> in your society without <u>nervous</u> or <u>afraid</u>/ training makes them very <u>relax</u>/ sport makes people very <u>relaxes</u> and calm/ doctors <u>advise</u> people to exercise/ the <u>importance</u> thing that has to <u>mention</u>/ <u>relaxing</u> in your family, society/ sport is <u>relax</u>/doctors are <u>advising</u> people to <u>doing</u> exercise/ improve the body <u>healthy</u>/ to become <u>eleganced</u>/ or those who <u>interest</u> with appearance/ there are many benefits of <u>practice</u> sports/ <u>practice</u> sport leads to mental benefits/ when we study and forgetting some problems/ <u>practice</u> sport leads to many benefits/ <u>practice</u> sport is very important/ to solve their <u>healthy</u> problems/ doctors are <u>advising</u> patients/ specialists are <u>advising</u> people to walk/ it helps in <u>activing</u> muscles/ it is the best solution for the <u>breath</u> system/ makes people feel happy and <u>satisfy</u>/ it can <u>effect</u> your body/ a person can be more active and <u>lively</u>/ my <u>advise</u> for you/ exercising ca make their lives more comfortable and <u>more safe</u> and <u>healthy</u>/ it <u>activates</u> muscles/ by making them feel <u>relax</u>/ when we <u>exercising</u>, we <u>breath</u> deeply/ some people prefer to avoid <u>practice</u> any activity/ it helps the body <u>to breath</u> in good way/ the <u>breath</u> system / working out every day and <u>run</u> for about ten minutes / it keeps him/her less <u>effected</u> by diseases/ all of us <u>looking</u> for better health/ it is the <u>based</u> step in the health/ good <u>mental</u> means.../ the second reason is <u>physically</u>/ it has benefits as <u>mentally</u> side/ we feel <u>relax</u> in the body/ avoiding negative feelings like: stress, <u>angry</u> and <u>disturb</u>/ <u>physically</u> benefits are many/ exercising has different <u>affects</u>/ doctors <u>advise</u> patients to practice sport/ it needs a lot of practices such as exercises of <u>relax</u>/ Yoga is one of the major <u>relax</u> exercises/ because of its benefits on getting <u>relax</u> and also for <u>ease</u> the way of thinking, getting new ideas and <u>think</u> purely/ many doctors <u>advise</u> people to practice sport/ sport is good for people who <u>smoking</u>/ when we practice exercise we feel <u>relax</u> and calm/ sport makes all the body systems <u>moving</u> continuously/ it enlarges the mind imagination and this can be <u>reflect</u> positively on your health/ it has many benefits <u>physically</u> and <u>socially</u>/ he needs to <u>practicing</u> sport/ persons who practice exercise are <u>more healthy</u>/ to give children better and <u>healthy</u> life/ people who exercise are <u>more healthy</u>/our body needs a lot of <u>importing</u> things to be more <u>power</u> and <u>energy</u>/ it gives you the chance to be more <u>relax</u>/ it means that <u>practice</u> a sport.../ doctors <u>advise</u> people to <u>doing</u> sport/ exercise is very <u>importing</u> to our body/ we should give attention to our <u>healthy</u> by <u>practise</u> sport/ to protect his body against diseases <u>mentally</u> or <u>physically</u>/ you should <u>practicing</u> some sports/ exercise can <u>stronger</u> your social relationships/ when he <u>meeting</u> new friends they will make him <u>feeling</u> better/ it is a good way to your health <u>physically</u>, <u>mentally</u> and <u>sociology</u>/ you should <u>practicing</u> sport.</p>
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Syntax	Sentence Structure	9 0	<p>Exercising has a lot of benefits <u>and</u> good effects <u>and</u> we should practice it/ <u>So</u> we should pay more attention to our health/ This pressure causes diseases such as diabetes <u>and</u> heart diseases <u>and</u> blood pressure <u>and</u> so on/ We should not forget that practicing sport helps in losing weight <u>and</u> <u>get</u> a beautiful body/ Everyone who lives in this world <u>he</u> faces pressure in everyday life/ exercise is very interesting <u>and</u> it has a lot of benefits <u>and</u> it keeps you healthy <u>such as physical, mental and social</u>/ When everyone is practicing sport the first part moving or <u>in movement</u> in his body exactly is his muscles/ it helps your cardiovascular system <u>and</u> makes your heart <u>and</u> lungs stronger <u>and</u> healthier <u>and</u> sport can avoid your body from diseases, like diabetes and obesity and blood pressure/ <u>So</u>, you should practicing some sports such as yoga and <u>reading these</u> exercises can make your mind healthier/ everyone when <u>he</u> is practicing sports in a club, <u>he</u> finds himself built new relationships/ exercise is time when a body throws all what makes you nervous <u>and</u> crazy <u>and</u> it helps to forget problems/ practicing a sport is like a defence from many diseases, <u>and</u> we find many doctors who advice all people to doing sport to give more energy to the body <u>because</u> exercise is the main solution for any health problem/ So, you will be more comfortable in your life between work <u>and</u> study <u>and</u> doing sport <u>because</u> any day you should give time to exercise <u>and</u> in this case you gave this time to your health <u>and</u> your future power body/ be healthy and be wealthy <u>of what you got</u> from exercising/ every one of us should make a balance between their physical, moral and social life/ doing daily exercises makes the muscles stronger, the heart better and the lungs <u>clean and healthy</u>/ <u>For more</u>, we should not forget that sport helps in losing weight and <u>get</u> a beautiful body/ It helps to get out the bad ideas <u>and</u> to build our personality <u>and</u> gives us a way to be independent <u>and</u> responsible <u>and</u> get off the bad energy in the mind/ we all must know those benefits to make the decision to change our bad habits of sleeping <u>and</u> stay making exercises <u>and</u> teach it to our children/ <u>And</u> doing exercise <u>it</u> can be at his school, or in the gym <u>and</u> also alone at home, the sport makes you healthy/ it makes our body healthy when the person practsing sport <u>it</u> means that you make your blood circulation active <u>and</u> by that you will face diseases <u>and</u> it makes you breath well <u>and</u> your heart beats normally/ you will never get old and weak early because you practise sport <u>so</u> your body still active <u>and</u> your body is always active <u>and</u> you will never get tired/ <u>And</u> of course you will never get fat because doing exercise makes you graceful, nimble and have a nice body for men <u>even</u> for women/ practising sports <u>it</u> can be only a hobby <u>but it is more</u>, I think <u>it</u> the natural medicine to face diseases <u>and</u> to be healthy <u>and</u> skinny/ this magic activity can activuseate the brain cells to enable the human being to be creative <u>and</u> to enlarge the mind imagination, <u>and</u> this can reflect positively on <u>your</u> appearance/ we feel <u>relax</u> and calm <u>it helping</u> for strong memory <u>and</u> in this case we can say “<u>the good mind in the good body</u>”/ people think practicing sport is just for those who want to lose weight <u>this</u> is totally wrong/ people practice yoga because of its benefits on getting <u>relax</u> and also for <u>ease</u> the way of thinking, getting new ideas and <u>think</u> purely/ Although the physical part which exercising improves <u>it</u> is not the only side that practicing sport <u>increases</u>/ <u>So</u>, move your body and be healthy/ Exercising can reduce our</p>
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		<p>diseases and realize our hopes to get a <u>healthy</u> body because <u>health</u> is the crucial element in our life, which we must protect <u>it</u> from the diseases/ we feel <u>by</u> relaxed in <u>the whole of</u> our body especially in the mind and the heart by avoiding the negative thinking like: stress, <u>angry</u> and <u>disturb</u>/ generally in our world all of us <u>looking</u> for better <u>health</u> and good <u>health structure</u>/ good <u>mental</u> means <u>how to think</u>, <u>how to talk</u> and <u>how to live</u>/ Although the two <u>bases or steps</u> contain each other, we cannot live with only <u>base or step</u>/ also it is something <u>should</u> anyone of us do it because it is a free way to protect our <u>health</u> and to make <u>healthy society</u>/ each and every one of us sees exercise as a hobby, but <u>the matter of fact that</u> exercise is more than a hobby, <u>it</u> helps the body to grow healthy, <u>make the the heart beats normally</u> and the blood circulate regularly/ Working out every day and <u>run</u> every morning gives the body the oxygen / We should practice sport <u>no matter the</u> environment that we live in <u>we</u> should take care on our body to live happy and healthy/ Some people prefer to avoid <u>practice</u> any activity, but the others tend to practice exercises <u>and</u> everyone loves some sports or exercises <u>and</u> they have many benefits on physical and mental health/ exercise improves our body, <u>so that</u> it makes our body parts move regularly <u>such as</u> when men practices sport, <u>he'll</u> be fine <u>and</u> he <u>is</u> often reduces the illnesses of the body parts/ it aids the brain to think in a good way <u>and does not think spontaneously</u>/ The second benefit, <u>it</u> helps the body to breathe in regular way i.e. <u>the system of breath</u> because any sport improves <u>the breath system</u> / exercises have a lot of benefits and good effects, <u>and</u> we should practice <u>and</u> follow <u>them</u> because they can help us/ All that <u>help</u> the person's thinking <u>opened and positive</u> / sport's benefits <u>are</u> vary from body <u>health</u> to mental <u>health</u> and to <u>social health</u>/ Human beings need a lot of things to improve their lives and to <u>reach for</u> what they want, <u>they must</u> be in good health by practicing sport/ sports help people physically making their bodies strong, <u>means actives</u> muscles healthy people protect their bodies/ if a player wants to run <u>quickly</u> or to swim <u>quickly</u> this process requires a great deal of time/ they can protect <u>herselves</u> if they found any obstacle <u>such as when they were robbed</u> / the first benefit is on the physical side which <u>it</u> can effect your body positively/ they can feel the effect immediately which is <u>they will be more calm and in good mood</u> / exercising is beneficial <u>like what we have seen above</u> physical and psychological/ it is improved <u>that</u> when someone is angry <u>what he has to do</u> is just to move or walk until he forgot/ when we practise sport <u>that</u> makes our relationship with partners strong and last long/ there are many benefits <u>of practice</u> sport, physically, mentally and society/ <u>practising</u> sport leads to mental benefits because</p>
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		<p>when <u>practising</u> football feeling and thinking <u>is</u> good without <u>any</u> stress or anxiety especially when we study and <u>forgetting</u> some problems / when we <u>practicing</u> football together <u>leads</u> to increase relationships <u>more solid</u> and the world becomes one valley and <u>exchange</u> experience between nations and countries/ <u>the better is the practice sports everyday</u> / <u>By</u> sport you make relationships and new friends <u>deserve</u> your sacrifices and hold your back/ The exercise has two kind of benefits <u>such as the mental and the physical</u>/ it helps the people to pass difficult time <u>cases</u> as to forget their problems and <u>relaxing</u>, <u>reducing</u> the stress, <u>give</u> enough space and time to the mind to think and <u>don't faced</u> mental problems / <u>the second</u>, the physical effect <u>like</u> improve the body <u>healthy</u> <u>became</u> perfect and better/ Also, <u>can</u> improve the body to become <u>elleganced</u> for those who <u>interest</u> with <u>the</u> appearance, in addition for <u>avoid faced the</u> hard diseases/ both these two kinds of benefits of exercise are needed by people <u>and</u> it is more important for the human beings/ it has many benefits such as <u>physically</u>, <u>mentally</u> and <u>contact with our society</u>/ when you practice sport you will be <u>in good physical</u>, <u>and</u> when you are <u>in good physical</u> sure you will feel comfortable/ There is some practice <u>can making</u> you with good <u>mentally</u> like <u>the yoga</u>, it is a famous exercise, when you feel tired mentally/ In addition to <u>physically</u> and <u>mentally</u> sides we move to <u>the society</u>/ When you are with good <u>physical</u> and good <u>mental</u> that helps you to leave in your society without <u>nervous</u> or <u>afraid</u> and <u>connect the others</u>/ People should teach their kids from a young age to make it a habit <u>and it's a good habit</u>/ Practising sport <u>it</u> is a good habit because it has a lot of <u>benefits</u> such as physical, <u>healthy</u> and psychological <u>benefits</u>/ Second <u>more healthy</u> when blood comes to your heart and lungs, you will have no more problems in <u>your heart and lungs</u>/ it makes you <u>lively</u> and more active instead of <u>lazy</u>/ people find the best way to save it in different <u>process</u> according to its <u>important</u>/ that's means there are many benefits of exercise <u>the physical and the mental</u> are some benefits <u>part</u> of exercise/ the cardiovascular system also benefits from it <u>exercise training the heart and lungs which</u> make them very <u>relaxed</u> awhile sport/ That's helps him <u>for curability</u> from many sicknesses/ exercising helps us to develop our bodies <u>and</u> to be strong <u>and</u> to progress our health <u>also</u> it is a treatment of a lot of diseases/ running helps the oxygen to arrive to brain then <u>the brain</u> conveys a message to all the organs <u>of the body</u> to be more active and dynamic/ that's why we find people who practise sport <u>are</u> more active than <u>who do not</u>/ they practice sport in opened green spaces <u>and</u> they <u>putting</u> their <u>problems of the job, the family and the society</u> away to be happy and to get some rest, <u>also</u> they refresh their memories/ we have to teach our</p>
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			<p>children how to practice it and aware them by the different benefits of <u>it</u> / Exercise has incredible benefits, <u>whatever the kind of sport</u> / exercising make us increase our body, feel active and <u>relax</u>/ Sport can change <u>your</u> life if <u>we</u> can get the benefits very well/ everyone <u>needs and wants to be feel</u> active/ the <u>importance</u> thing to mention is organization of exercising, <u>preparing</u> from heart to increase and develop that <u>organization</u> can improve the benefits/ exercising is relaxing, <u>respecting and effecting</u>/ sportive people are characterized by their calm and <u>relax</u>/ it makes them healthier, <u>calm and social</u></p>
Fragments	53		<p>Fitness <u>mostly</u> important for men/ In addition to the social effects <u>are</u> the physical effects/ <u>Whatever the kind of sport</u>. When you practice it you feel better / <u>Whatever the kind of sport</u>. When you practice it you feel better / People work, study and communicate, but in order to find inner peace <u>practicing different kinds and types of sport</u> / moreover, <u>keep your memory easily</u>/ Another advantage of exercise <u>that it develops the relationship between people</u>/ It makes our body healthy <u>when the person practicing sport</u>/ For example <u>help for strong muscles</u>/ for example, <u>helps for strong muscles</u>/ Every person <u>facing</u> stress in his life from school, home, and also with himself / It makes our body healthy when the person <u>practising sport</u>/ you <u>still</u> active and you will never get tired/ I think it <u>the natural medicine</u> for our bodies/ For example, people who are always exercising / Another advantage of sport <u>that it develops the relationships between people</u>/ Once you are practicing sport you feel that all your pressures <u>washed away</u>/ Everyone who Lives in this world / <u>The first benefit</u>, the exercise improves our bodies/ <u>The second effect</u>, it helps the body to breath in a healthy way, i.e. <u>the system of breath</u>/ <u>Another benefit, which is the mental effect</u>, the exercises help the human to relax/ sports help people physically, <u>means actives muscles</u>/ sport saves our brain, <u>means when we exercising...</u>/ All that help the person's thinking <u>opened and positive</u>/ The last benefit of sport is social relationships, <u>means when the person...</u>/ when we practice football together <u>leads to increase relationships</u>/ And <u>exchange experiences between nations and countries</u>/ You make new friends <u>deserve your sacrifices</u>/ <u>The first, the mental effect of the exercise</u>; for example, <u>help people to pass difficult cases</u>/ <u>The second, the physical effect</u>, like <u>improve the body health become perfect and better</u>/ Also, <u>can improve the body to become elegant</u>/ and <u>it more important for the human beings</u>/ After some statistics of research/ There are some practices <u>can</u></p>

