

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH

Abdelhafid Boussouf University – Mila



Institute of Literature and Languages

Department of Foreign Languages

Section: English

**The Impact of Corrective Feedback of Students' Grammatical
Errors on their Writing Performance**
The Case Study of Third Year EFL Learners at Mila University

A Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master

Didactics of Foreign Languages

Presented By:

- 1) Ghada Boucharef
- 2) Abir Nedjar

Supervisor:

Dr. Oualid Nemouchi

Board of Examiners:

Chairman: Dr. Bellour Leila

Supervisor: Dr. Oualid Nemouchi

Examiner: Dr. Rima HadeF

2021/2022

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Dedication

In the name of Allah, the most gracious, the most merciful

I humbly dedicate this work to Ghada, myself, the most graceful young woman that I have ever met, as well as to my beautiful eyes and my soft hands that suffered while writing my dissertation.

To my beloved son, TaeTae, who brightens my world with his purple light and makes everything right.

To the ones who always give me strength and love, my perfect Omma and my great Appa.

To my wonderful sisters, Kawther, Afifa, and Hadjer, for being caring and generous, and to my little superhero, Mohamed, for always being my buddy.

Deepest thanks to my chap who gave me the best of me, Yousra, and my childhood friends, Ines and Sohaib, for their support and being proud of me.

To my favourites that I have met on the internet: Yassine, Dina, and Anfal for being in my life and for their infinite support.

A Special thanks to the P squad: Amal, Ikram, Lilya, Malak, Biba and her little baby for making my life a hundred times better.

Ghada



I think it's a part of my being that prefers writing love notes.

If you can see how the hand trembled, and where the heart stopped for just a moment...
Words will come to life.

To the loving memory of my auntie and my grandma.

Abir

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We are also grateful to third year students of English at the Department of Foreign Languages, University of Mila, who help us in collecting the necessary data. And the teachers of written expression, who did not hesitate to help us carry out our field work.

Abstract

EFL students face many difficulties in learning the English language, particularly with regard to the writing skill. In fact, they commit numerous errors while writing. Among these errors, learners find it difficult to write without making grammatical errors. These errors are due to the lack of corrective feedback, the latter undoubtedly plays a crucial role in improving students' writing performance. The core of the current study is to have knowledge about the effect of corrective feedback on students' grammatical errors in order to improve their writing skill. Within the context of this study, a research question is raised: What is the role of using corrective feedback on students' grammatical errors in enhancing their writing competence? In response to the question, two questionnaires were distributed to gather the necessary data from a sample of 63 EFL students of third year, and 08 teachers of written expression in the Department of Foreign Languages at Mila University Centre. The findings show that both students and teachers agree on the importance of this technique in the EFL teaching and learning process; moreover, it reinforces the students' grammar accuracy and strengthens their writing proficiency. Eventually, the research offers a variety of recommendations for pedagogy and future research with the purpose of drawing more attention to the teachers' good explanations of students' grammatical errors and providing them with effective corrective feedback.

Key words: EFL Students, errors, grammatical errors, corrective feedback, writing performance, grammar accuracy.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First Language

L2: Second Language

ESP: English for Specific Purposes

EA: Error Analysis

CA: Contrastive Analysis

CF: Corrective feedback

WE: Written Expression

Q: Question

Covide-19: Coronavirus Disease of 2019

i.e.: That is

e.g.: For example

%: Percentage

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General Introduction

1. Statement of the Problem

Writing is an important skill in English classes, yet students still make errors in grammar. It is difficult to master all the aspects of writing and produce a good piece of writing due to the interference of the students' mother tongue when they translate words into English. Unsuccessful translation appears in the form of errors, especially grammatical errors. So, this problem needs to be addressed in order to obtain better results and minimize the number of these errors in the future. The solution will be achieved by providing students with appropriate corrective feedback. Using certain new strategy to facilitate teaching a foreign language and enhance students' self-competence to develop their writing skill.

2. Aim of the Study

The short-term goal of this study is to understand the relationship between corrective feedback of grammatical errors and the development of writing skill. In other words, to what extent would corrective feedback on grammar help students to develop their writing proficiency?

3. Research Questions

The problem of the study can be stated in the following main question:

1- What is the role of using corrective feedback on students' grammatical errors in enhancing their writing competence? And does corrective feedback of grammatical errors help in developing the writing skill?

4. Research Hypothesis

The study is related to the nature of the relationship between corrective feedback and students' writing skill. So, we hypothesize that:

- If students are provided with the appropriate grammatical corrective feedback, their writing performance would be raised.

5. Research Methods

In order to test the set hypothesis and answer the research questions stated above, we have opted for a quantitative method-questionnaire-that is an appropriate method of analysing the gathered information in this research. The questionnaire suits the research topic and proves the relationship between corrective feedback of grammatical errors and writing proficiency.

A questionnaire is submitted to third year students of English at Mila University. The sample with which the questionnaire is concerned consists of 63 students, representing a target population of 211 students in total. It is designed with the purpose of eliciting students' opinions and attitudes towards corrective feedback of grammar errors in EFL writing, and to what extent does corrective feedback of grammatical errors help to develop the students' writing proficiency. In line with this, the teachers' questionnaire shares the same aim, but one that is complementary, yielding information from a different perspective; it is submitted to 08 written expression teachers who are believed to offer valuable views with regard to the current study.

6. Structure of the Study

This dissertation is made up of two chapters. The first chapter is divided into two sections. The first section deals with a review of literature on writing performance; it sheds light on defining writing according to different scholars and identifies its main components. Following that, it focuses on the stages of writing that students should follow. Next, it addresses the most important approaches to teaching writing. An account is made for the significance of writing and the obstacles students face during their writing, in addition to the use of useful strategies that help in developing learners' writing ability. At the end, the section

highlights the role of the teacher in the writing process. The second section deals with corrective feedback on grammatical errors; it gives an overview of grammar and its importance in writing. Next, the focus shifts to error, where its definitions are provided. Then, it goes on to give its classification, importance, and sources. After that, it shows the relevance between writing and grammatical errors. This section highlights the most common activity used to provide correction, corrective feedback; it tackles the concept of corrective feedback, its types, and its effectiveness in developing the students' writing.

The second chapter is devoted to know the effect of grammatical corrective feedback in the Foreign Languages Department of Abd Elhafid Boussouf Mila University Centre. It is the practical part of this research, which includes the research methodology, the population of the study, the data collection tools, the analysis of the results, and the interpretation of the findings. Furthermore, the research ends with some suggestions and recommendations for pedagogy and future research, in addition to the major limitations of the study.

Chapter One: Literature Review

Section One: Writing Performance

Introduction

Language is a system of communication; it facilitates the process of exchanging ideas and expressing feelings between people all over the world. English is one of the important languages that most people want to master. Writing, in its turn, has a cardinal role in EFL teaching and learning. Developing this skill is necessary. However, learners face difficulties to write a well-organized piece of writing. Thus, the writing skill has a great interest from many researchers in the field.

This section is concerned with writing performance; it provides a general definition of writing, after that, the research sheds light on the components that characterize writing skill. In addition, it attempts to present the stages of writing and the different approaches to teaching this skill. Moreover, it highlights the importance of writing and the main difficulties that may face EFL learners. It is also tackled within this section the role of reading in students' writing enhancement. The section ends with the role of the teacher in the writing process.

I. Definition of Writing

Writing is mainly considered as one of the essential skills that shape the use of the English language. There are different views towards the definition of writing that could be reviewed according to numerous linguists and researchers. For instance, Byrne (1988) argued that writing is the act of forming and arranging graphic symbols to form words or sentences according to certain conventions. Those symbols can be letters which reflect the human speech sounds. Another definition that defines within the same view is that of Rivers (1968, as cited in Laribi and Boulfous, 2020). Writing is the act of putting down in conventional graphic form something that has been spoken. Simply, writing is the use of graphs and symbols to translate one's thoughts. However, other researchers claim that defining writing as

graphic symbols is no longer valid. Arapoff (1967) claimed that writing does not only involve the orthographic symbolization of speech; it is about the well organization and representation of experiences, which include beliefs, opinions, or ideas, whether acquired through lived experiences or notable ones.

Moreover, Weigle (2002, p. 19) regarded that "written language is not merely spoken language put on paper; rather, it is a distinct mode of communication; involving among other things very different sociocultural norms and cognitive processes." This demonstrates that writing is not just a reflection of speech. However, it performs more substantial functions. It can be considered as a tool of communication that is restricted and affected by different aspects, like the social, cultural, and cognitive ones; it is also a social task that reflects a cultural intention within a specific community.

Furthermore, Nunan (1991, as cited in Rao and Durga, 2018) defined writing as a complex cognitive activity that requires the writer to demonstrate control of variables simultaneously. At the sentence level, these include control of certain conditions. This explains that writing cannot be produced randomly since it is controlled by correct sentences, consistent content, vocabulary, good spelling, etc. Consequently, during the production of a piece of writing, writers must be aware of all these aspects and strike a balance between them in order to produce a cohesive and coherent piece of writing.

From those definitions, we can conclude that writing is not a representative tool of oral production. It is a complex process that involves the use of certain linguistic aspects to express ideas, feelings, and thoughts.

II. Components of Writing skill

Writing is not just one block that comes to one's mind then pasted in a white sheet of paper, in order for the students to produce a good piece of writing he needs to consider different components of writing skill. Harris (1969) suggested five components that form writing. They are:

- **Content:** It deals with the expressed ideas; the substance of the writing, the deep structure that conducts thoughts and concepts. This means that the writer should be original and clear in his work, use personal ideas and words in order to avoid plagiarism, and be concise and precise to avoid useless details.
- **Form:** is the surface structure of writing. It deals with the shape and organization of content and ideas.
- **Grammar:** reflects how language rules are applied; grammatical structures, syntactic forms, and word choice.
- **Style:** includes the selection of a set of structural and lexical items that are used to show the writer's attitude or the specific tone he is writing with.
- **Mechanics:** refers to the language graphic convention that writing is done with; the appearance of words, how they are spelled and arranged on paper.

Additionally, Raimes (1983) supported the same view of Harris about the writing components, but he expressed them differently. According to Raimes, the components of writing can be grouped under nine main headings: content or message should be clear and appropriate enough to the reader to understand. The organization of ideas is an important element in shaping a coherent composition. Grammar, syntax, mechanics, and word choice are tools used to convey information. The readers for who the written work will be addressed,

the final element is the purpose by which the writer gets ideas, write, and review their product after the final draft will be written.

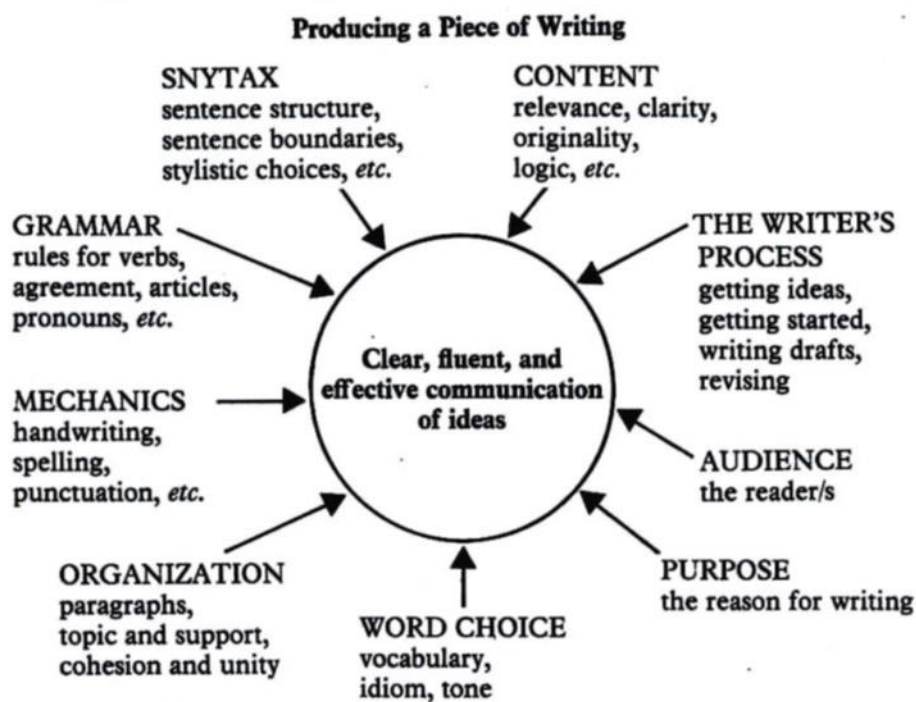


Figure 1.1

“Components of Writing” (Raimes, 1983, p. 6)

In the figure above, Raimes shows that in order to produce a good piece of writing, students should consider these components and relate them together in order to convey their ideas clearly and communicate effectively.

III. Stages of Writing

Writing is not a simple matter. In fact, there are different steps the writer must go through in order to produce a correct piece of writing. These stages have been mentioned by many researchers (e.g., Bak, 2013). In the following point, we will deal with three important stages in writing: prewriting, writing, and post-writing.

1. Prewriting

It is considered the first step in writing and the most interesting part. Because when writers finished prewriting, a lot of hard work had already been done. According to Bak (2013), prewriting aims to help the students shape their papers, avoid repetition, and keep in mind the interesting ideas in order to give a logical order to their papers. Hence, they should follow some tips:

- **Using Prior knowledge to Generate Ideas:** there are two possible ways or strategies to generate ideas:
 - **Brainstorming:** a process of generating ideas and listing key words spontaneously.
 - **Free-writing:** It is also called automatic writing. In this process, students write freely what come to their minds without taking into account grammar, punctuation, and spelling mistakes.
- **Search for Information:** Further information can be found on several sources.
- **Mind mapping:** It is a diagram used to show the main ideas and supporting details that are related to a topic.

So, this clarified when D'Aoust (1986, as cited in Lounis, 2010) stated that prewriting activities are essential to generating ideas and facilitating the plan of what to say.

2. Writing

It is also called drafting. At this stage, real writing takes place, and the writer starts copying down his ideas and transmits them into concrete compositions, moving from abstract to concrete. So, he ends up with a clear and coherent piece of writing. But, in an early step, the writer should focus on what he really needs to say before consider the details of how it will be written, as Bak (2013, p. 6) says: "This is often regarded as the very important first

step of "writerly based writing" rather than "readerly based writing." In other words, the writer should understand what he is writing about and figure out what he is messing up ; this is clarify whether he has the full comprehension of the ideas or not.

After this step, he should revise the first draft to know the way in which information is communicated and consider some aspects such as: the structural conventions, the logical flow of arguments, and the linking devices used.

3. Post-writing

According to Bak (2013), the post-writing stage is about editing and revising the writer's work before the final version is submitted. He can modify his first draft at the level of content, form, grammar, style, and presentation in order to achieve the final draft.

IV. Approaches to Teach Writing

Writing is one of the skills that are necessary to be taught. It is important for both EFL/ESL learners. However, teaching writing skills is not an easy task to master. Richards and Renandya (2002, p. 303) claimed that: "There is no doubt that writing is the most difficult skill for L2 learners to master." Therefore, various methods and approaches have emerged in teaching writing, such as: product approach, process approach, and genre approach. The choice of a certain approach is based on the purpose of the learners' writing and what they need to learn in order to develop this skill. In this vein, Harmer (2001) claimed that we need to choose between them and decide whether we want students to focus on the process of writing rather than its product to study different written genres.

1. The Product Approach

This is the most commonly used approach for teaching writing. It is considered a traditional approach in which students are encouraged to mimic a model text. Gabrielatos

(2002, as cited in Khan and Bontha, 2014). In other words, teachers give a sample of what they will teach their students and ask them to imitate this sample. The same view is supported by Hasan and Akhand (2010), who stated that students are provided with a text as a sample and by following this sample they write a new piece of writing.

According to Steele (2004), this approach consists of four stages:

- **Stage 01:** In this stage, students deal with the model text and highlight its features. For example, when students deal with a formal letter, they focus on the importance of paragraphing and the language used.
- **Stage 02:** Students practice only the highlighted features. They practice each feature alone. Then, they try to figure out how to use them in their writing.
- **Stage 03:** Mainly, this stage is the most important one; it focuses more on the organization of ideas than the ideas themselves.
- **Stage 04:** the last stage, in which students choose from a choice of comparable writing tasks in order to show what they can do as fluent users of language.

Basically, this approach is based on the final result of the written product rather than the process of writing. Furthermore, it concentrates on the correct use of form: the grammatical aspects of the language.

2. The Process Approach

The process approach came as a response to the weaknesses of the product approach, as it is titled, this approach deals with the writing process. According to Badger and White (2000), this approach focuses on linguistic skills (writing steps and strategies) rather than linguistic knowledge (language structure, grammar, syntax, and pattern). So writing is a collaborative approach that goes through different stages and a series of drafts instead of a pre-determined product. Harmer (2001) added that the purpose of the process approach is to

get at the heart of different skills that should be used when writing. The fact that makes this approach so special is that the teacher follows the learners at each stage and spends much more time with them. In other words, the process approach requires thinking, analyzing, and producing a well-formed argument. This in its turn requires much time from the students since they pass through several activities.