			making you good mentally/ first of all, <u>fitness mostly for men.</u> / Secondly, <u>losing weight for women.</u> / First, <u>recycle the blood of your body.</u> / Second, <u>more healthy</u> when it comes to your heart and lungs./ most people <u>aware</u> about this significant issue/ <u>In order to obtain the different benefits from different kind of exercises</u> / For example, in some kinds of sports as football <u>need</u> a group of people to practise it/ In addition to the social effects <u>is</u> the physical effects/ Exercise has incredible benefits, <u>whatever the kind of sport</u> / <u>Besides what sport can improve.</u> / <u>Relaxing in your family, society and in each field</u> /
	Word Order	38	Not only <u>doctors who give</u> always advice to practice sport/ it has effect <u>rapid</u> on the body/ I feel active <u>physically and mentally</u> / sport is like breath which I cannot be away <u>from</u> it / sport has a lot of benefits such as <u>physical and psychological</u> / <u>when</u> it's good to practice sport you are not in good mood/ After some statistics <u>of research...</u> / both these two kinds of benefits of exercise <u>physical and mental</u> are needed by people/ playing football together leads to increase the relationship between them <u>more solid</u> / When somebody is angry <u>what he has to do</u> is just to move or walk/ these different exercises <u>in many ways</u> can be very beneficial/ Exercise can be beneficial and helpful in many ways such as <u>physical and psychological</u> / Nowadays every one <u>almost</u> practices sport/ The last point in this part <u>we can say...</u> / They must be in good health <u>by practicing sport</u> / Exercise gives us many benefits <u>physical, mental, social</u> / All of that helps the person's thinking <u>opened and positive</u> / when men practice sport, they will reduce the illnesses <u>of the body</u> / this pressure affects our health <u>negatively</u> / it helps the brain to work in normal way and also be <u>lively</u> / it is something <u>should</u> anyone of us do it/ exercise has a lot of benefits to our health such as <u>mentally side and physical one</u> / We start by the benefit <u>in mental side</u> / We can fight the diseases <u>of the body</u> by practicing sport / Doing exercises has benefits such as <u>physical and psychological</u> / exercising is an activity that has benefits for the body <u>the physical and the psychological</u> / Making exercise makes you always graceful and nimble and have a nice body <u>for men and even for women</u> / practicing sport can be only a hobby <u>but it is more</u> / It has many benefits <u>physically and socially</u> / Exercising is very important <u>for everybody</u> in the world to protect his health from certain diseases <u>mental and physical</u> / it has a lot of benefits to keep you healthier such as <u>physical, mental and social</u> / Sport has effect <u>rapid</u> to the body/ We should practice sport by <u>various kind</u>
lexis	Word choice	88	Doctors advise their <u>maladies</u> to exercise/ Exercise makes us <u>increase</u> our body/ exercise is relaxing, <u>respecting</u> and affecting/ exercise helps <u>to progress</u> our health/ We have to teach our children and <u>aware</u> them of the different benefits

		<p>of exercise/ healthy good, natural food and sport are <u>processes</u>/ ...which helps the body parts to be strong and <u>macho</u>/ doctors advise his <u>maladies</u> to practise sport because that's helps him for <u>curability</u> / do more and more sport to be <u>form</u> and healthy/ It <u>strengthens</u> the human body against diseases/ <u>Sportive</u> people are characterized by their calm/ sport makes people <u>up dated</u> to the social life/ sport has a lot of benefits such as: physical, <u>healthy</u> and psychological benefits/ the good way to <u>leave</u> healthy/ they advise <u>the older human</u> to do <u>footing</u> / that helps you to <u>leave</u> with self confidence and <u>honest</u> with the society/ practicing helps you to leave in your society without nervousness or <u>afraid</u> / exercise helps people to <u>pass</u> difficult cases as to forget their problems/ it is <u>improved</u> that when someone is angry he has just to move or walk/ exercise is an activity that <u>touches</u> the three <u>parts</u> of health/ exercising is the best solution for <u>the breath system</u>/ it makes people relax and feel happy and more <u>polite</u> / There is another benefit which is to be <u>on form</u> and strong/ also our <u>circulation</u> arrives to the brain to feed it/ All of that <u>help</u> the person's thinking opened and positive/ when man practices sport he often <u>reduces</u> the illnesses of the body <u>parts</u> / It helps the body to <u>breath</u> in a good way, i.e. <u>the system of breath</u>/ any sport improves the <u>breath system</u>/ They (sport activities) <u>participate</u> to avoid the bad behaviors/ exercise helps to <u>improve</u> the heart and the lungs/ we should practice and <u>follow</u> them (exercises) because they can help us in our life especially health <u>in every time</u> / it makes <u>the cells of the blood circuit</u> regularly/ exercise makes the cells <u>circuit</u> regularly/ It helps to <u>throw away</u> all the problems and pressures/ it is such an important <u>ticket</u> to pass a healthful life/ all of us are looking for better health and good <u>structure</u> of health/ it is the <u>based</u> step in health/ it means the good <u>structure</u> of body health/ Although the two <u>bases</u> or <u>steps</u> contain each other we cannot live with only one <u>base</u> or <u>step</u>/ when we practice the “<u>power sport</u>” as: Judo and Karate...by this we solve and reduce negative <u>points</u> in the personne/ good practice to the blood <u>movement</u>/ We should practice sport by various kind to live <u>more</u> and <u>good</u>/ exercise <u>develops</u> different body parts: <u>the concrete</u> side and the <u>morale one</u> / having strong muscles and healthy body with beautiful <u>form</u>/ we can say “<u>the good mind in the good body</u>”/ Sport makes all the body parts and organs or even <u>systems moving</u> / that makes <u>the cardiovascular</u> in good active manner/ <u>To say</u> mentally healthy is to <u>say</u> relaxed mind/ sport determines your <u>mind thinking</u> and your <u>body issues</u> and <u>completes</u> it/ exercising makes you out of <u>impression</u>/ you give time to your future <u>power</u> body/ you feel all your pressure washed away like <u>the snow melt</u>/ it's such a</p>
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			golden bose that is <u>healthful</u> life/ exercise is <u>provided</u> here/ sport can <u>avoid</u> your body from many dangerous diseases/ these can make your body <u>healthier</u> from many diseases such as <u>memory lost</u> / sport has benefits on people's <u>moral</u> status/ As they say " <u>healthy mind in healthy body</u> "/ We find people who practice <u>moral</u> sports/ Exercising is not only beneficial on people's physical and <u>moral</u> status.../ it is not only about having a <u>musculated</u> body/ we should <u>take</u> some of our free time for practicing sport to change our body and mind to a <u>better way</u> / you make your <u>circuit</u> active and by that you <u>face</u> diseases/ doing exercise makes you <u>skinny</u> and graceful/ it is the natural medicine for our bodies <u>to face</u> diseases and to be healthy and skinny/ it regulates the blood <u>flood</u> / you won't have any illnesses that <u>concern</u> body muscles/
substance	Capitalization	182	and also one can be relaxed and peaceful, free from anger and anxiety./ <u>e</u> veryone facing stress in his life F rom school, home and also W ith himself needs to practice sport./ and doing sport can be at school...or at the gym by using the W alking machine./...it means that you make your C ircuit active and by T hat you W ill face diseases and it makes you breathe W ell/ you never get old or W eak early B ecause you practice sports./ even if you are old you still be active./ and you will never get fat B ecause doing exercise makes you graceful./ So T he purpose of T his paper is to get about benefits T hat sport can give./ ...we have to talk about T he physical benefits...doing exercise makes T he heart better/...we should not forget T hat sport helps in losing weight/ It helps to get out T he bad energy...and get of T he bad energy in T he mind/ ...we must know T hose benefits to make T he decision to change our bad habit of sleeping all T he time./ Also people who practice sports like: T ennis, football and B asketball etc.,.../ ...for example: Y oga can relax.../...exercise can make tour mind healthier from many diseases such as A lzheimer/ In conclusion, E xercise is a good manner to protect your health/ T his paper is discussing the benefits of exercising: P hysical benefits and psychological benefits./...be healthy and wealthy from what you got from exercising such as gaining health and F orgetting about diseases/...you F eel all your problems and pressures washed away/Our B ody needs a lot of important things to have more P ower and energy, O ne of them is exercise which is the key to good H ealth./ Exercise H as a lot of B enefits for our B ody/ ...it is time when a B ody throws all what makes you nervous...and H elps to forget P roblems/ the concentration...gives you chance to be relaxed/ ...exercise is the key for a good H ealth/ It means that P ractising sport is a defence from disease/ ...doctors advise people to do S port to give energy to the B ody, B ecause exercise is the S olution for any H ealth