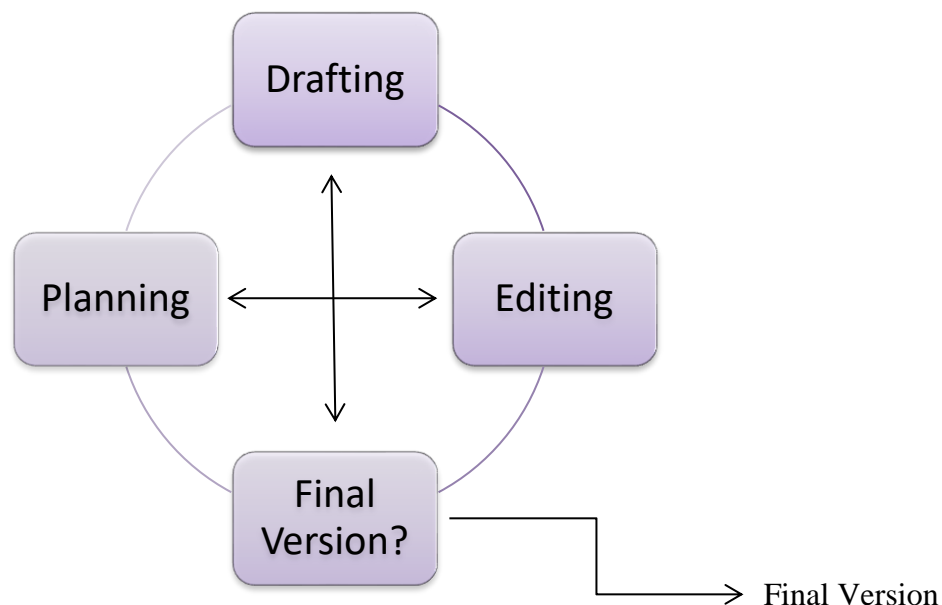


Figure1.2:

“ The Process Wheel” (adapted from Harmer, 2007 p.326)

The above figure clearly shows the writing process that the writer follows in this approach when he tries to deliver his ideas. The first stage is "Planning" which involves understanding the concepts behind the topic that he is going to write about and the purpose that he wants to achieve. The next stage is "editing," where the writer is supposed to change some ideas to improve his style. Then the final stage is "final version?" This includes writing the final draft and ideas. However, this final stage may be subject to change and reformulation, because there is no definitive version unless the writer is completely satisfied with his writing.

3. The Genre Approach

The latest approach to teaching writing, Swales (1990), referred to genre as a class of communication events in which the members share the same aim of communication. So, the focus is placed on the language and discourse features of certain texts and the context in which they are used. Furthermore, with the characteristics derived from the product approach that focuses on the linguistic aspect of writing, the genre approach focuses on teaching specific genres such as letters, essays, media, and any other piece of writing. For this reason, Badger and White (2000) stated that the genre approach is considered an extension of the product approach. Hyland (2003) added that teachers who use a genre approach to writing focus on subject content, composing processes, and textual forms to see writing as a tool to communicate with readers. They are teaching learners the correct usage of language patterns. He added that we don't write for the sake of writing, we write to achieve something. Harmer (2001) said that this approach is suitable for ESP students because it is based on specific genres and terms in writing.

These three approaches are defined oppositely to each other. Gee (1997, as cited in Badger and White, 2000, p. 156) sees that "The process approach generally represented a reaction against the product-based approach, whereas the genre approach represented a reaction to the so-called progressivist curriculum." With all these distinctions between the three approaches, the combination of them by teachers to meet the needs of ESL students will bring great results.

V. The Importance of Writing

Writing has numerous advantages for EFL writers. It is an essential skill that has to be mastered because it helps them think critically and develop good writing. Clark and DugDale (2009) stated that this skill is an essential one that allows people to participate in today's society; it is not just an educational issue. Additionally, Krashen (1993, p. 27) stated that

"actual writing can help us solve problems and can make us smarter." So, writing is an intellectual process since learners use their cognitive and mental abilities to produce a good piece of writing. Furthermore, Raimes (1983) spotlights the importance of writing in the learning process in three main aspects:

- Writing reinforces the grammatical structures and vocabulary that have been taught to students.
- Learning through writing gives learners the opportunity to be adventurous with the language.
- Writing allows students to become more involved in the new language.

VI. Writing Difficulties

It is a fact that writing is a challenging task and the most difficult of all the language abilities to master. However, a lot of students have difficulties when writing simple passages. Al-Khasawneh (2010) explained that both ESL/EFL students face difficulties during their writing, for instance: lack of vocabulary, the organization of ideas, low proficiency level in English, the inappropriate methods used for teaching a foreign language, and the unsuitable learning environment. These difficulties, in addition to others, are caused by the differences in cultural backgrounds and language interference. Hence, students need to surround themselves with a suitable language learning environment in order to succeed in a foreign language generally, and in writing skills specifically. The most writing problems are stated as follows:

- **Spelling and Punctuation Problems:** Nation (2009, p. 18) points out that "if learners have poor spelling skills, they will typically avoid writing tasks, and when writing, they will avoid words that they find difficult to spell." That is to say, spelling is one of the problems that students suffer from. Due to the English pronunciation of sounds, some sounds are pronounced the same way but with different spellings. This may confuse students when spelling words in their compositions. On the other hand,

learners face problems with punctuation. For instance, they write long sentences without respecting the pause and separating the clauses. Punctuation marks are considered integral parts of writing. Carrol and Wilson (1995, as cited in Alfaki, 2015) stated that "students' writing encounters punctuation problems as there are no universal rules of punctuation".

- **Grammar Problems:** Grammar is an essential part of teaching and learning a language, Richards (2002, as cited in Chiu, 2011) defined grammar as a description that characterized the structure of a language in which linguistic units such as words and phrases are combined to produce sentences. So, grammar rules cover these techniques, which cause changes that occur in terms of word change and sentence structure as well. Because they are structured writing elements, these rules are regarded as the key to the successful production of effective writing. However, many students face grammatical problems when writing, because they suffer from mother tongue interference, and when they come to translate them into English, unsuccessful translation appears in the form of errors, especially grammatical errors. Mother tongue interference in its turn leads to problems with subject-verb agreements, pronoun references, and connectors. That is to say, good writing is restricted by the correct use of grammar rules, and any inappropriate implementation leads to making errors.
- **Vocabulary Problems:** Vocabulary learning is an ongoing process of learning a language because students will continue to find new words when they do activities. According to Mehring (2006, p. 4), "Vocabulary acquisition is a learner-centered activity, with the effectiveness of the learner's strategies depending on his/her attitude and motivation towards new vocabulary acquisition." However, vocabulary learning is a problematic issue for English learners who have problems with word meaning and the choice of the appropriate words within their context.

- **Content and Paragraph Organization Problems:** The production of a good written work has never been easy. Students need to focus on both content and paragraph organization; they are the most essential elements that should be focused on during the process of production. This latter needs creativity, reasoning, and the ability to analyze ideas. Muhammed (2015) pointed out that writing paragraphs is an important skill for EFL learners to write efficiently and correctly. Moreover, it is important for their future experience and careers. But sometimes they face substantial challenges in writing paragraphs, such as paragraph components, mixing a number of ideas in one paragraph, irrelevance of controlling ideas, and lack of description. All of these lead to redundancy and repetition.

VII. The Role of Reading in Writing Improvement

Since students face various problems during their writing, they should use some useful strategies to develop their writing performance. One of them is reading. Generally speaking, teachers usually tell their students a very common quotation to explain their weaknesses in a foreign language: "Read to lead in order to succeed." This receptive skill is considered as a process of getting information from a written text, going through a good understanding of them, and then obtaining new ideas to expand knowledge.

According to Krashen (2004, p. 37), "Reading is the only way." The only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammatical competence, and the only way we become good spellers." So, reading is a way that any student should go through to reach proficiency in writing. In fact, this skill helps students improve their linguistic knowledge, especially when reading different genres. They will gain a global view of different writing styles, learn new words, and obtain new concepts that can be used in their writing work. Also, the student who always reads gives more attention to the reader and he is aware of what should suit the reader's needs. For that, Kröll (1990) stated that there is a relationship between reading and writing. In the same vein,

Stosky (1983, as cited in Kroll, 1990) added that the relationship between these two skills really exists; good writers tend to be good readers, and good readers tend to write more than poor writers. That is to say, the more reading activities are achieved, the more proficiency levels will be acquired.

Consequently, teachers recently gave considerable value to reading and writing as they detected students' lack of knowledge in the foreign language. They claim that these two skills are complementary to each other. Because the best way for an effective writing is to develop reading habits, even if motivating students towards reading is not an easy task, The role of the teachers here is to provide them with a variety of reading materials that offer opportunities to better practice writing. Ourghi (2002, as cited in Baiche, 2009, p. 206) mentioned that "by choosing a topic that involves the teacher is providing a context within which effective learning on the target writing aspect can be undertaken."

Briefly, reading plays an important role in improving students' writing ability. That is to say, students need to read a lot in order to develop their writing skills, and having a problem with reading or not reading enough will directly affect their writing improvement.

VIII. The Role of Teacher in the Writing Process

The teacher has a valuable role in the process of improving the writing skills. All good teachers are expected to perform certain roles that are seen as fundamental in their job, in order to achieve success in the process of teaching this skill and develop students' writing. In other words, students will be good writers through the help and guidance of their teacher, who may change his position from one activity to another. So, students will produce well-structured writing. Harmer (2004) has stated five roles of teacher that would be helpful for students to write effectively; demonstrator, motivator and provoker, supporter, responder, and evaluator.

- **Demonstrating:** Teachers should make their students aware of the writing conventions and genre constraints, because written functions will perform according to their use of language.
- **Motivating and Provoking:** Teachers help their students when they lose words and ideas by providing them with the words they need, and provoking them into getting ideas in order to start writing. Additionally, the teacher gives students the benefits of the tasks.
- **Supporting:** Teachers support their students when they are writing in class. They help them to find solutions to their problems and face the difficulties during the writing process.
- **Responding:** Teachers should react to their students' written works by responding to what they have said in a positive way, do not judging them, and telling the students how they should work and how their work can be done well.
- **Evaluating:** Teacher evaluates students' works by indicating where they wrote well and where they made mistakes. The evaluation of students' work is used not just for the grade but also as a learning opportunity.

So, teachers' roles are varied in the classroom. Thus, they try to provide solutions to students' difficulties. Rabehi (2012) stated that EFL students commit mistakes of various types when using the target language; here it is the teacher's job to correct students' errors. Hence, giving feedback to students helps them to know their errors. This will be beneficial for students to avoid the errors when they face them again. Feedback helps students assess themselves. Harmer (2001, p. 262) stated:

“ Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on

what students need at this particular stage of their studies, and on the tasks they have undertaken ‘‘

In this regard, teachers need to provide feedback to their students in a way that motivates and encourages them to write more. They need to know how to balance their feedback by discussing what is working and what needs improvement or change.

Conclusion

From all that has been mentioned in this section, we can conclude that teaching and learning a foreign language with its four skills is a complex process, especially writing. This latter is not acquired in a natural setting. In fact, it is difficult but an interesting activity; the learner should go through much practice, guidance, and time in order to enhance his writing performance. Since the writer does not write for himself, he must be aware of how to write and what he wants to say. This includes mastering the writing process as well as learning the fundamentals of grammar, vocabulary, proper punctuation, and spelling. These help the writer to enhance his competence to produce better products and be skillful in writing. Moreover, the available help from the teacher encourages and motivates students when facing difficulties and helps them write well. Thus, the role of giving feedback by the teacher is a very useful way to increase students' writing.

Section Two: Corrective Feedback on Grammatical Errors

Introduction

A great number of studies in the field of second language acquisition and error analysis reveal that EFL students' written pieces contain various types of errors. Among those errors, grammatical ones can pose serious difficulties for EFL students since the grammatical rules of English and those of their native language are relatively different. These grammatical errors affect negatively the effectiveness of students' written assignments and may result in written miscommunication. Communication failure is mainly caused by grammatical errors. To assist these EFL student writers, scholars and researchers in the field of second language acquisition have searched for approaches that contribute to the students' writing improvement, including accuracy in grammar use. And giving feedback is one of the fundamental approaches that has been accepted and extensively studied, especially feedback given by written expression teachers.

This section deals primarily with corrective feedback on grammatical errors. It defines grammar and tackles its role; besides, it explains what grammatical competence is. It deals with the different definitions given to errors, their types, their significance, and sources, in addition to the relationship between the grammatical errors and the writing skills. Furthermore, it covers the term corrective feedback, which includes subtitles: definition of feedback and corrective feedback as well as its types and effectiveness on students' writing.

I. Teaching Grammar

In order for the writer to produce a good piece of writing, they need to consider different components of writing skill, the most important component of these components is grammar. It is defined by Harmer (2007, p.32) as "knowledge of what words can go where and what form these words should take."

1. Definition of Grammar

The term "grammar" has been defined differently by many researchers; each one of them defined it according to his attitude and perspective towards grammar. But, when we say grammar, the first thing that we think about is the rules that exist in a given language. According to Richards and Schmidt (2010), grammar is a description of the structure of a language and the way in which linguistic units (e.g., words and phrases) combine to produce sentences. It takes into account the meanings and functions that these sentences have in the overall system of the language. Similarly, it is believed by Sudhaker and Farheen (2015) that grammar is thought as a set of rules that give the correct order of words at the sentence level; it also explains how the language should be structured using different categories. So, grammar is a set of rules and structures that are arranged in a specific manner to form a language. However, other researchers define it differently. Thornbury (1999) stated that grammar is the description of the rules that form sentences, and it includes syntax and morphology, in order to express meaning in a language. Additionally, Ur (1988) claimed that grammar is the way words or word fragments are combined and manipulated into forming larger units of meaning. Thus, grammar is divided into two interconnected factors: syntax refers to the rules of how words are combined to form sentences and phrases. Morphology refers to the study of how smaller units combine to form words. Hence, it is the construction of sentences and words to express meaning.

Taking these definitions together, the view towards grammar has two different perspectives. First, it is the set of rules and structures of a language. Second, it is the connection of words and sentences to convey meaning. This provides an explanation for the Greek definition of grammar as "the art of language". Thus, mastering grammar is an important assignment that needs a lot of interest during the writing activities. Teachers have

to give special care to the grammatical structure in their students' writings in order to enhance the students' knowledge of the significance of correct grammar in writing.

2. Grammatical Competence

Grammatical competence is a vital aspect that every writer must have. According to Chomsky (1995, as cited in Millrood, 2014), grammatical competence is the theoretical and practical knowledge of a limited number of grammatical rules that make it possible to form an indefinite number of correct sentences, while Oxford (1990, p.07) stated that "grammatical competence is the degree to which the language user has mastered the linguistic code, including vocabulary, grammar, pronunciation, spelling, and word formation." Therefore, grammatical competence is the ability that shows the proficiency level of the learners through the use of grammatical forms when using the language in different situations.

3. The Role of Grammar in English Writing

Grammar is one of the essential elements in acquiring a language. It is very important for foreign language learners to convey their messages. In this sense, Azar (2007, p. 02) pointed out that grammar "helps students discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear, and write intelligible." She also asserted that without grammar, we only have individual sounds, pictures, and body language to convey meaning. Consequently, grammar allows learners to comprehend the nature of language and clearly explain what is happening around them. According to Mart (2013 as cited in Makhoulfi and Hammam, 2018), claimed that: acquiring a language without grammatical structure makes writers will not able to use language properly. That is to say, through grammar, learners will be able to write meaningful and precise sentences. In the same respect, Frodesen and Eyring (2000, as cited in Ali Fatemi, 2008, p.07) indicated that "a focus on form (grammar) in composition can help writers develop rich linguistic resources needed

to express ideas effectively." So, a focus on form in any piece of writing helps the writer to ameliorate his style and increase his grammatical competence. Generally, grammar is of great importance since it helps students generalize their grammar knowledge to what they have recently learned.

II. Errors

Errors are related to the learning process since learning is a process in which errors occur. Learning a foreign language may cause students to face many difficulties. Therefore, different types of errors can occur. These errors can provide valuable information about how students acquire a language. For a long time, researchers worked very hard in order to identify, categorize, and determine different views concerning errors. Indeed, it is a matter of teachers and students attitudes towards errors. Error correction is the main interest of teachers; it has a noticeable place in English language teaching. The aim of most instructors is to reach a higher level of their learners' achievement, which reflects and bends back their success in transmitting knowledge and explaining the intended material through the process of teaching.

1. Definition of Errors

Generally, errors are defined as the production of unsuccessful target language forms. Harmer (2001) considered errors as something which is rejected by language teachers and they try to prevent them from occurring because they are wrong and inappropriate. Allwright and Bailey (1991) defined errors as linguistic forms which differ from the correct form; they are indicated by the teacher and they need improvement. In the same vein, Ferris (2011) said that errors are morphological, syntactic, and lexical deviations from the target language rules; they are contrary to the expectations of native speakers. Overall, errors can be seen as a deviation from the language rules, which are refused by the teacher in the classroom.

2. Classification of Errors

Many second language acquisition researchers provide different procedures for the classification of errors. In fact, a systematic classification of errors can be useful to clarify some areas in the target language that may cause difficulties for learners. Hence, errors can be classified into two different categories: linguistic-based classification and process-based classification. James (1998) divided errors into four main categories, which are: substance errors, discourse errors, grammatical errors, and lexical errors.

The first type is the substance errors; they include misspelling and mispronunciation errors at the productive level when speaking. The second type is discourse errors; they include coherence, misunderstanding, and pragmatic errors. The third type is grammatical errors; they are the most committed by foreign language learners. They are divided into two sub-categories: morphology errors, which are the failure to comply with any part of the word class, and syntactic errors, which are affected by phrases, clauses, sentences, and paragraphs. Finally, lexical errors involve inappropriate translation from the mother tongue or the use of incorrect lexical items.