		<p>Problem./...doing Sport means Giving time. so you will be comfortable in life Because ...you give time to your Health and future Power Body/ Exercise is important to our Body according to its Benefits./ So, we should give attention to our Health by Practising Sport Because it is the Better at the moral and physical level/ sport makes all the body parts and organs moving./ to say physically healthy is to say relaxed mind.../ sport makes your relationship with people stronger and deeper.../ in addition sport determines all your social relationships.../ The first benefit we can talk about is the physical, In this part we can say.../ for example, it helps for strong muscles./ the last point in this part we can say:../ The second benefit is the psychological It means that practicing sport has a relation with the mental. when we practice sport, we feel relaxed and calm. it helping for strong memory/ most people think that practicing sport is just for those who want to lose weight./ For example, Yoga is one of the major relaxing exercises which is spread in china/Thus, All people practice Yoga because of its benefits/ ...for thinking purely, Yoga helps people to reduce their pressure and anger/ this movement helps the blood flow./ I mean, Sport makes society emerge and develop./ As a result, Exercising ha different effects on your absolute health/ First of all, Exercising improves our physical part../ Moreover, Exercise can reduce from our diseases.../ Moreover, practicing sports like: handball, Yoga, etc helps us.../ when we practice sport as Yoga, we feel relaxed/ When we practice the “Power Sport” as: Judo, Karate.../ When we mention some of these benefits in that side as: Swimming, Football, Hand Ball, also the Running/.., we consider exercise as a treatment for some illnesses as: Obesity, Diabetes/..the benefits of Football and Handball appear when make it stronger muscles./ Generally, in Our World all of us looking for better health/ in Same time We look and learn how to stay far from diseases./ in Same time there are Several Ways to protect our health. One of this ways is Sport, So what are the benefits of Sport?/ The first reason is Psychology, it is the based step/ ..it develops the way of Communication with others./ it is the Second Step of health...the good Structure of body health a body without disease./ Although the two bases or Steps Contain each other, we cannot live with only one base or Step./ As a conclusion, Sport is Something necessary...because it is the Only reason that keep us far from disease./ also it is Something should any One of us do it because it is a free way to make healthy Society./ Each one of us See exercise as a hobby../ ..exercise is essential to the person’s body because it Keeps him/her young and Keeps him/her less affected by the diseases/ besides the previous, the sport motivates you to discover your skills/</p>
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		<p>when the human is angry he throws out all the stress and starts to feel better/ ..this help the Oxygen to enter in all parts of the body/ ..when the Person Practice sport, he will make different social relations/ they can defend their rights./ the above benefits are enough to push and motivate people to practice sports./..when a person practices “Yoga” exercise, all his body is in movement./ Exercise also helps our Cardiovascular system/ In our society There are many problems/...,Therefore, any person returns to research about the solution to give up this problem/ Second, practicing sport lead to mental benefits because When practicing football feeling and thinking is good./ ..the world becomes one Valley/...sport is very important in life, Therefore, the better is to practice Sport everyday./ the objective of this essay is to discuss those benefits of exercise/ Exercise is important for humans’ life. it has some effects on the social side/ Another benefit of sport is the mental effect, There is a kind of people who practice exercise to forget problems/ to sum up, sport is important that’s why we have to teach our Children how to Practise it/ that means there are many benefits of Exercise: the physical and the mental are some benefits part of Exercise/ Exercise makes all body parts in movement Which helps all those to be strong and macho./...sport makes people relaxed that’s Why many Doctors advise his maladies to practice sport/ The pressure and problem disappear With exercise people Will think easily/ As well as, It strengthens the human body/ For instance, It trains the heart and the lungs/ Second, exercising had a mental benefits Sportive people are characterized by their calm/ it’s good to practice sport when you are not in good mood/ In conclusion, Everybody should practice sport/ ..they advise the Older human to do footing/ There is some practices can making you with good mentally like the Yoga/ .. that helps you to leave with self confidence ..., So the practice can help you to leave in your society/ ..exercise help the human to leave in good way..., So the exercise is so important in our life./ all the doctors are advising The people to doing exercise/ The exercise have two kinds of benefits such as The mental and The physical./ The first, The mental effect of The exercise; for example, help The people to pass difficult cases as to forget Their problems...reducing The stress, give enough space and time to The mind to Think/ The second, The physical effects like improve The body health/ ..also can improve the body to become more elegance for Those who interest with The appearance; in addition, for avoid Faced The hard diseases/...These two kinds of benefits are needed and it is very important for The human beings/ when you practice sport you train all your muscles../ by sport you make new relationships and new friends../ they will help you in</p>
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			different situations..
	Punctuation	127	<p>Human beings need a lot of things to improve their lives.., they must be in good health by practicing sports./ ..exercise gives them good shape, also a good health makes them live longer./..he throws all the stress, in addition sport saves our brain/ ..we breathe deeply, this helps oxygen to enter, also our blood circulation arrives to our brain/.....when the person practices sport he will make relationships, he will have new friends./ When you practice sport you train all your muscles, all the parts of your body move/ it has benefits on your cardiovascular system, playing sport is good training for the heart and it also help to increase the capacity of the lungs./ exercises may control all your mood, it reduces anxiety/In addition to the physical benefit exercise has a social benefit./ In short exercise has physical, mental and social benefits./ The first, the mental effect of exercise./ The second, the physical effect like improve./In conclusion, both these two kinds of benefits are needed by people and it is more important for the human being./ After some research in the world, which talk about the human being, especially the good way to live healthy the main point to be like that is exercise it has many benefits./ We began with the physical side, when you practice sport you are in good health that is why our doctors advise us to practice sport, because it has benefits/ They advise the older human to do footing, because it helps them to move, and to breathe in good way./ Secondly we move to the physical side when you practice sport ../There are practices which make you good like the yoga it is a famous exercise./ When you feel tired mentally, doctors will advise you to do that it helps to be comfortable./ In addition to the physical and mental side we move to the society./ the most common benefit is fitness and losing weight especially for women./..the best way is to practice sport it will make them in great shape./ It is good to practice sport, because it will make you more calm/ exercising has mental benefit Sportive people are characterized by their calm/..it makes them healthier, calm and social that is why we should practice sport./ In conclusion everybody should practice sport/ Sport is very crucial than the other?/ ..which helps all those to be strong and macho the cardiovascular system also benefits/..the mental part also benefits from exercise sport makes people relaxed/ The pressure and problems will disappear, with exercise people will think easily./ ..you could improve the functioning of your body exercise have many benefits./ Sport can change your life, if we can get the benefits very well./ when I do exercises I feel active physically and mentally./ The important thing is the organization of exercising, preparing from the heart to increase and develop</p>