On the other hand, Dulay et al (1982) stated that the commonly used descriptive classification of errors is: linguistic category, surface strategy, comparative analysis, and communicative effect.

- **Linguistic Category:** it classifies errors according to the language component or the specific linguistic constituent, which are: phonology, syntax and morphology, semantic and lexicon, and discourse.
- **Surface Strategy:** it emphasizes the ways surface structure is produced. The learners may omit, add, deform, and disorder the necessary items. Analysing errors in this

category is concerned with identifying cognitive processes that highlight the learners' reconstruction of the new language.

- **Comparative Analysis:** it is based on comparisons between a second language and other types of constructions, such as comparing the language of ESL students' errors to those made by children acquiring English as a first language.
- **Communicative Effect:** it deals with errors from the perspective of their effects on the listener or reader. It differentiates between errors which cause miscommunication (global errors) and those that do not (local errors); the first significantly affects overall sentence organization, which hinders communication. The second affects the single elements in a sentence, such as nouns, verbs, and articles, which usually do not hinder communication.

3. Significance of Errors

Many researchers and theorists in the field of foreign language acquisition have focused on the importance of learners' errors. Accordingly, Delay and Burt (1974) argued that making errors is necessary and essential to language teaching and learning. Expressed differently, errors are clues indicating that the learning process is taking place. Moreover, errors can show how far the learner has progressed towards the goal and what remains for him to learn. In a similar view, Corder (1967, as cited in Brown, 2007) noted that learners' errors are important because they give the researcher evidence of the way language is learned or acquired, the strategies or procedures learners are using to learn the language. According to Corder (1967), learner errors are significant in the following ways:

- They serve a pedagogical purpose by showing teachers what learners have learned and what they have not yet mastered.
- They serve a research purpose by providing evidence about the way language is learned.

- They serve a learning purpose by allowing learners to discover the rules of the target language.

Carter (1997 as cited in Singh et al., 2017, p.19) provided evidence about the effectiveness of learners' errors in improving grammatical accuracy. He suggested that "knowing more about how grammar works is to understand more about how grammar is used and misused." In other words, learners need to realize the significance of errors that occur in their writing in order to understand the nature of the errors they make.

4. Source of Errors

There are two main sources of errors; interlingual errors (language transfer errors) and intralingual errors. The first type is caused by mother tongue interference and can be positive or negative. The second type is caused by the difficulties of the language itself during the learning process; learners do not really acquire the knowledge. Richards (1970) defined the term "interlingual error" as an error which results from language transfer. He stated that the term "intralingual error" is an error which results from faulty learning of the target language, rather than language transfer. According to Richards (1970), intralingual errors are subdivided into four types:

- Overgeneralization errors: the use of previous strategies in new situations; learners create a deviant structure in place of the regular structures.
- Ignorance of the rule restriction: applying rules in situations where they do not apply.
- Incomplete application of rules: learners fail to use a fully developed structure to produce acceptable utterances.
- False hypothesis: the learners do not understand the distinction in the target language.

5. Error Analysis

Error analysis is a type of linguistic analysis concerned with errors produced by learners. Dating back to the late 1970s, error analysis emerged when contrastive analysis began to lose its momentum; the decline of the latter gave rise to the former. Ellis and Barkhuizen (2005) defined error analysis as a set of procedures for identifying, describing, and explaining learners' errors. This means that EA detects the learners' errors and classifies them. In addition, it finds the source behind committing them. Equally, Brown (1980, as cited in Hasyim, 2002) claimed that is the process of observing, analyzing, and classifying the deviations from the rules of L2 and then revealing the systems operated by the learner. Thus, EA is the process of studying the learners' difficulties in language learning. James (1998) also confirmed that the purpose of the EA is to gain a first impression of the learner's capacities and limitations in order to identify the areas of target language competence where they are susceptible to error. Taken together, error analysis is a method of describing the linguistic system that learners have developed during their progress, specifically when constructing a foreign language, and exploring the kinds of difficulties learners face.

III. The Relationship between Grammatical Errors and Writing

Each language has its own set of grammatical rules, which are shared by people who speak the same language; they can communicate effectively because they know the grammatical systems. Usually, students can speak English fluently. However, they need to become good writers and they should learn how to transfer their oral background of grammatical concepts into written language. Shaughnessy (1997, as cited in Prasetyowati, 2017) advocated four important grammatical concepts: sentences, inflection, tense, and agreement. She also recommends that teachers encourage students to examine grammatical errors in their own writing, and she cautions teachers against overemphasizing grammatical terminology at the expense of students' ability to understand and apply the concepts. To

conclude, grammar and writing instructions should be taught together in order to improve students' writing competence. Teachers should include the grammatical rules within the writing assignments and make students apply those rules when they write; the writing process will be easier.

IV. Corrective Feedback

Students' errors need to be corrected by giving useful and powerful feedback at the appropriate time; it is a part of the teacher's mission. However, this step is very crucial in the field of grammar teaching. Teachers need to take into consideration why students keep repeating the same errors, even when they know the grammar rules, yet they fail to apply them correctly. Teachers should focus on the source and type of these errors in order to classify them, and give the appropriate feedback depending on each student's level.

1. Definition of Feedback

Feedback is a key element in classroom interaction, and it is a very important aspect of the learning process in that it helps learners develop their interlanguage form. Many definitions of this term are provided by a number of researchers. According to Leeman (2007, p. 112), "feedback refers to a mechanism which provides the learner with information regarding the success or failure of a given process." That is to say, feedback is the teacher's reaction to students' errors in order to provide them with the correct form. In other words, it is a form of giving correction.

2. Definition of Corrective Feedback

Corrective feedback is a part of learning and teaching the language that influences students' learning achievement. It is probably the most difficult aspect of the teaching and learning of writing. It helps both teachers and their students meet the goals and instructional means of learning and teaching. Corrective feedback should provide information specifically

relating to the writing process so as to assist learners in understanding what they have just learned. Different types of CF can help students discover their errors in writing and correct them. Astia (2018) asserted that CF is given by teachers when students misuse the target language. Students' errors are expected to improve after receiving the correction. Student errors can be grammatical, such as the incorrect use of prepositions, pronouns, or tenses. lexical errors such as nouns, verbs, or adjectives, and phonological errors. Ellis et al. (2006) defined Cf as taking the form of responses to learner utterances that contain an error. The responses can consist of an indication that an error has been committed, the provision of the correct target language form, metalinguistic information about the nature of the error, or any combination of these. A further definition of CF was given by Lightbrown and Spada (1990, as cited in Öztürk, 2016 p.02), "corrective feedback as any indication to the learners that their use of the target language is incorrect". From the previous definitions, we can say that the concept of corrective feedback is considered as a tool to respond to the learners' errors in the target language.

3. Types of Corrective Feedback

A good deal of research has been carried out to bring a resolution to the debates about which type of teacher feedback is the most effective for students' writing improvement. Based on some of the findings, two types of teacher corrective feedback are widely discussed. They are oral and written feedback that includes direct and indirect feedback. Both types of feedback can be in written or verbal forms. Previous studies have indicated that these types of teacher feedback are of great benefit to students' writing development.

3.1. Oral Corrective Feedback

Oral corrective feedback is defined as the support given by a teacher to the students in regard to their spoken errors. One of its types is non-verbal corrective feedback; it includes

facial expression, body posture, and gesture. Usually, it is given to the students immediately after the language error is made. Lyster & Ranta (1997) divided oral corrective feedback into six major categories, going from implicit to explicit, while Sheen & Ellis (2011) incorporated oral corrective feedback and its different types. Their study specifically analyzed how language errors were negotiated by the teacher and the learners, meaning how teachers treated errors and what happened afterwards. According to the division made by them, these categories are:

- **Recast:** it is the most used type of corrective feedback. Lyster and Ranta (1997, p.46) refer to recasts as "the teacher's reformulation of all or part of a student's utterance, minus the error, without directly indicating that the student's utterance was incorrect. The teacher implicitly reformulates the student's error, or provides the correction." The teacher gives the corrected form, and the learners are expected to notice the difference between their words and the ones of the teacher. There is no pointing out specific mistakes made by a specific student.
- **Clarification Request:** according to Spada & Froehlich (1995, as cited in Lyster & Ranta, 1997), the student's utterance is either misunderstood by the teacher or is ill-formed in some way in that a repetition or a reformulation is needed. The teacher signals that there is a mistake by using phrases such as "Pardon me," or "What do you mean by X?" This type is usually used to give learners a chance to correct their errors alone.
- **Elicitation:** According to Panova & Lyster (2002), it is a correction technique that helps the learner to self-correct and may be accomplished during face-to-face interaction, through the use of open questions and the use of strategic pauses that allow learners to complete their utterance. The teacher directly elicits the correct form from the student by asking questions like "how that would be said in English?" Or the teacher starts the sentence and pauses for the student to correctly complete it.

- **Repetition:** it is a very implicit type. Many students think it is a lack of understanding instead of grammar correction. The teacher repeats the student's error and tunes intonation to draw the student's attention. Repetition is used to make learners aware of their errors and to help them reinforce the correct form. According to Chaudron (1977), it can be used as a positive trait (agreeing, appreciating, and understanding) or a negative one (correcting the errors in utterance).
- **Metalinguistic:** it is used to stimulate the learners' minds when making errors and help them find the correct form. Metalinguistic corrective feedback for Lyster and Ranta (1997) is done without the explicit provision of the correct form through comments, information, or questions. They are illustrated by Lyster and Ranta (1997, p.47) like the following:

“Metalinguistic comments generally indicate that there is an error somewhere. Metalinguistic information generally provides either some grammatical metalanguage that refers to the nature of the error or a word definition in the case of lexical errors and Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the student”
- **Explicit Corrective Feedback:** it originated from the Latin word "Explicare", which means "Unfold". Other synonyms like "clear," "distinct, "unequivocal, "exact, and "unambiguous" The teacher points out errors and provides or elicits a correction that is stated with clarity and particularized, leaving no possibility of being misunderstood. Instructors often worry that this type of corrective feedback hurts the egos of the learners, even though explicit correction is found to be the most successful at changing language errors.

3.2. Written Corrective Feedback

- **Verbal Feedback:** Unlike non-verbal feedback, which is based on body and facial gestures, verbal feedback includes paralinguistic cues. Verbal feedback can be read several times, and it can be written or spoken.
- **Direct Corrective Feedback:** As Ferris (1995) noted, this type of correction takes a variety of forms, such as:
 - **Cross-outs:** when the teacher omits any wrong additions from the students' original texts.
 - **Rewrites:** when the teacher rewrites a word, phrase, or a sentence, providing the correct spelling, structure, or form of the students' original texts.
 - **Additions:** when the teacher adds any missing items to the students' original texts (e.g., prefix, suffix, article, preposition, word).

Direct corrective feedback aims to help students edit their writing and improve their performance in future tasks. Ferris (2011) argued that it is useful in treating errors of prepositions and other issues of idiomatic lexis; it is also useful in the final stages of the writing process, in which it helps students focus on the remaining errors in their writing and refer to them in other tasks. According to Ellis (2009), it highlights the errors and provides the correct forms to the learners, i.e., the correct form is given in place of the incorrect form. It is implemented by underlining the errors and providing the right forms in the learners' written work.

- **Indirect Corrective Feedback:** According to Ferris & Roberts (2001), indirect corrective feedback indicates that an error has been made. This is provided by underlining or circling the error, recording in the margin the number of errors, or using a code to show where the error has occurred. It is when the teacher circles or highlights errors in students' original writings without correcting them; here, students

are asked to check their errors and correct them. According to Ellis (2009), it occurs when an error is indicated but the correct form is not given. There are two types of indirect corrective feedback. The first is indicating only when an error is noted, but the exact location is not provided. The second is indicating the specific location when the error is underlined.

4. The Effectiveness or Ineffectiveness of Corrective Feedback on Student's Writing

The impact of corrective feedback on ESL writing indicates the beneficial effects on ESL learners in different writing skill areas. Multiple drafts lead to an improvement in written work. Many learners of improvements that can be made for feedback on the form can also be made for feedback on content to increase the sufficiency of feedback and avoid ambiguity. Teachers are advised to employ a standard set of clear and straightforward comments and questions to indicate the place and type of content feedback. According to Allwright and Bailey (1991, p.99), error correction helps learners alter their output for the better. They pointed out that:

“If one of our goals as language teachers is to help our learners move along the interlanguage continuum, getting closer and closer to the target language norm then, the thinking goes, we must provide with the feedback they need to modify their hypothesis about the functions an linguistic forms they use However, we are often faced with difficult choices about how best to do this without discouraging the learners”

Despite the research conducted on feedback in relation to student writing and the strong belief that feedback is important and influential on student writing, interpretations of the research findings on the effectiveness of feedback are not decisive. Truscott (1996) believed that feedback in the form of grammatical error correction is neither effective nor useful. In fact, Truscott argued that error correction is not only ineffective in improving

student writing, it is significantly impaired. Therefore, he suggests that grammar correction should be abandoned or avoided. Truscott (1996) bases his rejection of error feedback on his review of the research findings, which showed that feedback had very little impact on student writing improvement. Ferris (1999) argued that Truscott (1996) failed to separate poorly done error corrections from effective ones; he ignored positive evidence of previous research findings on the effects of error correction only to support his idea; and that he overstated his claims. In addition, Lyster, Lightbown, and Spada (1999) argued that some studies have shown that corrective feedback can be integrated in ways that do not rupture the flow of interaction.

Furthermore, joining the debate, Chandler (2003) pointed out that Truscott (1999) at times drew conclusions without considering statistical evidence in the original studies that were in favour of the effectiveness of feedback. Chandler (2003) also suggested that the harmful effects of feedback stated by Truscott (1996) are aspects of writing fluency which can actually be measured by different approaches. In light of the above debates regarding error correction in student writing, Guénette (2007) reviewed previous studies that became the basis of arguments in the grammatical errors correction debate among Chandler, Ferris, and Truscott. Guénette (2007) proposed a different perspective on these studies rather than getting involved in the debate. She suggested that different findings, which led to conflicting interpretations of former studies, can be attributed to several different factors, such as research design and methodology flaws and external variables uncontrolled by the researchers.

The debate about the effectiveness of feedback on errors continues; no final agreement has yet been reached. We cannot argue that feedback lacks many advantages, among them:

- It informs students about the results of their learning, whether it is correct or not. The latter reduces students' stress when they want to know the results of their performance.

- It shows students their direction of learning and the extent to which they have developed writing skills.
- A student will be given the opportunity to receive a clear report about the main weaknesses he encounters and has the opportunity to look for possible remedial actions in order to achieve better performance.
- It provides learners with additional information to support, enrich, and enhance the learning process.

Conclusion

The primary concern of this section is to review the theoretical part by shedding light on issues related to grammar and writing. Consequently, errors in grammar need to be corrected by giving useful and powerful feedback. However, this step is very crucial in the field of writing and grammar teaching. Teachers need to take into consideration why students keep repeating the same errors, even when they know that students know the grammar rules but fail to apply them correctly.

Chapter Two: Results and Discussion of Findings

Section one: Statistical Analysis and Findings

Introduction

Unlike the previous chapter, which provides a literature review of the topic at issue, this chapter is devoted to the practical part of the present study. It is intended to highlight the fieldwork that is performed to gather the information needed to answer the research questions and achieve the study's aims. The first section of this chapter covers the methodology of collecting data, which includes a description of the participants, the tools of the survey chosen to carry out this work and their administration. It also includes a discussion of the results and an analysis. Moreover, this section is devoted to presenting the findings of the research conducted at Mila University Centre with third year students. The aim of this research is to collect and analyse data on the use of corrective feedback on grammatical errors and its contribution to the development of writing performance. To conduct this research, two questionnaires were given to both written expression teachers and students in the department of English.

I. Aims of the Research

The current study attempts to investigate the relationship between corrective feedback of grammatical errors and the development of writing skill. It sets out to explore whether the corrective feedback of grammatical errors is helpful in developing writing proficiency.

II. Participants

The present research is carried out at the University of Mila; the population with which the study is concerned involves the third year students of English at the Department of Foreign Languages in the academic year "2021/2022". The total number of students in the students' questionnaire is sixty-three students. The chosen sample is 1/5 of the whole

population, which consists of 211 students. Third year students are chosen due to their advanced level and their familiarity with the terms used. They can express their views and preferences clearly. They are supposed to be teachers or master students to conduct research in the near future, so they have to be good writers and avoid making any errors. The participants are selected randomly, which is the best way to achieve objectivity. As regards to teachers, there are eight teachers of written expression.

III. Data Collection Tools

In data collection related to our investigation, two questionnaires are used as a data collection tool, administered to both teachers and students in order to obtain the necessary information. Both questionnaires are written in a clear and simple language.

1. Students' Questionnaire

1.1. Administration of the Students' Questionnaire

Under the current circumstances of the COVID-19 epidemic, we administered the students' questionnaire to third year students using Google forms. We have spent three weeks collecting the whole sample.

1.2. Description of the Students' Questionnaire

The students' questionnaire was designed in accordance with the literature review in the first chapter of this research. The questionnaire contains a short passage on the first page to inform the respondents about the aim behind the questionnaire and provide them with a clear idea of our research. In addition, they are informed about the importance of their responses to the progress of the research and that their responses are intended to be used for study purposes only. Students are also informed to fill out the questionnaire by ticking the appropriate box or giving their opinions whenever necessary, remaining anonymous, so they can express themselves freely and provide truthful answers. The rest of the content consists of

twenty-five items that are mixtures of close-ended, open-ended, and multiple choice questions. Moreover, the questionnaire is divided into five parts.