		<p>that organization can improve the benefits./ sport is very important in our life _actually it is a side from life/..football needs a group of people to practice it_so this cooperation teaches us the importance of others../ In addition to the social effects is the physical effects,_exercising helps us to develop our bodies/ doctors advise people to practice sport but in order to protect themselves from diseases,_at least running,_helps the oxygen to arrive to the brain. / Another benefit of sport is the mental effect,_there is a kind of people who preferred to practice sport to forget problems,_they practice sport in opened places../ To sum up, sport is important,_that is why we have to teach our children how to practice it./people have a lot of things in common;_for example, exercising sports,_it is one of the domains that people prefer./ For people who are always exercising_they can feel the effect immediately/You never get old or weak early because you practise sport_so your body is always active./ practicing sports can be only a hobby but it is more,_I think it is the natural medicine for our body/ Firstly__we have to talk about the physical side,_because doing daily exercise makes muscles stronger./ Secondly__exercise has an effect on our personal and social life./ Moreover__sport helps us in our social life/ To conclude__we all must know those benefits/ people who exercise are more healthy than others,_they eat healthy food and care about their weight,_they have pure minds/ Exercise is interesting_and it has a lot of benefits/ When everyone is practicing sport_the first part moving in his body exactly is his muscles./ So, you should practice some sports such as yoga and reading__these exercises can make your mind healthier/ When he meets new friends_they will make him feeling better/ They know that each day,_for instance, they have to go to the gym or to run in the countryside/ So practice sport,_and be healthy! / In addition__ doing sport means giving time./ Our body needs a lot of things__one of them is exercise which is the key to good health./ Finally__exercise is very important to our body./ To have an active personality__exercising is the most effective activity to practice;_since it refreshes the body and soul/ firstly;_the major benefit is related to the body from the physical side./ These movements improve the blood pressure,_and helps the lungs to pump the oxygen inside the body,_also exercise can be a perfect task that makes the cardiovascular system in active manner/ Exercise has many benefits that you can't find in other activities,_due to various kinds of sports that vary from individual to collective./ Sport makes your relationships with people stronger and deeper,_also it gives you chance to meet new people/ In addition__sport determines your social relationships/The first benefit we can talk about is the psychological,_in this part we can say that doctors advise</p>
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		<p>people to practice sport/ The last point in this part we can said: by doing exercise we can solve our health problems/ When we practice sport we feel relaxed and calm./ Exercise is very important in our life and our body, we find it in different kinds./ we consider exercise as a treatment for some illnesses as: obesity, diabetes/ the sport is very important, so we should practice sport by various kinds/ this helps the blood to flow inside our bodies, which means when we practice exercise we get strong/ because when we are practicing sport, we feel that we are fresh, happy and relaxed/ Sports help us to forget our problems and pressures, in order to be relaxed and calm/ the psychological part must be healthy, but it needs lot of exercises such as: exercises of relaxation, for example: yoga is one of the major relaxing exercises/But now it is a wide world, thus, all people practice yoga because of its benefits, yoga helps people to reduce their pressure and anger/ But, those benefits are not just concerned just with the body, they are also concerned with society and government./..it keeps him/her less affected by diseases so, in my point of view everyone should exercise/ it makes our body parts move regularly, such as: when man practices sport he' ll be fine/ Moreover; they participate to avoid the bad behaviors/ sport is good for who has stress and pressure, because, it makes the person try to rely on these problems/ sport motivates you to discover your skills, like: football/ exercises help to improve the heart and the lungs the sports reduce the heart diseases./..we should practice and follow them, because they can help us in our life/Nowadays also people are practicing exercising without paying attention, for example, when they walk or move from one place to another./ In other words, if a player wants to run quickly this previous process requires time to be achieved./ So, players learn how to be patient./ In addition to fighting diseases and being self confident, there is another benefit which is to be on form/ people need a lot of things to live happy, one of these things is exercising/ sport plays a great role in the mental health, since it helps to release all the stress/ one of the benefits of sport is noted on the social side, where we found people meeting each other, and sharing thoughts/ Practising sport is important, and it is considered as a treatment to many diseases./ Exercising also helps our cardiovascular system; many specialists are advising people to walk 30 mn a day to protect their hearts from diseases which may cause death./ exercising helps people a lot from this side, it helps them to relax; it is proved that when someone is angry he has just to walk until he forgot about./ When we practice sport in groups, it makes our relationships strong and last long./ It is the second step of the good health, because, the good mind is in the good</p>
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			body, it means a body without disease and weakness./ sport is necessary in our life, because it keeps us far from disease./ In society many problems lead to anxiety and stress, therefore, anyone returns to a solution to these problems/ practicing sport lead to many benefits of society for example when we practice football together../
spelling	121		Way (instead of why) /wheather (instead of whether) /then (instead of than) / Haveing/ makeing/giveing/ Knowen/ showen / Mentaly/physicly/ generaly /Som / to secur/ calme/ relaxe/ Sacrifies/ to breave / confortibal/helth/ skedual/ anyone/ Alchahool/ Optain/ pumb the oxygen/ benifits/ domaint/ phiscly(instead of physically)/ base (instead of bases)/ neccare (instead of necessary)/ sociaty/ advicing / the fonctionning / comfertable / schadual/muscules/ owr (instead of our)/ quikly/ proces (instead of process)/ obstacle/ defand their rights/ adventageous/ confortable/ to breath (instead of to breathe) / spontaneously/ alkohol/ specialy/ regurally (instead of regularly)/ oxygene/ importanly/ environment/ exercicing/ especialy/ muscules/ appearence/ develope/ a possitive feeling/ Karatè the personne/ benefites/ swimming/ raning(instead of running)/ afternone/ desease/ Dowing (instead of doing)/ ower health/ bodys/ halp/ hart (instead of heart)/ wich/ nerveuse/ to forgett problemes/ consontration/ comfortibal/ their/ appropraite/ for exemple/ partenrs/ chalange/ madecament/ secur/ runing and swimming/ cardiolism (instead of cardiovascular)/ a beter way/ the disission/ teache/ muscals/ the hart beter/ the length (instead of lungs)/ clean and helthy/ disisses (instead of diseases)/ baeutiful/ brian (instead of brain)/ personalty/ responsibal/ the minde/ morover/ nember (instead of member)/ persone/ the jem (instead of gym)/ hoppy (instead of hobby)/ bodys/ skiny/ psychologcal/ psychologcal/ emmediatly/ preffer/ elligant/ culturs/ irea/ sientists/ spiritual/ in ordre to / opened/ incridable/ generaly/ bady/ phiscaly and mentely/ actualy/thews (instead of those)/ that's way (instead of why)/ disapear / aginst/ thier calme/ wether/ pregnant/ mor/ conect/ mentl problemes/ angryness/ appearence/ diseaces/ diseas/ through(instead of throw)/ wich/ sacrifies (instead of sacrifices)/ defferent/ som/ alchahool/ physicaly/ diffrent diseas/ we breath / beneficial

improved by exercising but also the social side when we practice sports in groups that makes our relationship with our partners ^{spelly} strong and last long. Also, exercising makes us interact with others and make new friends and meet people once and twice.

To conclude, exercise is very important and is an activity that touches the three parts of health. By exercise you could improve the functioning of your body.

verb tense

Good

It is brief and clear, and I think you can expand your paragraphs better by giving more supportive sentences.

First Evaluation : $\frac{15}{20}$

(Phase 2)

Second Evaluation : $\frac{15}{20}$

Student's name: Shehla Chahtazad.

Group: o.f.

Write on the following topic in 200 words.

Topic: What are the benefits of using a computer?

..... Thanks to technology many important devices are available to serve us. One of these devices is ^{the} Computer. Now days computer must be found ^{all} everywhere and available to every one what ever his age or level. It ~~must~~ be found at home, schools, organization. Also it is available to students, workers. We ~~can not~~ ignore the importance of ^a computer. There are many benefits of computer. ^{from consistency} it can appear in education, entertainment, ^{wrong word choice} communication, ^{faulty parallelism} making new relations.

..... The first and the most important benefit of ^a computer is in the field of education. It is common that this device is necessary for learners in their study and it become the thing that we ~~can not~~ stop using it. The use of computers ^{s/v agreement} for learners is not just in writing but also ^{cap} for storing their lessons and ^{them} come back to it when it is necessary. Its use can be more efficient if it is connected to the internet, at that time they can get all knowledge ^{and} courses they need to understand. In this case the computer is like ^a the second teacher; they can ^{students/learners} learn whatever they need ^{article} ask all the questions that come to their minds while the computer ^{use the key noun} provides them with all the answers. ^{s/v agreement}

..... The second benefit of computer is likely to be clear in entertainment. Most computers include

games that are funny and amazing. Entertainment does not mean only games but also some applications like websites, music programs. Whenever people are bored, stressed or even unhappy, they go to their computers and start to search, listen to music, play games that reduce stress and ^{faulty parallelism} ~~boring~~ ^{word choice} ~~boredom~~.

The third benefit touches the side of communication. Computers are useful in ^{word choice} communicating with others to express ideas, thoughts or to convince them with your opinion. Communication also means interaction with others whom you may not know. That can appear in websites: Facebook, Twitter, Mails.

Finally, the last importance can be social because it deals with ^{building} new relationships. Computers are like means of interaction. This interaction is not concerned only with ~~our~~ ^{punctuation} known friends or family ^{have a question} but also with people, students, teachers from other worlds, cultures and make them closer to you even if they'll be more than friends.

To conclude, computers are useful means that are very important and necessary for all people in the world. Their importance can be for learners in their study, for adults to have fun or for all of them to communicate and interact with others.

+ A very good essay.

Just try to pay attention to faulty parallelisms in your writing.

* Mind the word choice and subject-verb agreement.

First Evaluation: $\frac{13}{20}$

(Phase 1)

Second Evaluation: $\frac{13}{20}$

Student's name: ...Elouechma Halima

Group: ...07.....

Write on the following topic in 200 words.

Topic: What are the benefits of exercise ?

To have an active personality and live a comfortable healthy life, exercising is the most effective and appropriate activity to practise since it refreshes the body and the soul, fills your free time with activeness, and turns your daily normal life into a challenge and excitement in positive ways. That's why the purpose of this essay is to mention the different benefits of sport physically, mentally and socially.

Firstly, the major benefit of practising exercise is related to the body from physical side. Sport makes all the body parts and organs or even systems working continuously. This movements in turn give refreshment that improves the blood pressure and helps the lungs to pump the oxygen regularly inside the body. Also exercise can be a perfect task that makes the cardio-vascular in good active manner. Besides, sport is considered as a medication.

to the many body illnesses since it moves all the muscles.

Sport does not only bring physical health to the body but also brings mental health. To stay mentally healthy is to stay relaxed mind that gives the ability to think easily, and in like manner this magic activity can activate the brain cells to enable the human being to be creative and to enlarge his mind imagination, and this can

reflect positively on your appearance. Equally important, exercise has many

social effects and benefits that you can't find in other activities. due to the various kinds of sports that vary from individual to collective, sport makes your relationship with people you know more stronger and deeper, also it gives you chance to meet new people and build new relationships to feel more secure and more confident and push you to many challenges.

As conclusion, exercise is source of health and the secret of physical, mental, and social health since it provides all the health conditions to enable people to live comfortable life. In addition, sport determines your social relationships, your mind thinking and your body issues and complete it.

Try to revise and edit your essay because it embodies a lot of errors!