The first part consists of four questions. It attempts to shed light on students' background information in terms of how long they have been studying English, their level in English generally and writing specifically, in addition to whether they are motivated to study the writing skill.

The second part, entitled "Writing Performance," consists of six questions (ranging from five to ten). It is concerned with the students' viewpoints towards the characteristics that make a good piece of writing, the stages they are following in writing, and which one they face problems with. In addition to the way students think when they are writing, the most notable obstacles that students encounter during the writing assignment. Then, they are asked about the most useful way to enhance their writing performance. Finally, this section is ended by the tenth question, which concerns the importance of writing skill.

Following that, the third part, on corrective feedback of grammatical errors, is composed of eight questions (from eleven to eighteen). It focuses on the teachers' corrective feedback, the way they provide it on their students' work, how they give it to them, which type of corrective feedback do students prefer, and where they put their focus when the teacher corrects. After that, the last four questions seek to investigate the students' view of English grammar, their perceptions of mastering its rules to achieve writing proficiency, in addition to how often they commit grammatical errors in writing and which one is the most frequent among them.

The fourth part, on learners' attitudes towards teachers' corrective feedback, contains six questions (from nineteen to twenty-four). This part aims to know whether students want to be corrected and when they would like to have it. Then, it attempts to discover students'

attitudes after receiving corrective feedback, as well as its impact on improving their writing abilities and overcoming difficulties. Eventually, the respondents are invited to provide their feelings regarding the teacher's correction. The final part, "Student Suggestions," gives students the opportunity to add suggestions on how corrective feedback may affect their grammatical errors towards the writing skill.

2. Teachers' Questionnaire

2.1. Administration of the Teachers' Questionnaire

The teachers' questionnaire was administered using Google forms to a particular sample of teachers and also given directly by hand to others. The process of collecting information and receiving teachers' responses was conducted over a span of about two weeks.

2.2. Description of the Teachers' Questionnaire

The teacher's questionnaire goes along with the students' questionnaire, aiming at collecting data that serves the scope of this research study, which is conducted on the impact of corrective feedback of students' grammatical errors on their writing performance. It comprises different types of questions, including; multiple-choice questions, close-ended questions, and open-ended questions.

The questionnaire is composed of fourteen questions that are divided into four parts, namely: background information; writing performance; corrective feedback on grammatical errors; and teachers' suggestions. Just like the students' questionnaire, it begins with a short paragraph that explains the aim of the study and how their contribution will be a great help to this research. They are also informed that their responses are intended to be used for study purposes merely.

The first section about the teachers' background consists of two questions; the first one is concerned with the degree that the teachers hold. The second question is designed to highlight the period of time they have spent on teaching written expression at university.

The next part consists of four questions (from three to six). It begins by inviting teachers to indicate which aspects characterize good writing. The second question concerns the approach used inside the classroom to teach writing. In the next item, the teachers asked about the most common problems in students' writings. Lastly, the part highlights the strategies that can improve the writing process.

Following that, the third part consists of seven questions (from seven to thirteen). It is designed to highlight the teachers' treatments of grammatical errors in the writing process. Teachers are questioned about whether they provide corrective feedback to students and which type they mostly use. In addition to what their correction is about, Furthermore, they invite to indicate their opinions about whether errors should be carefully treated, the strategy of correction, the types of grammatical errors that frequently point out in their students' writings, and how often they commit errors. The part ends up with knowing the teachers' views about the role of grammar in committing errors. Finally, the questionnaire is brought to a close by inviting teachers to provide further comments and suggestions.

IV. Data Collection Analysis

1. Analysis of the Students' Questionnaire

Part One: Background information

Q01: How long have you been studying English?

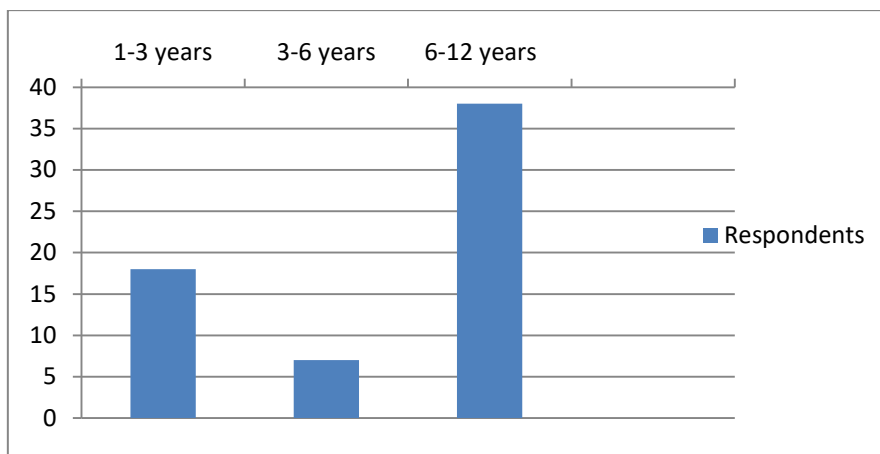


Figure 2.1

Duration of Studying English

In order to explore some aspects of students' background, this question was designed to determine the period of time spent on learning English. The figure above showed that the students (38/63) chose the period that lasted from 6–12 years; this choice was logically based on counting all years from middle school to university. 18/63 of them counted only the three years of studying English at university. Whereas 7/63 chose the period of 3-6 years, this explains that they might be repeated at a specific level at university.

Q02: How do you consider your level in English?

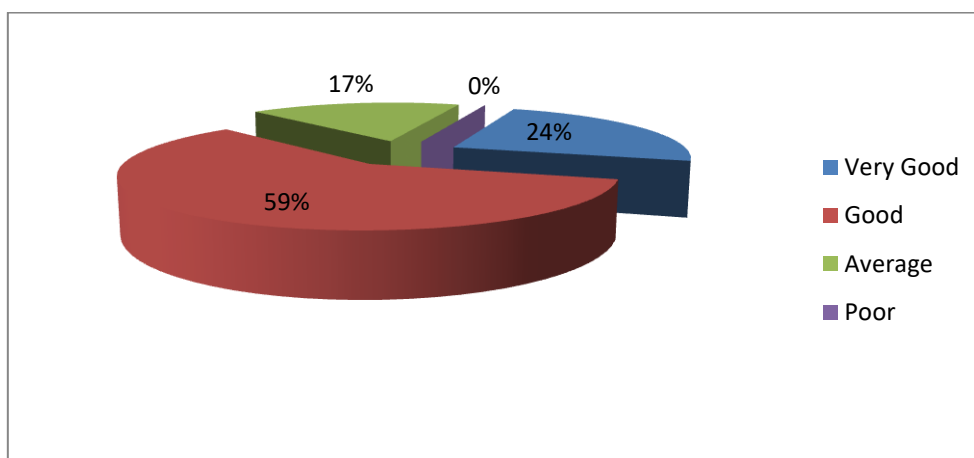


Figure2.2

Students' level in English

As it showed in the figure, 59% of the students considered their level as "good"; perhaps they master English in a good way, which enables them to get a good average during their academic career. So this makes them satisfied with their level, while 24% of them believed that they have a very good level. Based on their responses, those students are excellent and have efficiency in mastering English. The rest of the percentage (17%) revealed that their level is average; this may explain that those students are studying English only to get grades.

Q03: Are you motivated to learn writing?

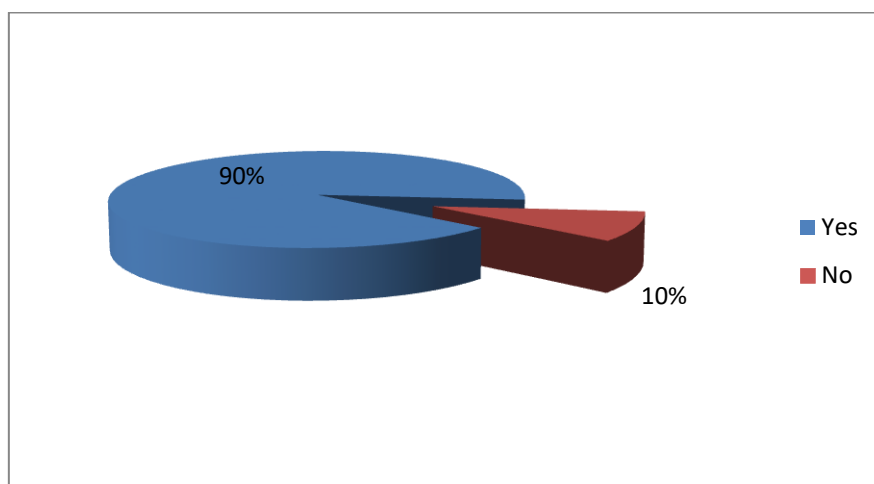


Figure2.3

Learners' Motivation towards Learning Writing

The vast majority of students (90%) answered "Yes." Unlike 10% of them, they answered "No." This means that students who are interested in learning writing, know the importance of this skill during the learning process and they are motivated to learn it. Motivation, in its turn, plays a crucial role in the learning process. While others may face obstacles in the writing process or writing is not their favourite skill.

Q04: How do you consider your level in English writing?

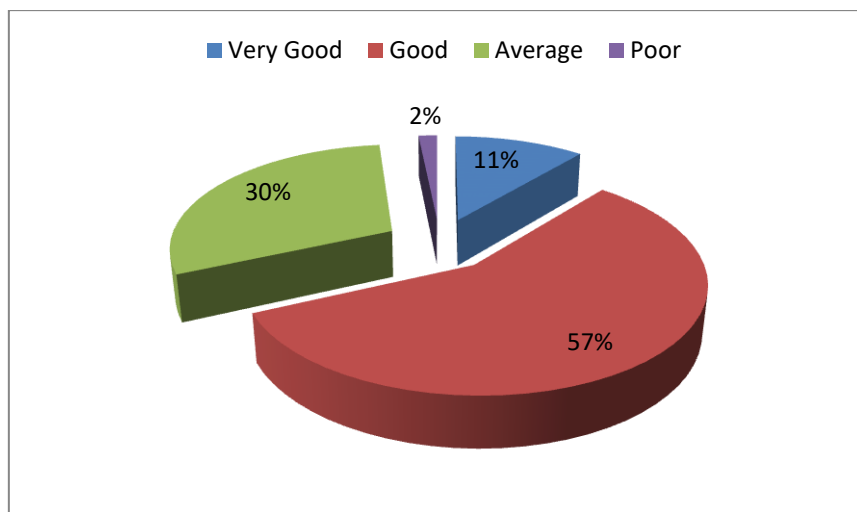


Figure 2.4

Learners' level in English Writing

As it was noticed, more than half of the respondents (57%) claimed that they have a good level, which means that they are highly motivated to learn writing and they spend a lot of time practicing this skill in order to develop it. 30% of them said that their level is average; those learners might think they are not able to write and they are not satisfied with their level, even if they may be teachers after they graduate this year. This clarified that writing is not an easy task. 11% of them believed that their level is very good; those students are competent and mastered all the aspects needed for well-formed writing. Only one student (2%) declared that his level is poor; we assume that this student does not have any aptitude to write or he is not interested in English at all.

Part Two: Writing Performance

Q05: According to you, good writing is:

- a. Correct grammar
- b. Correct spelling
- c. Precise vocabulary
- d. Good ideas
- e. All of them

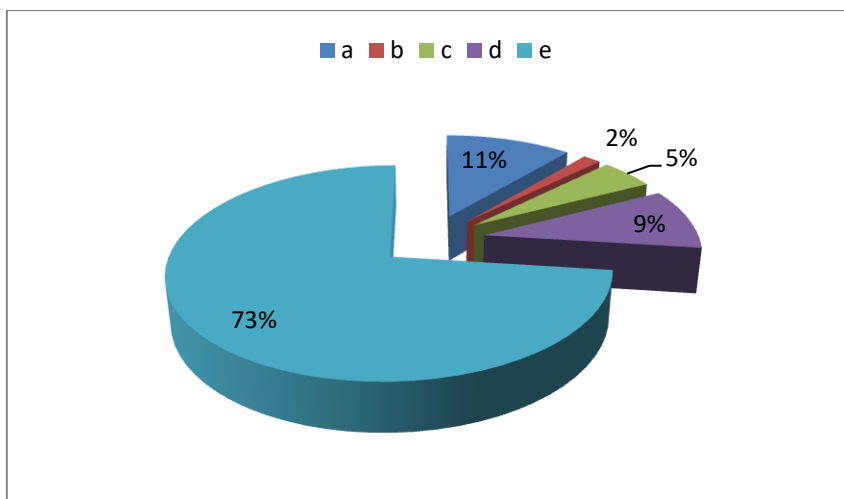


Figure 2.5

Students' Opinions about Good Writing

As it is shown above, 73% of the participants agreed that good writing is characterized by all the aspects we mentioned. 11% of them chose correct grammar, others (9%) chose good ideas, 5% chose precise vocabulary, and only one student (2%) chose correct spelling. Seemingly, the majority of the students experienced all of these aspects, for which good writing is tailored according to them. The rest of the responses were divided into all those aspects that explain the students' preferable parts that they would like to work on while writing or they master this specific item.

Q06: Do you usually follow the stages of the writing process in your written assignments?

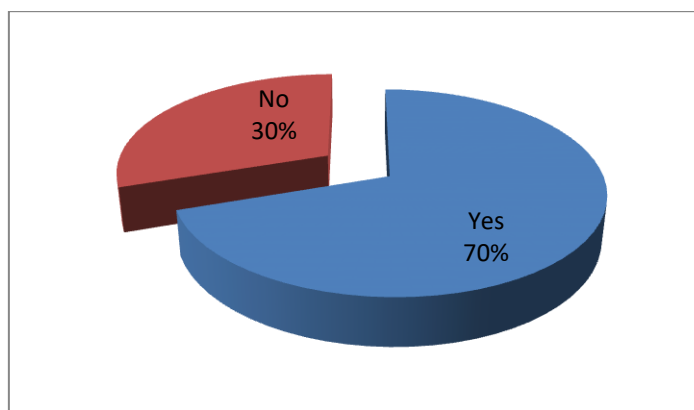


Figure 2.6

Following the Writing Process Stages in Students' written assignments

From the figure above, we clearly notice that 70% of the students follow the stages of the writing process. In contrast, 30% of them do not follow the stages of the writing process. We can say that students who followed the stages know the importance of this process in order to produce a comprehensible piece of writing. Unlike them, the others do not care about the stages and just write freely to complete the task.

- If yes, which stage is the most difficult for you?

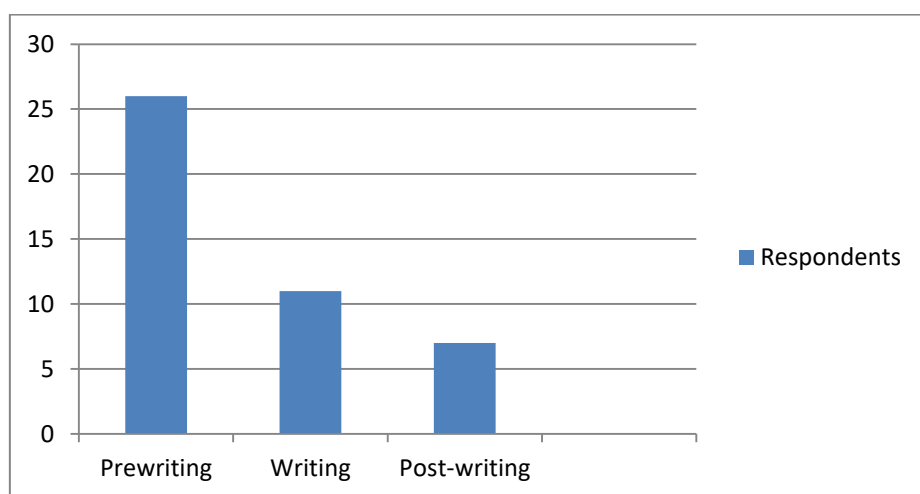


Figure 2.7

Students' Difficult Stage in the Writing Process

This question concerned only 44/63 students who chose the option "Yes" in the previous question; 26 of them found that prewriting is the most difficult stage; we suppose that they are not familiar with the topic. So, they do not have enough background information. In addition, students cannot generate the ideas they want to write about. Others (11/44) opted for the second stage, "writing"; perhaps students have poor vocabulary, difficulties with sentence structure or with their writing style. While the rest of the students (7/44) have obstacles with the post-writing stage, either they do not know how to revise and edit their draft before submitting the final one or they are not aware of the mistakes they made. As a result, they are unable to correct them.

Q07: When you write in English, do you:

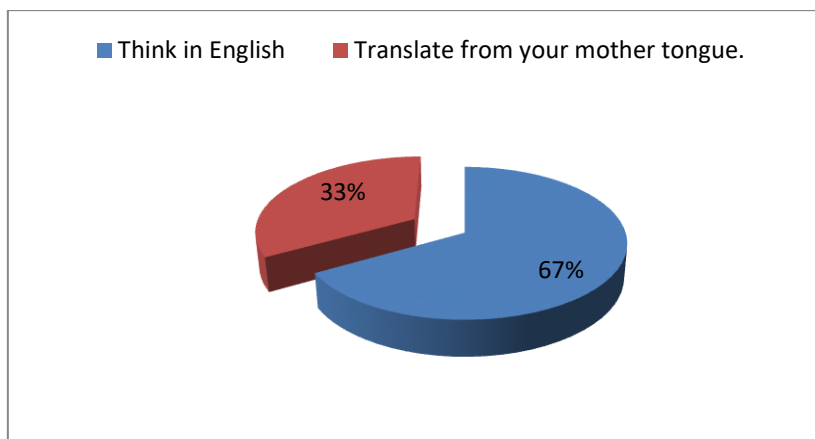


Figure 2.8

Learners' Way of thinking during the Writing Process

The results obtained from this question showed that 67% of the students think directly in English, while 33% of them translate into English from their mother tongue. On this basis, it can be concluded that the mother tongue can be problematic since they translate from it. So, it leads students to commit errors while writing; mother tongue interference and language transfer. Thus, it is better to think directly in English.

Q08: Which of the following aspects constitute a major problem for you in writing?

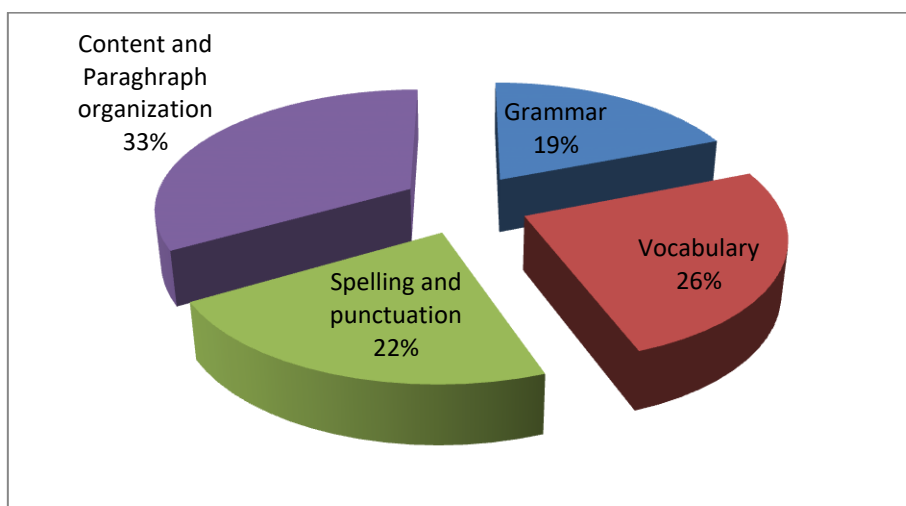


Figure 2.9

Learners' Major Problem in Writing

The results showed that 33% of the learners faced difficulties in content and paragraph organization; students cannot organize their ideas and paragraphs because they translate from their mother tongue into English, which causes them to end up with meaningless sentences. 26% of them considered vocabulary as their main problem; students always suffer from a lack of vocabulary. This may be due to their less integration with English or a lack of reading, because the more they read, the more they acquire new words. For that, they are not able to pick up the appropriate word. While 22% of our sample indicated their problems as spelling and punctuation, it is expected that they do not know how to write words correctly and how to punctuate sentences or paragraphs. The rest of them (19%) chose grammar as their main obstacle; it seems to them as a hard aspect and they are not able to master it because of its different rules and exceptions.

Q09: According to you, what is the best way to improve your writing?

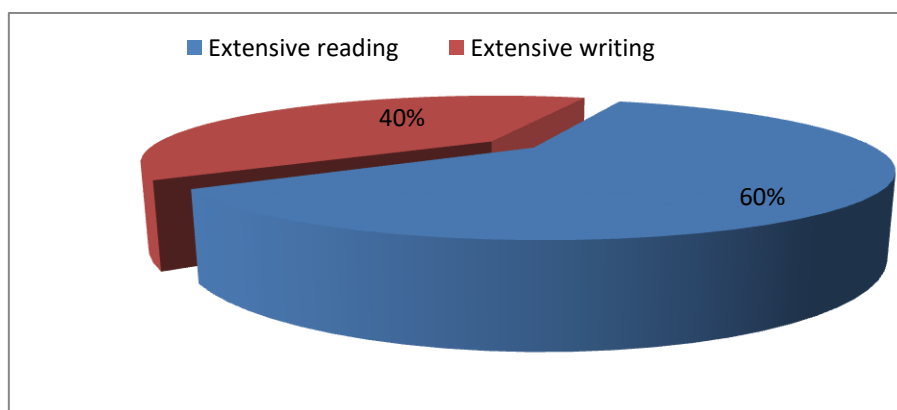


Figure 2.10

Students' Way to Improve Writing

This question aims to find the most useful way to improve writing. We can clearly see that the students (60%) chose extensive reading, while 40% of them chose extensive writing. This explains what we mentioned in both the previous question and the theoretical part about the importance of reading to improve writing performance. So, in order to achieve proficiency

in writing, students have to read and become familiar with a variety of topics so that they can practice more writing to enhance their improvement and write correctly.

Q10: Choose a statement that describes how you feel about the importance of writing:

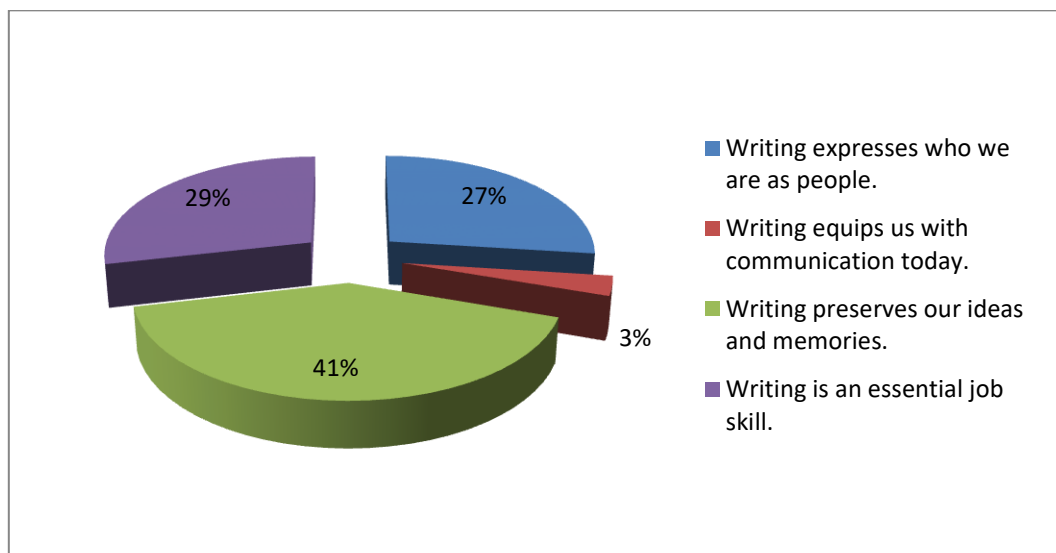


Figure 2.11

Importance of writing

This multiple choice question aims to investigate students' opinions about the importance of writing. 41% of the students opted for the option "Writing preserves our ideas and memories." We assume that writing is helpful for students to revive their memories and to maintain their history and thoughts. 29% of the students opted "Writing is an essential job skill." That is to say, they believe that writing helps them in all areas of their life, including their work. Others (27%) chose "Writing expresses who we are as people." This means writing enables people to have the freedom to express their feelings and thoughts. The rest of them (3%) chose "Writing equips us with communication today." This means that those students think that writing helps them to communicate with other people.

Part Three: Corrective Feedback on Grammatical Errors

Q11: Does your teacher of written expression correct your errors?

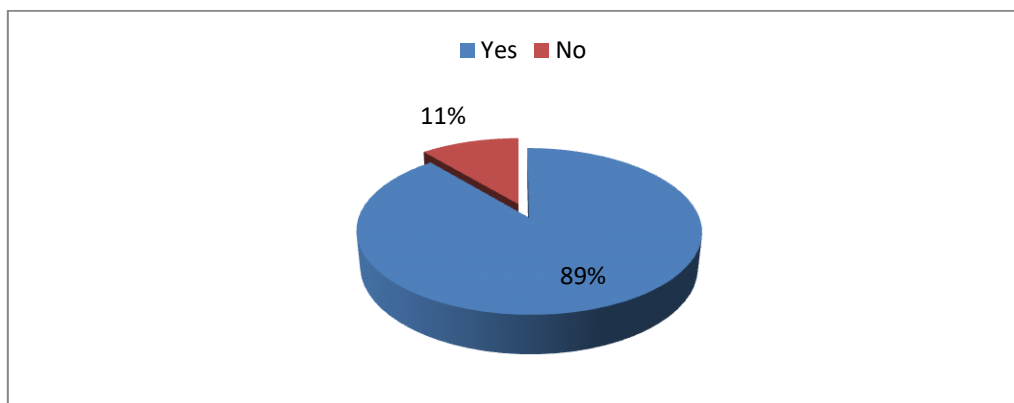


Figure 2.12

Teacher' Correction of Students' Errors

The figure above shows that most students (89%) answered "Yes." 11% of them answered "No." Their responses mean that their teachers help them to know their errors and provide them with the correct form. Hence, they will not commit the same errors in their next production. However, those who said "No"; we suppose that they do not care about the teacher's correction or they do not understand it.

- If yes, does he correct:

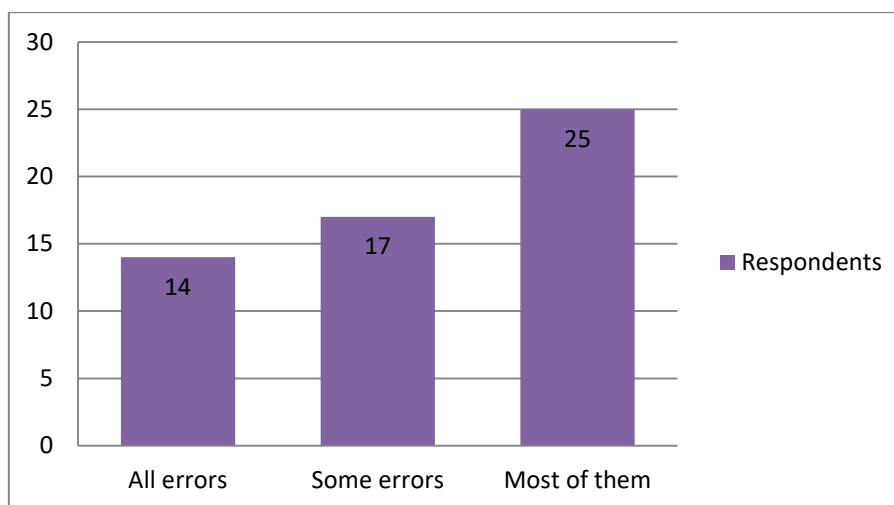


Figure 2.13 *The Frequency of Teachers' correction to Students Errors*

This question concerned only 56 of our sample who said "Yes." 25/56 answered by "most of them." 17/56 answered by "some errors," while 14 of them answered by "all errors." So, the number above shows that the vast majority of students do not receive a full correction of the committed errors; we expect that is due to the large number of students in class or the time is not enough for the teacher to provide them with the correction of all errors.

Q12: How does your teacher give feedback?

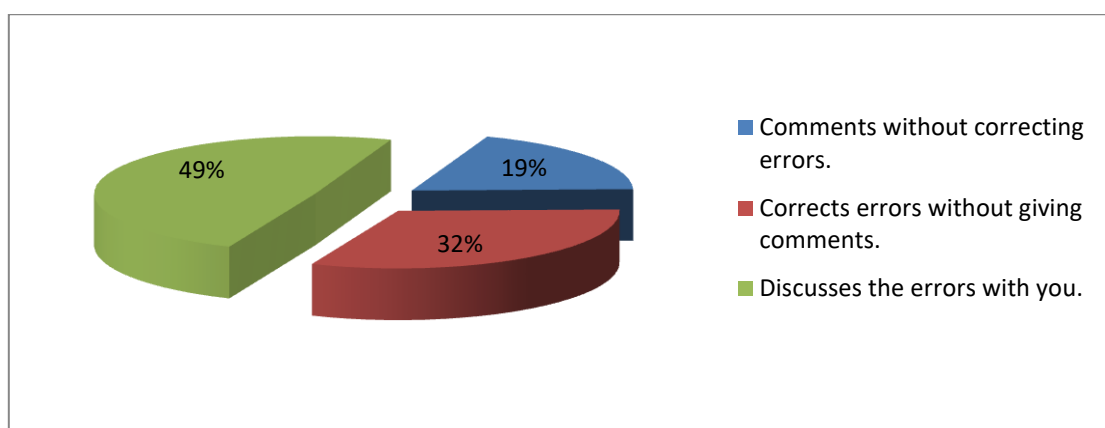


Figure 2.14

Teachers' way to Correct Students Errors

The figure showed that 49% of the students stated that their teacher discusses the errors with them, while 32% of them chose the option "corrects errors without giving comments". The rest of the students (19%) stated that their teacher's comments without correcting errors. The results show that teachers use different ways to provide feedback, and the most used one is "Discuss the errors with students," which is based on teacher-student conference in order to explain to students how they correct their errors.

Q13: Which type of corrective feedback do you prefer?

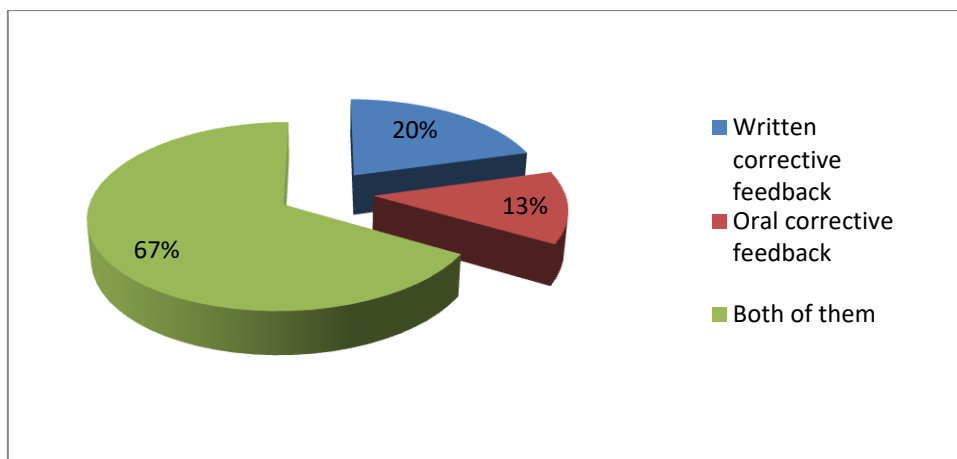


Figure 2.15

The Type of Corrective Feedback Students Prefer

From the results, we can deduce that more than half of the students (67%) preferred to receive both types; it is expected that those students know the importance of having both types in order to make the correction effective. Thus, their writing performance improves. 20% of them preferred the written corrective feedback; those students may not like having oral correction in front of their classmates and they feel embarrassed. Only 13% of them liked the oral corrective feedback; we assume that those students like to have the chance to discuss their errors with the teacher.

Q14: Where do you put your focus when teacher corrects?

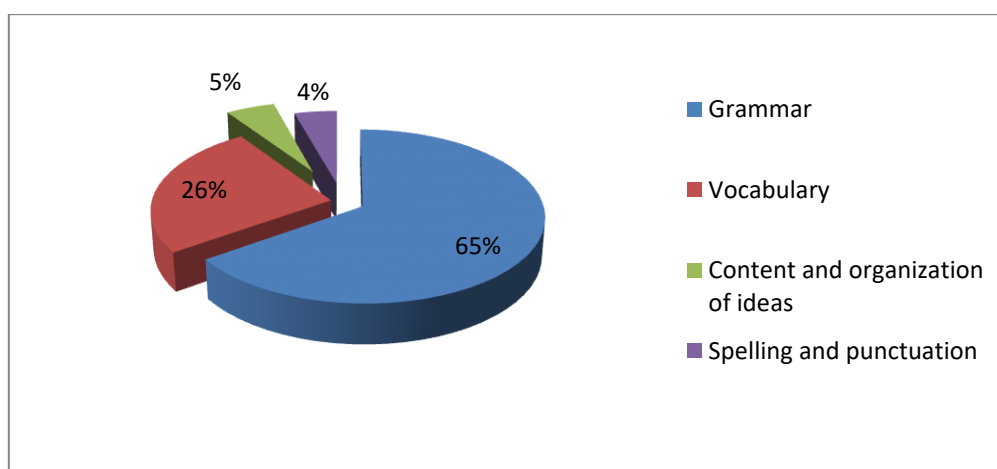


Figure 2.16 *Important Aspect Students Focus in the Correction*

The figure clearly showed that grammar reached the highest rate (67%). Vocabulary was the second aspect that gained their focus (26%). Unlike content and organization of ideas, spelling and punctuation almost had the same percentage (5%) and (4%). In this case, students prove that teachers focus more on grammar rather than any other aspect when correcting their errors, because they know that grammar is very helpful for students; the other aspects cannot be achieved without the existence of grammar.

Q15: What do you think of English grammar?