First Evaluation: $\frac{16}{20}$ (Phase 2)

Second Evaluation: $\frac{16.5}{20}$

Student's name: E. Ponechma Halima

Group: Df.

Write on the following topic in 200 words.

Topic: What are the benefits of using a computer?

Technology is the fuel that drives our lives; it is so important that it ^{has} become ^{essential} like water in life due to the huge number of different inventions in all the domains. Let's focus the lights on ^{the} computer, which is considered as the most useful and beneficial machine that ^{has} come to ~~the~~ existence to serve human needs in different fields. Many services and benefits can be obtained through the use of ^{spelling} computer, ^{and} these benefits can be divided into ~~the~~ ^{wrong word choice} camps: educational benefits, entertainment benefits, and ~~careers or job~~ ^{benefits}.

Starting by the benefits gained in the field of education, ~~the~~ ^{has} computers became an essential tool in the study due to the fact that it facilitates the process of inserting and ~~erecting~~ ^{entering} data, ~~and so for instance~~, ^{office program} collection including "word" which helps to ^{windows} create, organize, and edit texts; "Excel" which enable users to create tables schemes and statistics; and "powerpoint" which gives the ability to create presentations and researches through the use of ~~dispositions~~ ^{dispositions} with sounds, images and videos. In addition, there are many logiciels and programmes that are designed to help students such as "crocodile" used in electronic engineering; also dictionaries, encyclopedias and CDs that may support the students in their learning.

The Computer does ^{not} ^{only} help students but it helps also teachers, doctors, architect and others. Since ^{the} computer was invented, many software and program designers begin to create different microsoft programs and operating systems such as: medicine programs, which aid and facilitate the doctors' job, where we see that all hospitals contain computers for the sake of. The field of Architecture can't neglect the role of the computer in designing and planning, also physicians need this machine to manage their TP and their experiments. Besides, the fields of journalism ^{and} press and Media are based on computer because if there is no computer there would not be any media or tel. publications, or even cartoon series.

In addition to the enormous benefits of computers in the previous field, ~~there is~~ ^{the} computer is considered as a source of entertainment, where any one ^{can} practise his hobby in computer such as drawing, creating music, and writing poems. Also this magical machine enables its users to insert their pictures and videos and edit them by different programs such as "photoshop" and "wondershare video"; also they can share them through net, besides they can install games, use multimedia, watch movies and make free call and do.

As a conclusion, the computer is a great machine that responds to all human needs in all the fields; it facilitates education and learning, provides entertainment and supports many jobs. Thus, it can give any user the opportunity to be creative and inventive, ~~to be~~ Briefly, without computers the life of many people would be miserable and meaningless.

Very good! Well elaborated and organized.

First Evaluation: $\frac{12}{20}$

(Phase 1)

Second Evaluation: $\frac{13}{20}$

Student's name : Sowya Menaser

Group : 07

Write on the following topic in 200 words.

- Topic: What are the benefits of exercise ?

In the past, people were able to fight some diseases because they were ^{used to practice} practicing physical exercises. When they ^{wrong word} build houses and when they ^{v. tense} found the land they were practicing sports. Nowadays, also people are practicing exercises without paying attention; for example, ^{punctuation} when they walk and when they move from ^{one} place to another. Doctors recommend people ~~to~~ practice sports because of its benefits. In my opinion, I believe that practicing sports has many benefits. ^{wordiness}

The first benefit is to fight diseases. ^{can} There are many illnesses which ^{verb. tense} can be eradicated when we practice sports. Also, our hearts will work better and for a long time if we practice physical exercises.

The second ^{spelling} benefit is to be self-confident and patient. Sports teach people to be patient. ^{punctuation} In other words, if a player of ~~baseball~~ wants to run quickly or to swim quickly, ^{repetition} this previous process requires a great deal of time to be achieved. So, players learn how to be patient. ^{obj. &}

In addition to fighting diseases and being self-confident and patient there is also ^{another} one other benefit which is to be on ^{in a good shape} form and to be strong ^{w. word} people. It is a ^{true} ^{relative pron} truth people who practice sports ^{frequently} ^{wrong word} they are so strong and they can ~~defend~~ ^{protect} ^{w. w. no pronoun} themselves if they found any ^{wrong pronoun} ^{v. false} obstacle such as we ^{sentence structure} they were ^{capital letter} ^{spilly} not defend their rights.

To conclude, practicing physical exercises has many ^{spilly} advantages and benefits which can help people to live without illnesses and in a comfortable way. ^{Capital letter} The above benefits are enough to push and ^{S.V agreement} motivate people to practice sports. So that, people ^{wrong plural} has to know that practicing exercise can make their life more comfortable and their health more safe and healthy.

^{safer} just say: their health stronger or better

* your essay is good, but I think your body paragraphs are a bit short.

First Evaluation: $\frac{165}{20}$ (Phase 2)

Second Evaluation: $\frac{14}{20}$

Student's name: Soroya Menacer

Group: 07

Write on the following topic in 200 words.

Topic: What are the benefits of using a computer?

In the past, people used to write letters in small pieces of paper or animals' skin. It was very difficult to read and very hard to save them for a long period of time. Nowadays, thanks to the new invention which is called 'computer', the process of writing and saving data became easier. Computers are now made to help people. Also, they become very useful because of their small size and light weight. The computer's price differs for one computer to another according to the size and the ^{price} land market. The common point between computers is their unnumeros benefits. Hence, using computers is very beneficial.

The first obvious benefit of using a computer is that they are capable to save a great deal of data for a long and endless period of time in a short period of time. They can save pictures, articles, movies, books, records and series. Statistics show that the ^{number of} computer users is increasing every day because of their great capacities and their endless benefits. For example, if you are doing a research, computers save your work so that you can come back and see it again. You can also type texts and save them at the same time.

In addition to the first benefit there is another obvious benefit which is the clarity and the correctness of the typed texts or researches. In other words, computers correct the errors which occur during the process of typing texts automatically. For example, if a student is doing a new scientific research, there should not be any mistakes, and he makes a lot of mistakes, the computer allows him to correct the mistakes. Also, the texts typed on computers are very clear and legible. ^{repetition} ~~After~~ computers correct the errors whatever they are, like ^{Spelling} punctuation, capitalization, grammatical errors and other kinds and types of errors. ^{wordiness}

In short, computers have many benefits. They can save and correct data at the same time. In my opinion, I think that every one should know how to use a computer and how to benefit from it.

A very good piece of writing.

I like the organization of your ideas and the very good language use.

First Evaluation:

11
20

(Phase 1)

Second Evaluation:

12
20

Student's name: Bouchaib Kawther...

Group: ...o.f.....

Write on the following topic in 200 words.

Topic: What are the benefits of exercise?

The Benefits of Exercise

Exercise is a beneficial activity that gives the balance to our daily life. But most people still don't know its importance. Exercise has physical, mental and social benefits.

The most important part is the physical benefit. When you practise sport, you train all your muscles. All the parts of your body move and you burn calories. This keeps you away from laziness. It also has benefits on your circulatory system. Playing sport is a good training for the heart to make it younger and it also helps to increase the capacity of the lungs.

Another part is the mental benefit. Practising exercises may control all your mood. It reduces anxiety and helps you to think clearly. It also makes you look take a lot of problems from its positive side and make it easy to get rid of it.

what -> missing word

..... In addition to the physical and the mental benefits
exercise ^{S.V. agr.} have a social benefit. ^{exp.} By sport you make
new relationships and new friends ^{who practicing (missing word)} and ^{missp. pron} deserve your sacrifices ^{spelling}
and hold you back. ^{spelling} (the) will help you in different situations ^{plural}
not just inside your team... also out side in your
daily personal life.

..... In short, ^{S.V. agr.} exercise ^P have physical, mental and
social benefits. People who ^{spelling} practice sports are
more satisfied in their life, and they are far from
solving their problems by ^{spelling} some kind of bad habits
like drinking ^{spelling} alcohol or taking drugs.

Good

Your language use is good, but there are few
problems in the subject/verb agreement and the
punctuation. Also you should develop better
your paragraphs by providing more details.

First Evaluation: $\frac{14}{20}$ (Phase 2)

Second Evaluation: $\frac{14.5}{20}$

Student's name: Banchan Kaur

Group: AI

Write on the following topic in 200 words.

Topic: What are the benefits of using a computer?

Using the computer has become one of the essential needs for human beings. For me, it's the first thing I think to use when I open my eyes every morning. A computer facilitates life and made it speedier, especially when people have started to use the Internet. Computers have a lot of benefits in many domains like entertainment, study, and research, and communication.