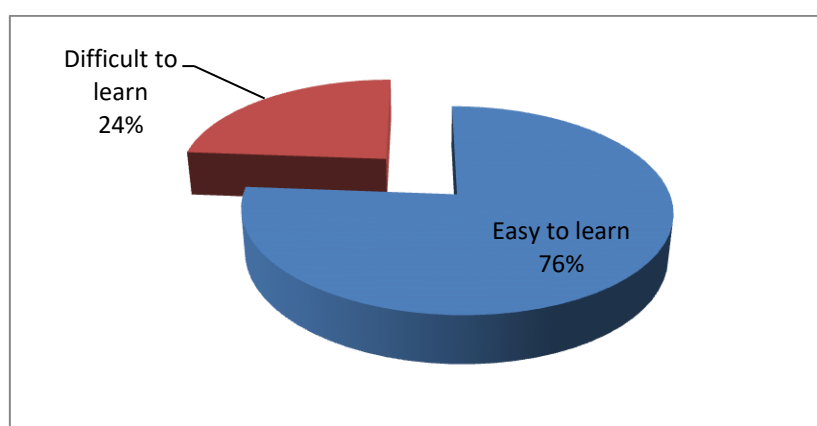


Figure 2.17

Students' opinions towards English Grammar

According to the results obtained from the above figure, more than half of the sample (76%) believed that English grammar is an easy task to learn. In contrast, 24% believed that English grammar is difficult to learn. It can be said that, generally, students don't face difficulties in English grammar.

Q16: How often do you commit grammatical errors?

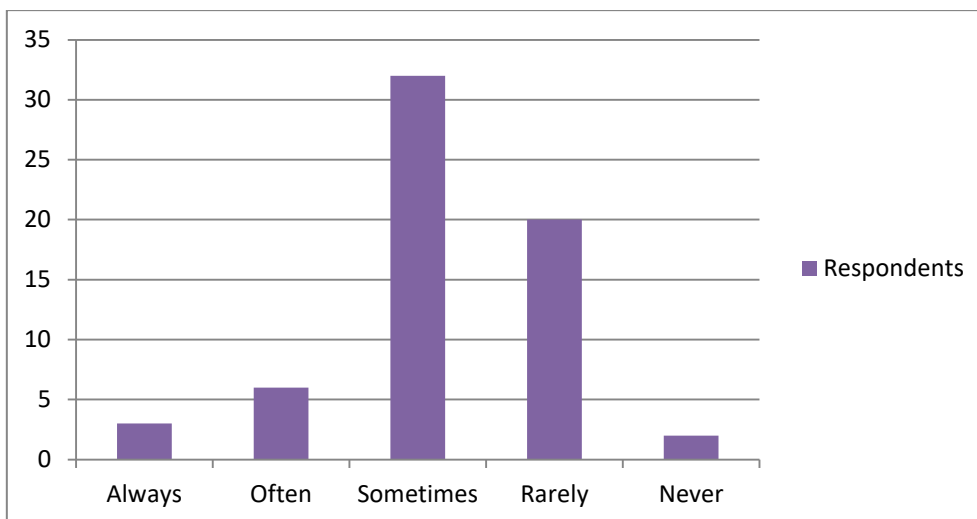


Figure2.18

Students' Frequency on Committing Grammatical Errors

This question aimed to know the frequency of grammatical errors in students' writing since they said that English grammar is easy to learn. 32/63 chose the option "Sometimes". 20/63 chose "Rarely." 6/63 chose "Often." 3/63 chose "Always." Only 2 of them said never. This means that grammatical errors are still common among the students in their studies; maybe they can understand the rules but they don't know how to use them in the appropriate place.

Q17: Do you think that you should master the grammatical rules before becoming a good writer?

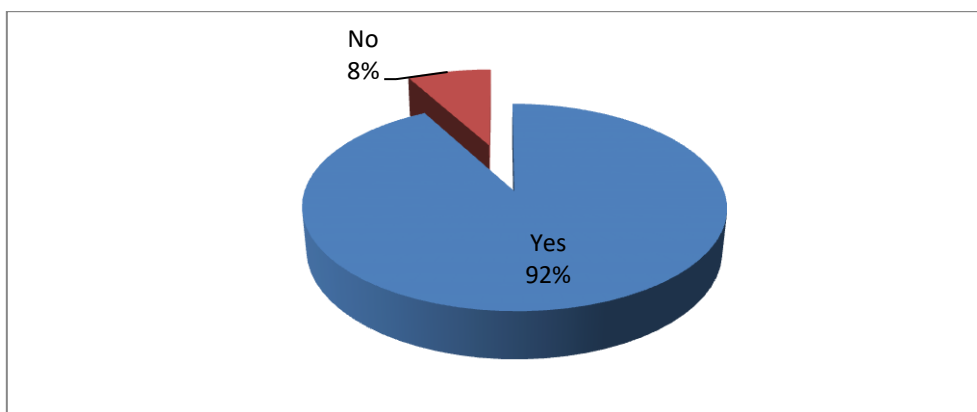


Figure 2.19 *Students' Perceptions of the Importance of mastering the Grammatical Rules before Writing*

The results clearly indicated that 92% of the participants said "Yes," while the rest of them, 8%, said "No." We deduce that students did not deny the fact that mastering grammar rules before writing is a very important matter. Hence, the lack of mastering grammar can be problematic for students when they write.

Q18: Which grammatical errors do you commonly make?

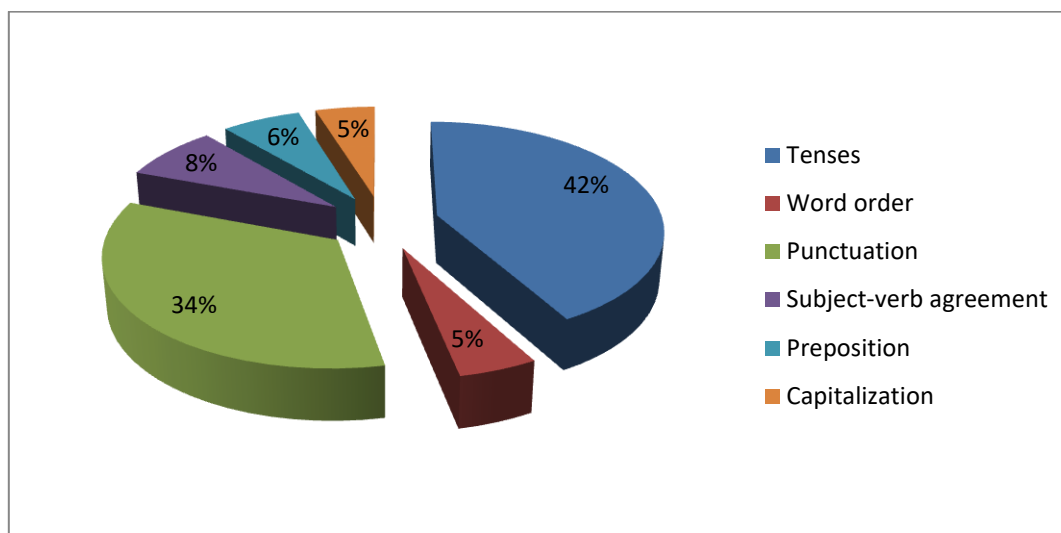


Figure 2.20

The Most committed Grammatical Errors

Based on the results above, students' answers varied from option one to option six. "Tenses" received the highest rate (42%), while "punctuation" received a rate of 34%. A low percentage was scored by the rest of the options; subject-verb agreement (8%), prepositions (6%), word order and capitalization had an equal rate (5%), while no one chose "articles". So, the most common grammatical errors are tenses and punctuation, because their rules always make students confused.

Part Four: On Learners' Attitudes towards Teachers' Corrective Feedback

Q19: Do you like to be corrected?

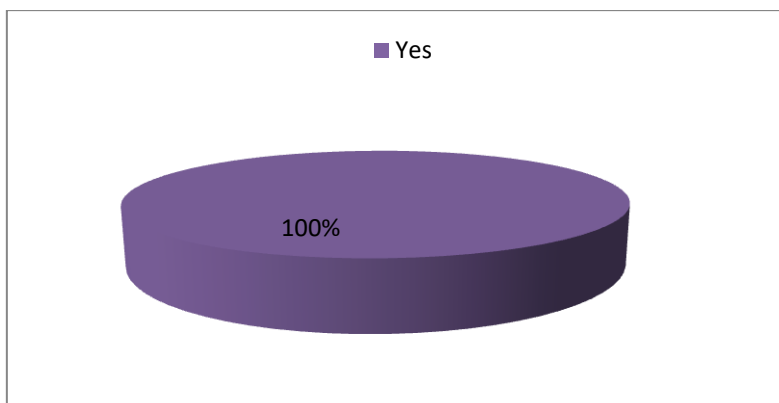


Figure 2.21

Students' Attitudes towards Correcting their Errors

The question is aimed at getting the participants to determine their attitudes towards teachers' correction. All the respondents preferred to be corrected in order to avoid committing the same errors in the future. Therefore, this helps them to improve their writing performance as they take into account the teacher's correction.

Q20: When do you like to have teacher' corrective feedback?

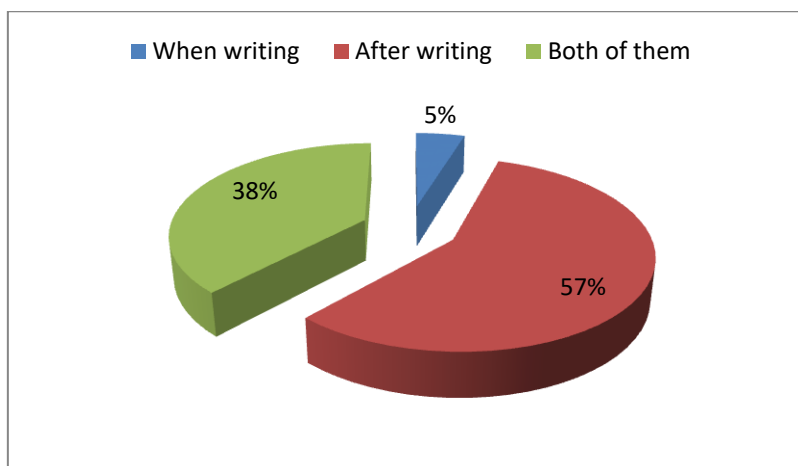


Figure 2.22

Students' Ideal time to have Teacher' Corrective Feedback

This question tried to know students' preferred timing to have teacher' corrective feedback, the results indicated that 57% of the students preferred to have the corrective feedback after writing. 38% of them liked the both cases and only 5% of them stated that they

like to receive the corrective feedback during writing. Based on the answers; probably, students want to correct all their errors at once, so that, they do not lose their focus or ideas during the writing task.

Q21: Do you have difficulties to revise the paper after receiving the feedback?

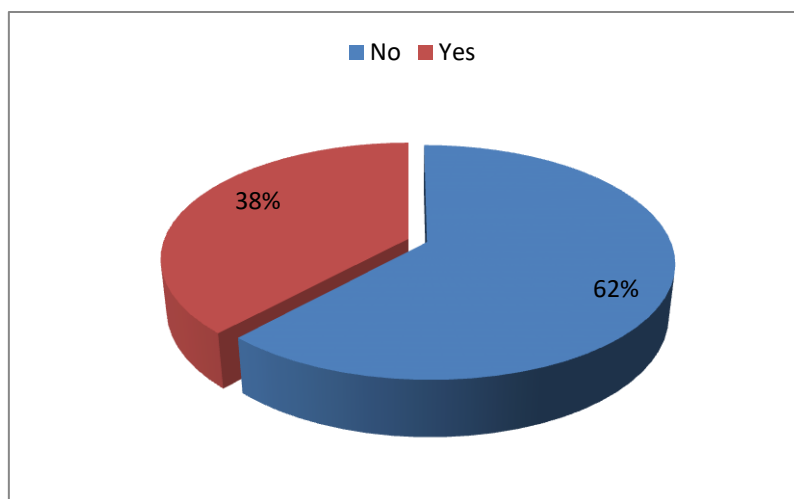


Figure 2.23

Students' Difficulties in Revising their Papers after Receiving the Corrective Feedback

38% of the sample said that they had difficulties revising their paper after receiving the corrective feedback. The rest of them said that they did not have any problems.

- If yes, do you think it is because:

A. You can't correct all the grammatical mistakes that the teacher pointed out.

B. You can't revise the poor of ideas. C. The teachers' corrective feedback is not helpful.

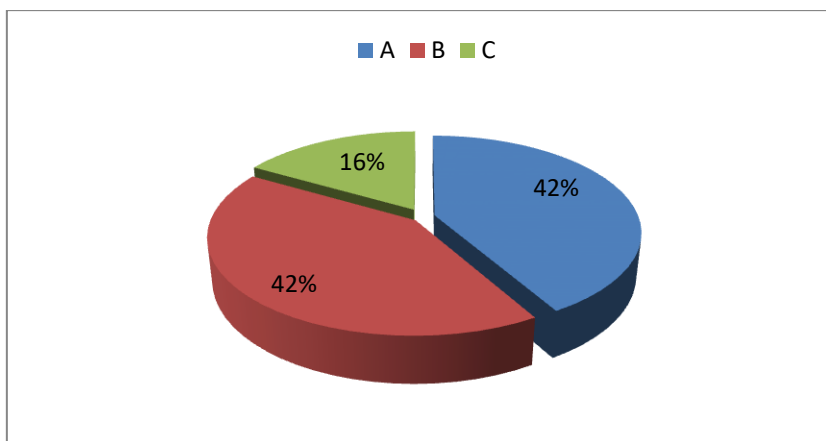


Figure 2.24

Students' Justification about the Difficulties of Receiving the Corrective Feedback

The second part of the question was to investigate the reasons behind their difficulties in revising their papers. This question included only 24 students from the whole sample. The first and second options had an equal rate (42%), while the last one gained a rate of 16%. That is to say that those students have obstacles with the comprehension of the grammatical aspects and the lack of background information. In addition, they did not understand the corrective feedback from the teacher. So, they think it is not helpful; perhaps they think teacher judge their writing assignments.

Q22: Does your teachers' corrective feedback help you find solutions to overcome your writing problems?

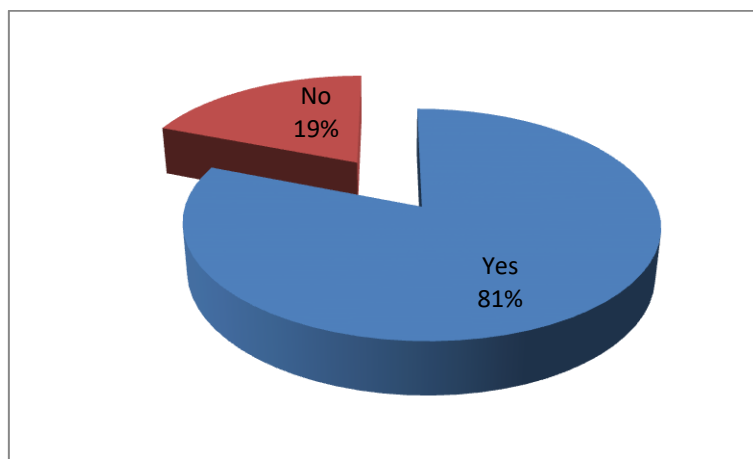


Figure 2.25 *The Role of Corrective Feedback to Overcome the Writing Problems*

81% of the learners stated that teachers' corrective feedback helped them to find a solution to their writing problems. 19% stated that the corrective feedback did not help them. We think that teachers' corrective feedback helps students realize their errors. Hence, they can avoid repeating the same errors. Consequently, students' obstacles decrease.

Q23: Does teachers' corrective feedback help you enhance your writing performance?

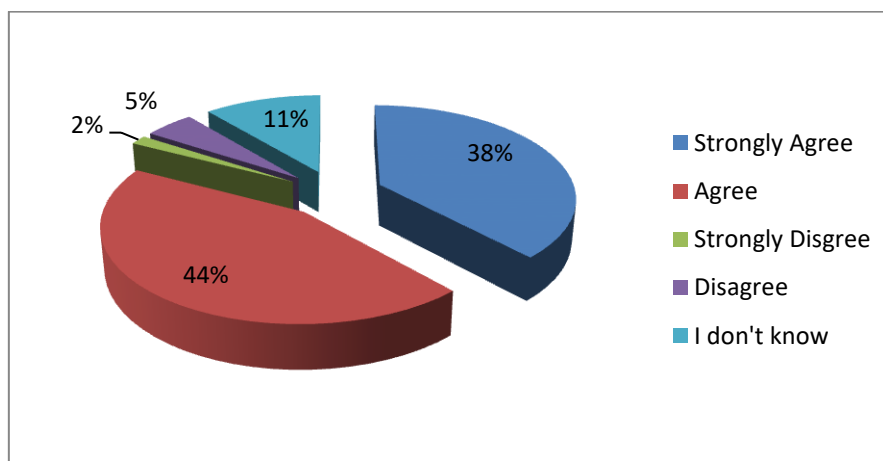


Figure 2.26

The Frequency of Teachers' Corrective Feedback to Enhance Writing

This question was designed to find out the importance of corrective feedback to enhance students' writing performance. 38% of the learners chose "strongly agree". 44% chose "agree." 11% of them did not know, a low rate (5%) disagreed, and only 2% chose "strongly disagree." Luckily, the vast majority of the students are satisfied with the crucial role the corrective feedback plays in their writing development; recognizing their mistakes helps students deal with them by following their teachers' directions, and the teachers' corrective feedback is beneficial for students to improve their writing skill. Meanwhile, others believed that it was not effective; this is due to many factors that make them reject the teachers' directions or other reasons.

Q24: How do you feel when you are corrected?

We asked this open-ended question to the sample in order to explore how students feel when they receive teachers' corrective feedback. Lastly, the psychological side of students is very important to their performance, so we gave them freedom to express themselves through this question. The following are the most repetitive answers:

- "I feel eager and want to learn more."
- "I feel motivated to learn more from my mistakes and make more effort to improve my writing skills."
- "Sometimes I feel embarrassed and ashamed."
- "I like corrective feedback because it's in my best interest to help me not to repeat the same mistake and develop my level."
- "I feel more confident in writing, and glad to discover and correct my mistakes in order to not make them again."
- "It depends on the feedback, if the teacher gives me positive feedback for example they appreciate the piece of writing then they point to the mistakes I've made, not just start criticizing and correcting."
- "I have nothing against being corrected besides I prefer when the teacher tell me the mistakes I committed, he/she gives me the correction and provide me with tips I should follow to achieve mistake free essays."
- "If it's in front of people, I would be very uncomfortable, and I won't listen to a word. But if it's in private I would very much appreciate it."
- "At the beginning, I used to be shy and nervous but now I have realized that it's good for me and for my writing."
- "I feel that I should concentrate more because you cannot progress without making mistakes."
- "It's good to know your mistakes to correct it, it's also a way of learning."

- ‘‘I feel that i received a new information, new idea, and I have to keep it in my mind, I’ve never felt ashamed or shy when someone corrects my errors.’’
- ‘‘I don't mind being corrected; it's good for me to improve myself.’’
- ‘‘I feel thankful and lucky to learn from my mistakes.’’
- ‘‘I look forward to the teacher's comments and feedback. It helps me as i am always learning something new.’’
- ‘‘Nothing really I just appreciate the fact that someone is pointing out my mistakes and is helping me do better.’’
- ‘‘I learn from errors and i feel that i will be a good writer.’’
- ‘‘Normal, but when the person's critics is in a way i can accept.’’

From these answers, we assume that students have a positive attitude towards teacher' corrective feedback in increasing their writing skill.

Part Five: Students' Suggestions

Q25: In your view, how can the corrective feedback affect your grammatical errors towards the writing skill?

With this open-ended question, we invited the students to provide their opinions and suggestions on how corrective feedback on grammatical errors can affect their writing skill.

The following are some of the students' answers:

- ‘‘When teacher provide me with the corrective feedback of grammatical errors that would help me to avoid them in the future and develop my writing skill
- ‘‘Grammatical mistakes are lessons so every corrective feedback is another step to make your work perfect.’’

- "I believe if a student is corrected once and twice about the same grammatical error they would eventually stop making that mistake, therefore, teachers must be patient while giving feedback."
- "Corrective feedback is a vital Method that any teacher can adopt concerning grammatical errors of students because it exhibits progression in writing skill even a small note by a teacher to his student about punctuation marks, articles...it can be the reason for a brilliant writer in the future."
- "Corrective feedbacks help me to remember revising my paper after I finish writing, to make sure that my piece of writing is free of grammar mistakes. I do not forget feedbacks given to me by the teacher so whenever I start writing I'll take into consideration his/her remark."
- "In writing, I need to have my grammar (tenses, words order, punctuation..) correct, so when my teacher corrects my errors it affects them on a good way in order to improve my writing skills because it's one of the important aspects of a good writing.
- It makes a difference in the writing skill, and be able not to repeat the grammatical errors once writing again."
- "As students we always commit some mistakes because of some factors. One of those factors is lack of concentration especially during exams, and here in this situation the student needs a guide to correct his mistakes and to help him to cope with these errors. As a result the teacher's corrective feedback of grammatical errors is a good way for students to improve their writing skills."
- "It's very useful, and it motivates me to reconsider the rules, because writing with grammar errors makes content incomprehensible."
- "Remember it and never skip the error."
- "Corrective feedback will help me to reduce my grammatical errors and be able to produce grammatically correct sentences to enhance my writing."

- ‘‘Very helpful indeed because grammar for me is a 5th skill in language learning and should be mastered.’’

From all the answers stated above, we confirm that students are fully aware of the impact of corrective feedback in eliminating the grammatical errors in their writing performance.

2. Analysis of the Teachers' Questionnaire

Part One: Background Information

Q01: What academic degree do you hold?

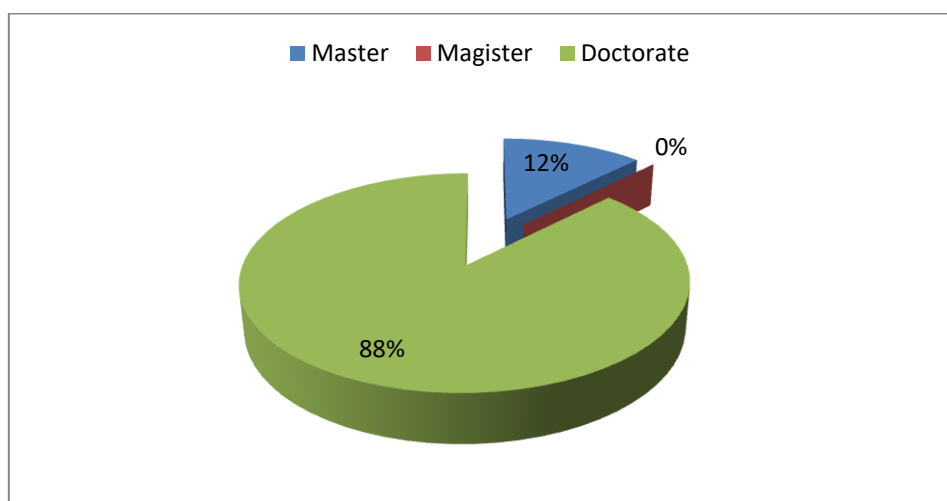


Figure 2.27

Teachers' Academic Degree

As presented in the figure, only one teacher out of eight held a master's degree (12%), seven teachers held a doctorate degree (88%); most of the teachers completed their higher education. Thus, they are very competent, which reinforces the authenticity of the results obtained.

Q02: How long have you been teaching written expression?

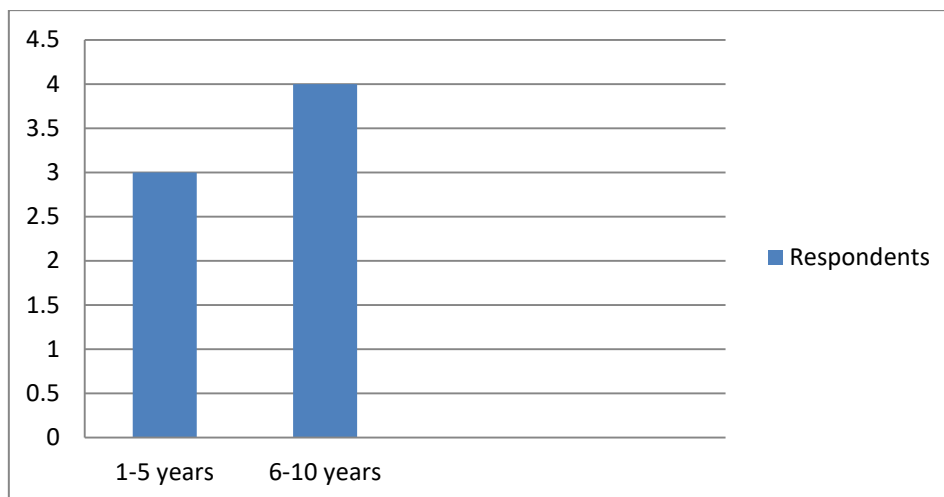


Figure 2.28

Teachers' Years of Experience in Teaching Written Expression

This question targets the informants' experience in teaching written expression. To support the previous question, it is stated that 3/8 of the teachers have been teaching WE for less than 6 years. Four teachers reported that the period they spend in teaching WE varied from six to ten years, whereas, one teacher did not mention his experience years in teaching WE. As a result of this question, as well as the upper interpretation, it leads to a stronger confirmation that our teachers are qualified. So, the data collected is reliable and credible; teachers are competent to promote the level of written expression in their students.

Part Two: Writing Performance

Q03: According to you, good writing is:

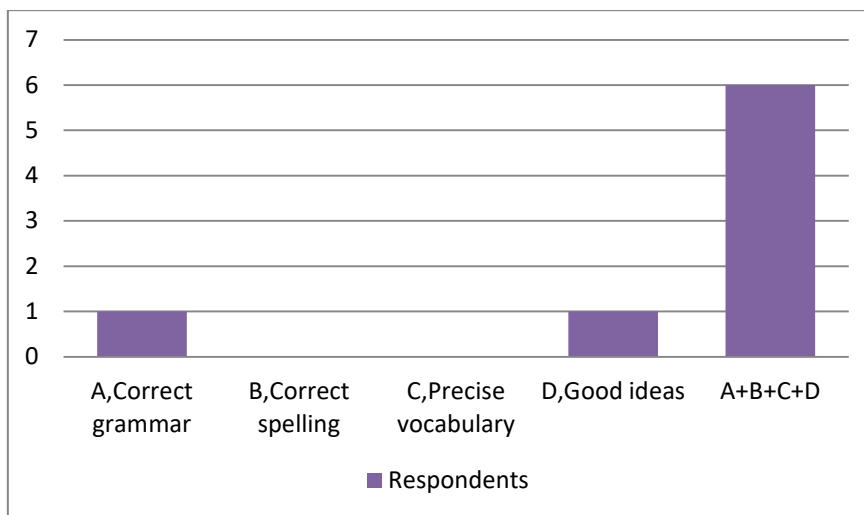


Figure 2.29

Teachers' Perceptions about Good Writing

Based on the statistics gathered, the vast majority of the teachers (6/8) believe that good writing is a combination of all the mentioned elements (grammar, spelling, vocabulary, etc.). The option 'A+B+C+D' was not given as a separate option, but the teachers tick all the boxes provided. So, we think it is better to add it to the analysis. In addition, one teacher opted for correct grammar and another one opted for good ideas. However, when we asked them to add other aspects, if any, only four teachers believed that good writing, in addition to the previous ones, means:

- "Good writing includes knowing the way to develop ideas and how to organize them."
- "Coherence, cohesion, and mechanics."
- "Good line of thought."
- "The structure of ideas, and the structure and organization of the sentences."

From the results, we can conclude a good piece of writing is preferred to contain all the elements that have been mentioned because writing is an amalgamation of these elements and we cannot separate them; they are complementary.

Q04: Which approach do you follow in teaching the writing skill?

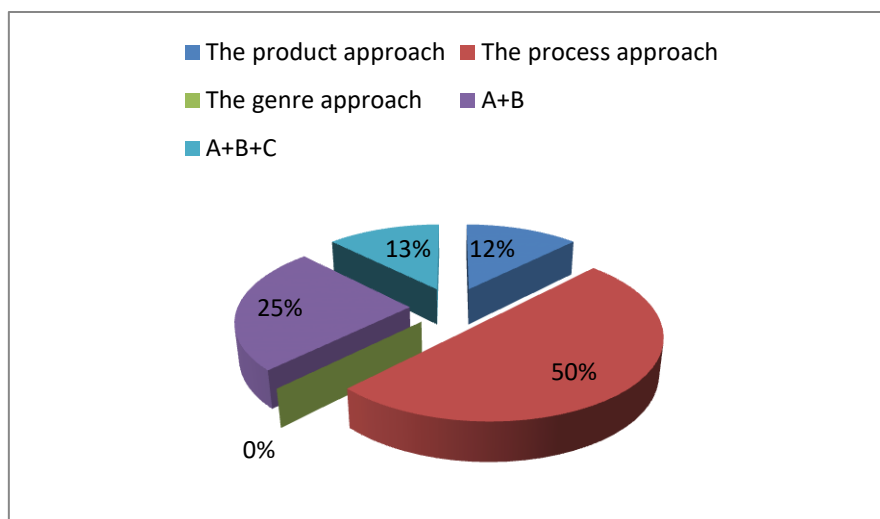


Figure 2.30

Approaches Used in Teaching the Writing Skill

The approaches presented in this question are the product approach, the process approach, and the genre approach. However, the percentages were divided into four numbers; as with the previous item, some teachers selected more than one option. 50% was dedicated to the process approach. 25% of the teachers taught using both the product and the process approach, while one teacher ticked all three options (13%) and another teacher ticked only the process approach. This indicates that teachers do not rely on a constant approach and pay attention to writing at every step and as a whole; the process approach allows teachers to provide feedback to their students during the writing process before submitting the final draft, as well as create collaboration between teacher and student. While the mixed application of such approaches indicates that teachers prefer to combine the crucial parts of any approach to suit each student's learning style, it also depends on the teachers' ideas and teaching methods.

Q05: What is the common problem that you notice in your students' writings? You can tick more than one box.

- a. Grammar errors. b. Poor vocabulary. c. Spelling and punctuation.
 d. Poor content and organization of ideas. e. Interference of mother tongue.

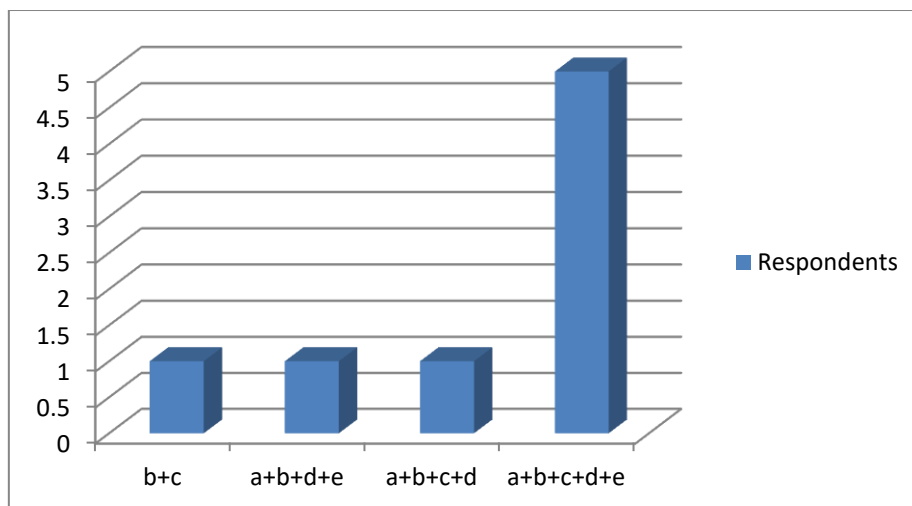


Figure 2.31

The Common Problems Noticed by Teachers in Students' Writings

In response to this question, none of the teachers chose one option. They chose from two options and more. As it is presented in the figure above, it can be said that students face difficulties in all these elements, which lead them to make errors; these problems are the most common among EFL learners. We suppose that these obstacles are due to many factors, such as the teachers' way of teaching (e.g., providing them with the information without any explanation). Besides, students are unable to develop their writing abilities, perhaps because of their lack of writing practice or because they are discouraged from doing so. Consequently, both teachers and students are responsible for overcoming these difficulties by identifying the main causes and finding solutions to reduce them.

Q06: According to you, what is the best way to improve your students' writing?

This item is an open-ended question which teachers might answer differently; it tends to figure out the ways that teachers believe it is effective to enhance the students' writing performance. Teachers provided us with the following answers:

- "Reading and practice."
- "Reading."
- "Teaching grammar, writing techniques, and reading."
- "Students should be taught the differences between the structures used in Arabic and English."
- "Grammar should be taught in context by exposing learners to authentic situations where each grammatical aspect is used."
- "Incite them to read and to have a dairy or form of report for their reading."
- "By practicing writing and by extensive reading."
- "Writing will improve through practise. Students would write over and over again. Then, their teachers must correct their writing and discuss with them the problem or mistakes formed."
- "Students should have a portfolio to keep their writings and check their progress. Thus, they should be taught self-correction, and be provided with checklists."

The teachers' responses show that each teacher has their own opinion on the best way to improve their students' writing. However, most of them emphasize the importance of extensive reading, more writing practice, and knowing its techniques in addition to teaching them grammar and providing them with feedback on their mistakes. This makes it clear that writing is not just about giving information to students. However, there are some aspects that the students need to improve with the aid and guidance of their teachers.

Part Three: Corrective Feedback on Grammatical Errors

Q07: Do you provide corrective feedback to your students?

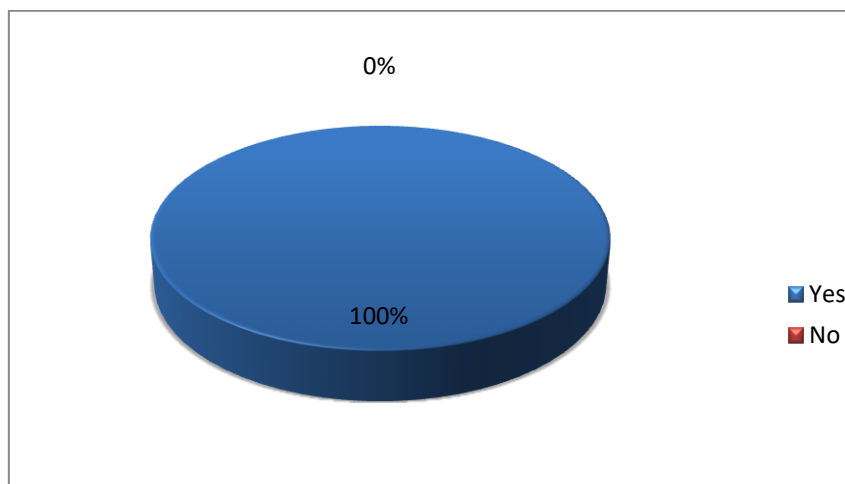


Figure 2.32

Provision of Corrective Feedback by Teachers

This question was divided into two parts: the first one aimed to find out whether teachers provide corrective feedback to their students. However, the second part concerned teachers who said that "they provide corrective feedback to their students." The results showed that all teachers (100%) provide corrective feedback to their students. Thus, we figure out the vital role of corrective feedback in the teaching and learning process.