When we talk about entertainment, we mean everything that makes life enjoyable and relaxable. We can use computers for watching the latest movies, listening to the new songs, playing games, knowing the exclusive news, shopping by the net, and asking for delivery of food.

Also, computers can be so beneficial when it comes to the domains of study. Students use computers to help them in doing their homeworks, learning online, using the web basic activities, make researches, raise their level of speaking and listening, and mid-high level of knowledge. Scientists also benefit from computers; they use it in their research, making their theories and doing experiments.

A computer has made the world a small village. People can communicate easily using the internet, and

they use a lot of tools such as facebook, emails, skype, what's up, to keep in touch with their families and friends or know ^{unclear!} others. ^{new} Also people nowadays have the opportunity to ^{new people/new friends} gain money while staying at home thanks to computers and the net.

Life would be so difficult if we have no computers, focusing only on their beneficial side. computers enriched the field of entertainment, study and research, and communication, and ^{have} become human being's addiction.

Very good piece of writing!

just mind the use of verb tense and the use of articles!!

First Evaluation = $\frac{11}{20}$

(Phase 1)

Second Evaluation = $\frac{11}{20}$

Student's name: Maissa Dridi

Group: 07

Write on the following topic in 200 words.

Topic: What are the benefits of exercise?

In our life people need a lot of things to live happy and comfortable. One of these things is exercising, but because of their ^{lemma of life} ~~their~~ ^{busy} ~~hadual~~ ^{spelling} they forget about it. ~~Although~~ ^{st+v agr.} Exercise ^{st+v agr.} have a lot of benefits on physical, mental, and social health.

First of all, exercise ^{no article} is very important to the physical health because it improves ^{the (article)} body and protect ^{st+v agr.} it from diseases. It also helps ^{st+v agr.} in activating ^{wrong form} muscles by moving all body parts. Exercise ^{st+v agr.} is also the best solution for the ^{spelling} breath system problems because it ^{regulates} fix ^{wrong word} and improve ^{wrong form} the air circulation and helps ^{st+v agr.} the heart and the lungs to function in a good way.

In addition, sport ^{st+v agr.} plays a great role in the mental health ^{punctuation} since it helps ^{st+v agr.} to release all the stress and anger because when someone exercises ^{st+v agr.} he/she express ^{st+v agr.} his/her feelings. It also makes ^{st+v agr.} people relax and feel ^{st+v agr.} happy and more polite and ^{wrong form} satisfy with their selves and with others ^{wrong pronoun}.

Moreover, one of the most important benefits of exercise is noted on the social

verb-tense

health, where we found people meeting each other and sharing thoughts and ideas. Also exercise makes them able to build new relationships.

All in all, people ~~are~~ tend to play sports because of its benefits which are: improving bodies, releasing anger, and sharing feelings with new people.

Your essay is a bit short but it is organized.
* Try to mind the subject and verb agreement in your writing.

First Evaluation: $\frac{15}{20}$ (Phase 2)

Second Evaluation: $\frac{15}{20}$

Student's name: Maïssa Dr. Di

Group: O.F.

Write on the following topic in 200 words.

Topic: What are the benefits of using a computer?

As human beings we have a lot of needs; the need to have fun and be happy, to love and be loved, and the need to communicate with others... etc. This can be achieved by many things; one of them is the use of a computer. ^{The} Computer, this great invention, which has changed our life completely. Even though ^a computer is just a device but its benefits are great to humans.

One of the main benefits of using a computer is the easy access to internet to collect information and make researches. ^A Computer makes it easy to us to show information that we need, and it gives us the chance to add or delete some information. It also makes people be creative and allow them to use new techniques and invent new things such as: special effects in movies or new ^{word form} music.

Moreover, ^{the} computer is a very important means of communication. ^{For instance,} where people can meet each other by using social media (Facebook, Skype) and exchange thoughts and ideas. Computers help people to be together even if they are very far away because it makes the ^{word choice} spaces shorter and

closer. It also helps to make relations between people stronger and makes new relationships. Using a computer, for example, to watch a movie with the whole family makes them feel happy and feel the love of each other and makes them stronger and closer.

In addition, the benefits of using a computer can clearly show in having fun, because it is a means of entertainment. We use computers to listen to music, to watch videos or movies, and to play games. These activities are very funny and make people happy and let them think about the fun they will get doing these activities. Sharing these entertainment things with our friends or family will make it even more funny.

All in all, whether we use a computer in collecting data or communicating with others, or having fun, it is just necessary to use it in a good way and take the best benefits from using it.

Very good

It is very easy to read your essay because your ideas are very clear and very organized.

First Evaluation: $\frac{13}{20}$ (Phase 1)

Second Evaluation: $\frac{13}{20}$

Student's name: Hamdane Hassina

Group: 0.7

Write on the following topic in 200 words.

Topic: What are the benefits of exercise?

Most people think that practicing sport is just for those who want to lose weight. This is totally wrong. Thus, Doctors all over the world advise their patients to practise sport because exercising is so beneficial for the body. These exercises have certain benefits on the psychological part of the body and the physical ~~one~~.

Firstly, the psychological part must be healthy and pure. But it needs lots of practices such as exercises. For example, Yoga is one of the major relax exercises which is spread in China. Now it is a wide world. Thus, all people practice yoga because of its benefits on getting relaxed and problem solving and also for easing the way of thinking, getting new ideas and think purely. Yoga helps people to reduce their pressure and anger which have negative effects on a person's behaviour or even the way of thinking.

Secondly, talking about the psychological part does not delete the physical part which is so important especially when it is affected by exercising. A person who practices sport have healthy body not like a person who does not practise at all. One of the benefits of

exercising on the physical part is having strong...
muscles and good, healthy body with beautiful ~~form~~ and
appearance. In addition, exercising helps the cardiovascular
system for a pure blood pressure and it trains the heart
and lungs ^{ref.} which are the mechanisms of the body.

Moreover, ^{cap.} exercising ^{c.v. sp.} make the body move into various
positions. This movement helps the blood ~~to~~ flow.

It means normal flow for blood.

In brief, exercising has external and internal
benefits on the body but those benefits are not concerned
just with the body, they are also concerned with society
and government of mean ^{repetition} sport makes society immerge
and ~~develop~~ ^{wrong word}

^{spelling}
A good essay!

use parallel structures and be careful
to subject/verb agreement

First Evaluation: $\frac{15}{20}$ (Phase 2)

Second Evaluation: $\frac{15}{20}$

Student's name: Hamdane.....

Group: of Hassina.

Write on the following topic in 200 words.

Topic: What are the benefits of using a computer?

..... Most people think that having a computer is not necessary, especially the old people since there were no computers in the past. But, this is totally wrong. Thus, having a computer ^{has} become a necessity for everyone because we are in a world full of modern technology where having a computer becomes a moda. Computers are so useful nowadays either ^{for} by children or ^{word choice} by their parents, in the classroom, or in the offices, in the house and everywhere in different domains. Using a computer ^{cap.} has a lot of benefits such as: ^{cap.} Entertainment and ^{cap.} communication.

..... It is common that listening to music makes our mood good and it reduces from our stress and anger. What's about playing games with friends and watching videos with them, especially when they get out in a trip together. The computer helps them to change their mood by making them feel happy. As we know all computers have their own camera that people use in order to get photos with each other wherever they were. It has also various applications that change their photos to make them funny and strong.

..... An other benefit of computer is communication. Most people make new relationships through the internet. Thus, computers without the internet are nothing and vice versa. All of us have friends, families that live abroad.

We don't meet all all, but because of the computer and the internet people communicate with their relatives and see them every day. In addition to this, up to 80% people are getting married through the internet ^{while} others get new jobs. There are so many social net works that help people to have new relationships such as facebook, messenger and skype. All of them are inside the computer. Besides, due to computers people ^{have} become able to control their time because it reduces the distances and saves their time.

In brief, computers are so useful and have a lot of advantages. But, saying that does not mean that computers do not have disadvantages. Thus, people should know how to use it in order to benefit from it and as the proverb says: "when wealth is lost, nothing is lost, when health is lost, something is lost, but when character is lost everything is lost."

Very good essay:

There are few mistakes and your language use and vocabulary are good.

First Evaluation: $\frac{12}{20}$

(Phase 1)

Second Evaluation: $\frac{12,5}{20}$

Student's name: Aourra Imane

Group: 07

Write on the following topic in 200 words.

Topic: What are the benefits of exercise?

The Benefits of Exercising

Not only doctors ~~who~~ give always ^{missing word} ~~advice~~ ^(patients) to practice sport but also media plays a vital role in making people more aware about the benefits of exercising. In this essay, we are going to discuss the benefits of sport on physical, mental, and social ~~aspect~~ ^{wrong word}

First, exercising ^{s.v. agreement} have benefits on human health. For instance, It ~~trains~~ ^{wrong word} the heart and the lungs; the heart ~~press~~ ^{s.v. agr} more blood to suit the human body's need of oxygen. In addition, it trains the muscles and makes all human body parts in movement. ^{Another transitional} ~~(As well as)~~ ^{and protects it} It strengthens the human body ^{single plural nouns} against diseases.

Second, exercising ^{had} ^{verb tense} a mental benefits. ^{Punctuation} Sportive people are characterised by ~~their~~ ^{word choice} calm and relax ^{wrong form}. In addition, it increases the ~~ener~~ ^{spelly} ~~brain's~~ ^{spelly} concentration! ~~energy~~ ^{spelly} especially in education. Exercising makes people free of stress and

negative energy.

Third, exercising makes people more social. It is an opportunity to meet people, get involved in discussions and so be ^{more} social. Moreover, practising sport makes people up dated to the social life. *punctuation* *wrong word*

In conclusion, exercising improves human life physically, mentally and socially; it makes them healthier, calm and ~~social~~ ^{cap.} That's why we should practice ^{Parallelism} sport. ^{faulty Parallelism}

Card

I like your essay because it easy to get you ideas. However, I find that it is a bit short. There are some errors in grammar, spelling and parallelism which you can avoid in the future.

First Evaluation = $\frac{15}{20}$

(Phase 2)

Second Evaluation = $\frac{15}{20}$

Student's name: Aourra...Imane

Group: 07.

Write on the following topic in 200 words.

Topic: What are the benefits of using a computer?

The Benefits of Using Computers

Since the computer was invented, life has radically changed. It ^{has} become easier and much more different. Today, having a computer is a necessity. It has great benefits on our lives. In this paper, we are going to discuss the benefits of using computers in education, science, researches and entertainment.

First, the use of computer in education has great benefits; it facilitates the task for both teachers and learners. It saves time and energy. Teachers use the computer in preparing their lessons by using the advanced programmes that it provides. They may use it also in presenting some courses and even in evaluating their students. ^{In case you can drop it} when it is linked to the internet both learners and teachers can have more advantages such as: keeping the contact between teachers and learners, exchanging experiences between them, doing extra-researches. In addition, a huge amount of information could be stored on the hard disc.

of the computer and used whenever and wherever it is needed.

Second, ^{cap.} Scientist, and researchers can also benefit from using the computer. It is a very important tool. ^{and} It provides them with exact and precise statistics. They can store their achievements on the hard disc of the computer and have many copies in few seconds.

Third, we can ^{also} use the computer in entertaining ourselves by playing games, watching videos, or listening to music. As well as, we can enhance the learning process ^{Moreover} of children by the educational oriented games.

In conclusion, the computers' ^{word order} very interesting role can never be ignored in our life. It has great benefits in education, scientific researches and achievements, and in entertainment.

A very good essay.
The second and the third body paragraphs are a bit short compared to the first body paragraph, you could have developed them better.

to the physical and mental part of body^{is} so try to be
calm in your mind and do more and more sport ~~to~~ be form
and healthy

missing article

wrong word

Alright!

Try to improve your sentences structures and to
develop better your ideas by giving strong supporting
details and good examples.

People can save time and money by using computers because computers ^{reduce} save time by ^{verb form} using it in houses or schools; that means, we need to have a lot of time to search. It helps us very quickly; it gives us information in a very short time. ^{cap} Computers ^{cost} save money; in order to get information ~~that~~ every time it ^{costs} saves our money by ^{storing} registering these information and ^{people} they can come back to the information without need to money. Moreover, computers can help ~~people~~ researchers in their research by organizing and ^{spelling} registering information of the research. For example, research has found a lot of information about their research in brief time. Computers ^{save} save time to researchers; they ~~achieve~~ ^{achieve} many achievement in short time that will help to improve ^{repetition} their selves positively.

In conclusion, computers make the life of people very easy due to their benefits. Computers ^{save} save time, ^{spelling} save money and make the world like a small village. ^{ok} Everyone can communicate to each other in short time ^{cap} from a large space ^{sentence structure} or even from wide surface. ^{cap} Computers help people to achieve plenty of inventions or achievement in ^a brief period of time.

Well elaborated essay. However, be careful to your vocabulary choice and avoid the repetition of words.

ملخص:

تهدف هذه الدراسة إلى الكشف عن الصعوبات و العوائق التي تعترض الطلبة في قسم الإنجليزية بكلية الآداب و اللغات في جامعة محمد خيضر- بسكرة و ذلك في الجانب الكتابي ، كما تسعى هذه الدراسة إلى استجلاء الأخطاء المتكررة في النصوص الكتابية للطلبة و ذلك على أساس منظور التداخل اللغوي من جهة ومحاولة إبراز الدور الجوهرى للأستاذ أثناء تصويب أخطاء الطلبة وترقية أداءهم وكفاءتهم في الكتابة من جهة أخرى. فيما يتعلق بفرضيات هذه الدراسة اقترحنا ما يلي : الفرضية الأولى تقر بأن التداخل اللغوي يمكن أن يكون السبب الرئيسي لأخطاء الطلبة في مختلف مراحل الكتابة. أما الفرضية الثانية فتقترح أنه إذا قام الأستاذ بالاستجابة للأخطاء بطريقة فعالة يمكن تعزيز الأداء الكتابي للطلبة. وفي هذه الدراسة قمنا باستعمال التركيب بين الطرق النوعية والكمية و للوصول إلى الهدف المرجو اعتمدنا على استبيان تم توزيعه على كل أساتذة التعبير الكتابي بفرع اللغة الانجليزية بجامعة محمد خيضر- بسكرة ، إضافة إلى الاستبيان تم تحليل مقالات 30 طالبا بهدف كشف ووصف وتصنيف مختلف أنواع الأخطاء و في الأخير تشخيص مصادرها وكانت آخر وسيلة استعملت لجمع بيانات البحث عبارة عن تصميم ما قبل تجريبي تم من خلاله عرض علاج بيداغوجي لفوج من الطلبة على شكل ردود فعل تصحيحية واضحة ومناسبة من أجل ملاحظة التقدم المحقق في مقالات الطلبة ، وأظهرت النتائج أن هناك حاجة ماسة لتحديد وتشخيص العوامل التي تتسبب في حدوث أخطاء متكررة للطلاب في الكتابة والاستجابة لها بشكل سليم ومناسب من خلال توظيف رد فعل تصحيحي فعال .

Résumé

Cette étude vise à explorer les causes des difficultés rencontrées par les étudiants d'anglais, à l'université Mohamed Khider - Biskra, en expression écrite et à démontrer l'importante place que le feedback correctif à l'écrit tient dans la didactique de l'écrit. L'étude tente de démontrer quelques problèmes fréquents souvent relevés dans les écrits des étudiants d'anglais à l'université de Biskra provoquant des erreurs d'interférence tant interlangues qu'intralingues. Elle essaie aussi de montrer que le rôle du feedback correctif à l'écrit est de manière décisive important dans l'amélioration de la performance écrite des étudiants, quoique son importance ait été fortement débattue depuis des décennies. La première hypothèse avancée dans cette étude indique que l'interférence interlinguale et intralinguale peut être l'origine de deux principales causes d'erreurs que la plupart des étudiants commettent à diverses étapes de l'écrit; la deuxième hypothèse suggère que si les enseignants fournissent un feedback correctif à l'écrit efficace, ils peuvent promouvoir la production écrite des étudiants. En combinant des méthodes quantitatives et qualitatives, la recherche rassemble les données d'abord au moyen des questionnaires ciblant tous les enseignants d'expression écrite de la Filière des Etudes Anglaises au département des langues étrangères à l'Université Mohamed Khider de Biskra. Ensuite, les essais de trente étudiants d'anglais langue étrangère ont été analysés pour identifier, décrire et classer les différents types d'erreurs et enfin diagnostiquer leurs sources. Le dernier moyen de collecte des données était une conception pré-expérimentale dans laquelle un groupe d'étudiants a été exposé à un traitement pédagogique sous forme de feedback correctif claire en temps opportun permanent afin d'observer les progrès réalisés dans le post-test des étudiants. Les résultats révèlent qu'il y a une grande nécessité d'identifier et de diagnostiquer les facteurs qui provoquent les erreurs récurrentes dans les écrits des étudiants afin d'être en mesure d'y répondre judicieusement en mettant en œuvre le feedback correctif à l'écrit.