- If yes, which of the following types you give :

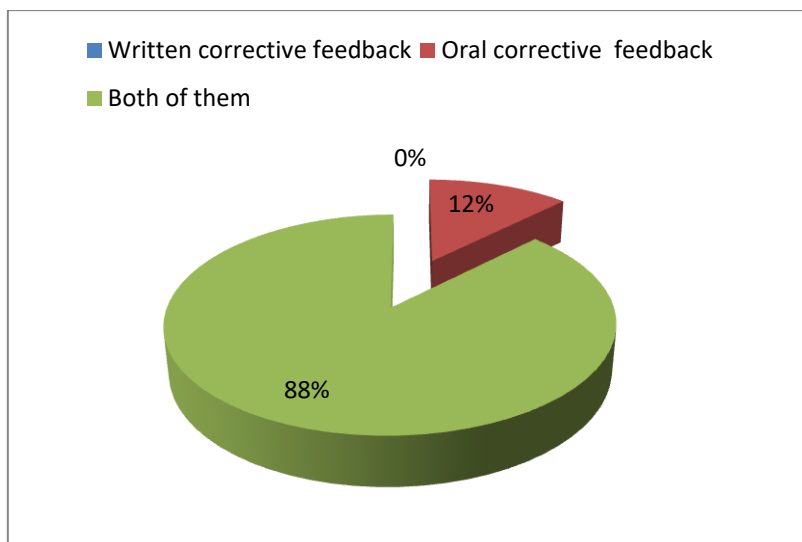


Figure 2.33

Types of Teachers' Corrective Feedback

In this item, 88% of the teachers preferred to give both types to their students. Only one teacher (12%) preferred to give oral corrective feedback to their students. This may lead the feedback to meet the students' needs.

Q08: What is your corrective feedback usually about? You can tick more than one box.

A. Content B. Grammar C. Vocabulary D. Organization and mechanics

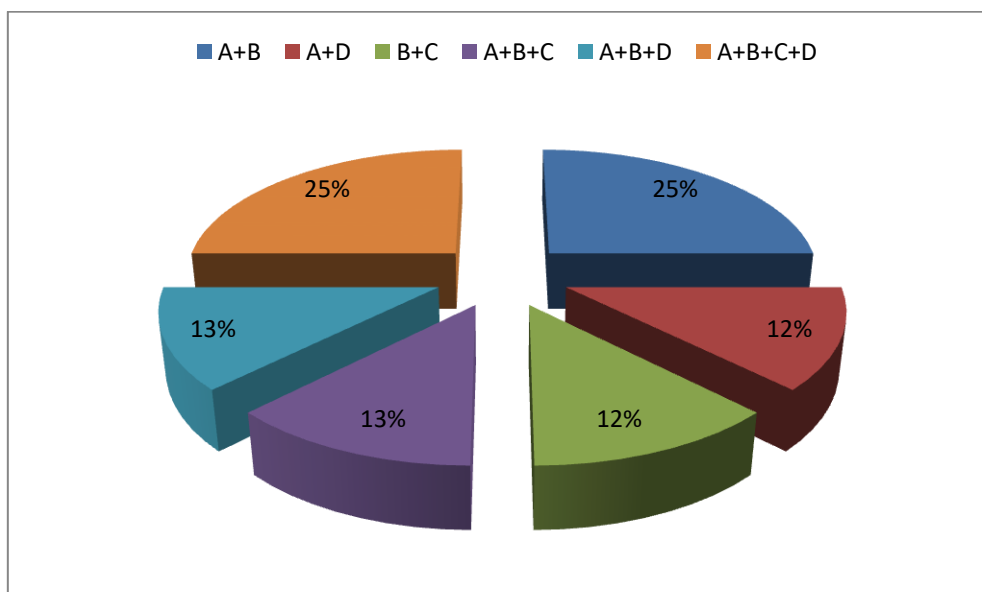


Figure 2.34

Teachers' Focus when Giving Corrective Feedback

The figure clearly showed that teachers gave corrective feedback on more than one aspect; there was an equal rate (25%) between giving the correction in options "A+B" and "A+B+C+D". Other teachers (13%) chose the option "A+B+C" and the option "A+B+D". They received a rate of 13%. Likewise, the rest of the two options, "A+D" and "B+C," gained the same rate (12%). The results showed that the majority of the teachers noticed that students generally make mistakes in content, grammar, and vocabulary, which are the most commonly selected aspects among the options. That means the students make a lot of mistakes while writing.

Q09: You think that errors should be:

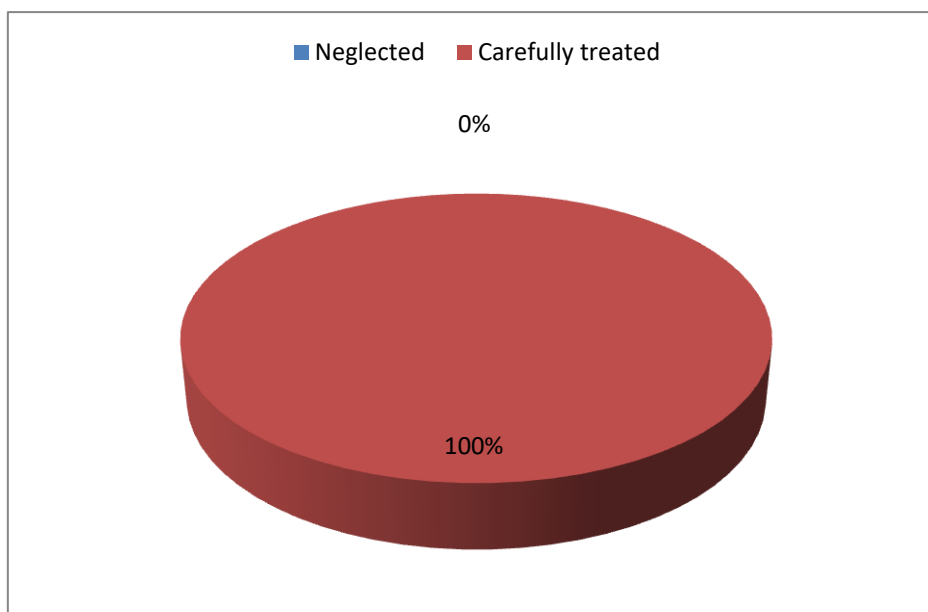


Figure 2.35

Teachers' Views about Errors Treatment

All teachers (100%) confirmed that errors should be carefully treated. This implies the importance of treating students' errors to improve their writing performance.

Q10: How do you usually comment on errors you spot in your students' writings?

- A. Indicate where the errors are and provide the students with their correction.
- B. Indicate where the errors are without correcting them.

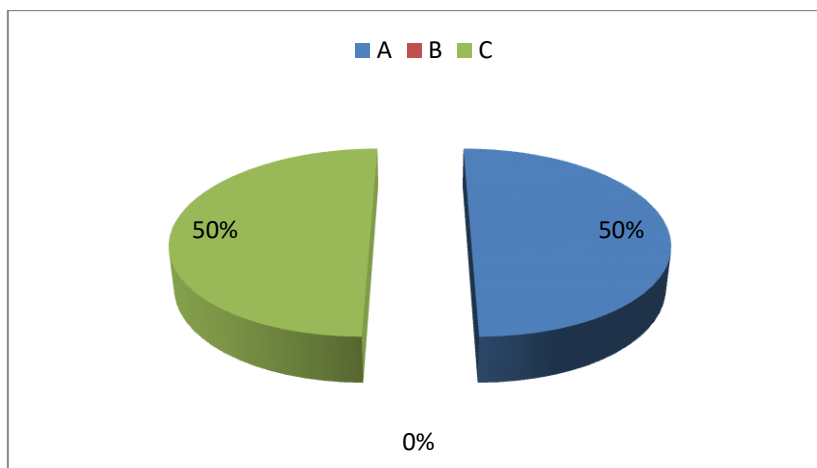


Figure 2.36

Teachers' Ways of Indicating the Errors

Basically, the question is intended to assert that teachers' ways of correction differ from one to another in order to meet students' needs. As it was noticed, we added another option on the figure "option C" because some informants ticked both options. 50% of the informants stated that they indicate where the errors are and provide the students with their correction. The other 50% stated that sometimes they indicate the errors and provide their correction, or they only indicate them without correcting them. We deduce that determining the area of the errors helps students learn from their own errors, and they will be able to revise and edit their piece of writing. So, their writing performance will improve. However, misplacing the area of the errors gives students a chance to correct their own errors by thinking about them, so that they can be more confident about their abilities.

Q11: How often do your students commit grammatical errors in their writings?

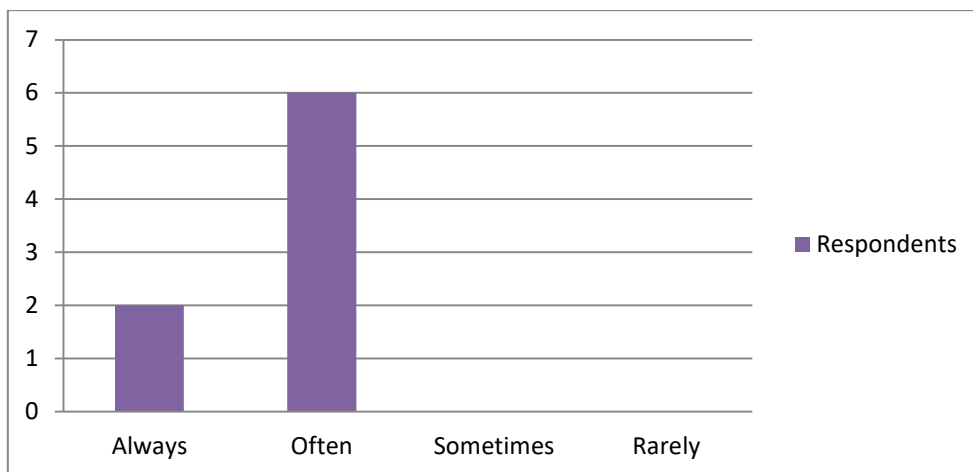


Figure 2.37

Teachers' Perceptions on the Frequency of Students' Grammatical Errors in their Writings

The results indicated that 6/8 of the informants chose "often". 2/8 chose "Always". This means that students mostly commit grammatical errors in their writings.

Q12: What is the most common grammatical error in your students' writings?

- A. Tenses B. Subject-verb agreement C. Articles D. Word order
 E. Prepositions F. Punctuation G. Capitalization

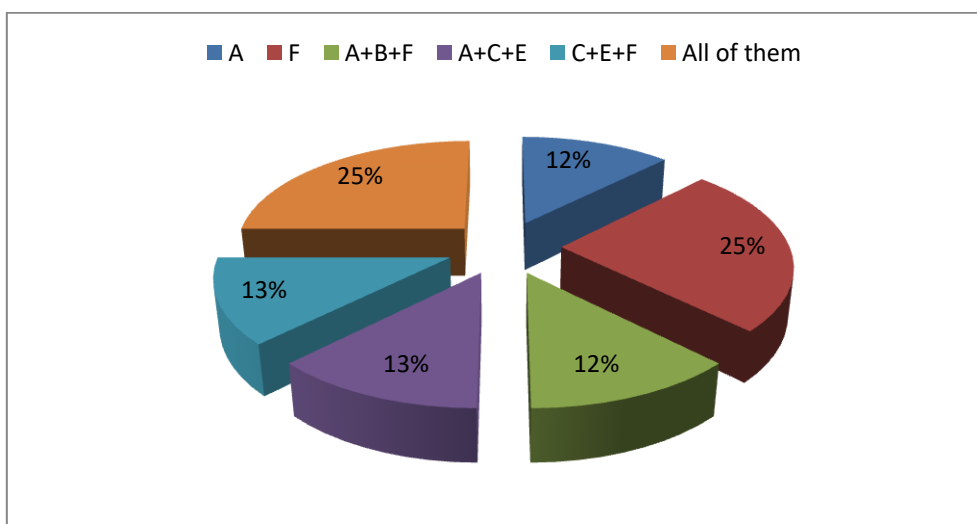


Figure 2.38

The most Common Grammatical Errors Spotted by Teachers in Students' Writing

The above figure clearly indicated that some teachers selected more than one error, which imposed us to create other options based on their answers. The options "All of them" and "punctuation" scored (25%). The next chosen errors by the informants were the options "A+C+E" and "C+E+F" with a percentage of (13%). Furthermore, "Tenses" and the option "A+B+F" had an equal percentage of (12%). Generally, we can say that all grammatical errors are noticeable in students' writing.

Q13: Do you think that learners make errors because of the complexity of English grammar?

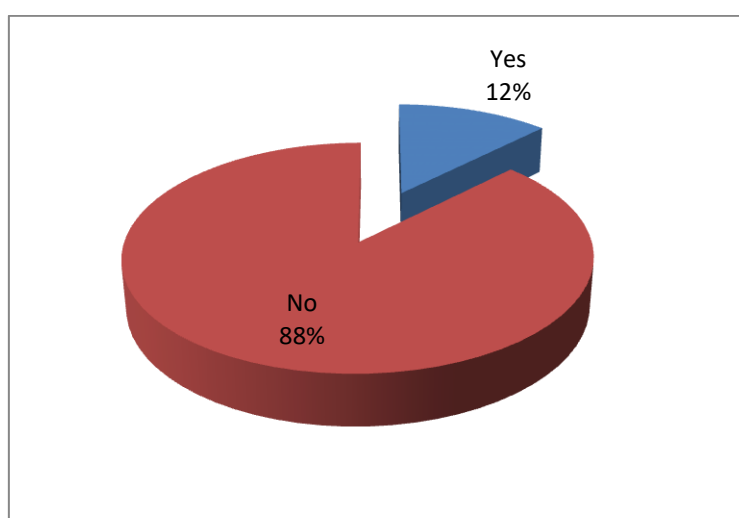


Figure 2.39

Teachers' Views about the Complexity of English Grammar

According to the answers, most of the respondents (83%) did not consider the complexity of English grammar as a cause of students' errors, while 12% of them considered English grammar as a cause of committing errors. On the whole, we can say that English grammar might not be a cause of students' errors; maybe the wrong implementations of its rules make students commit some errors.

Part Four: Teachers' Suggestions

The last part of the questionnaire is meant to elicit teachers' further suggestions that may help us to obtain more adequate information concerning the issue treated in our dissertation. Only four teachers happened to contribute some comments with the following suggestions:

- ‘‘ Writing is very important to be mastered, one aspects of it is grammar. This does not mean that the other aspects should be neglected or not taken into consideration. Therefore, a possible way to manage this is through using two colours for instance; one for correcting writing mistakes and the other colours for correcting grammar mistakes. Doing this may attract students' attention to grammatical mistakes.’’
- ‘‘ Students' poor performance at writing is generally due to the interference of their mother tongue, they use structures of their native language translating words into English, they do not follow the English syntactic system.in addition, students have a poor repertoire of the vocabulary items, they do not practice English outside the classroom. So, they are not exposed to words, idiomatic expression and structures. Grammar is not emphasized in language classrooms.’’
- ‘‘I think that the writing skill is a basic skill that EFL students need to master. Instructors should find ways to incite students to write and they should address their weaknesses through different ways of feedback. Online feedback is such a rapid way of giving students the chance to verify their mistakes. It is possible as well to use peer-evaluation method to give students the chance to learn from each other's' errors and mistakes.’’
- ‘‘Learning to write does not rely only on teaching writing; the effort made by the students plays a significance role in this process. Reading, for instance, is extremely

important and helps students to enrich their vocabulary and improve their written production.”

Conclusion

For reminder purposes, this section describes the different steps that the study followed; it explains the methodology used to carry out the research by relying on submitting questionnaires. The aim of submitting both questionnaires was to investigate the effects of corrective feedback of grammatical errors on students' writing in the department of languages. The data was collected and presented in figures to make the responses easier to read and to understand, and to shed light on the perspectives shown by both teachers and students concerning our topic.

Section Two: Interpretation of Data and Recommendation

Introduction

This section is devoted to discussing the results of the previous section as well as providing some reasonable explanations. It contains an interpretation of the main points of the study, which form the backbone of the whole work. Where it summarises the aim behind the study and supports the research hypothesis and questions, It also suggests a number of alternative solutions and recommendations that help use the corrective feedback on grammar in order to develop writing proficiency.

I. Discussion of the Main Results

1. Students' Questionnaire

Through viewing the students' answers, it is clear that the majority of them have been studying English for a long period of time. They have a good level in English, and they seem highly motivated to learn writing. Most students believe that a good piece of writing lies in correct grammar, correct spelling, precise vocabulary, and good ideas. In addition, the results show that students follow the stages of the writing process. However, they face obstacles in the prewriting stage due to its complexity; one reason for this could be having a hard time getting started and feeling overwhelmed by the task. Besides, their major difficulties in writing are content, paragraph organization, and vocabulary. In comparison to spelling, punctuation, and grammar, this question attempts to know whether students suffer from mother tongue interference or not. The results reveal that most students think in English. However, some problems are caused by mother tongue transfer.

The findings show students' awareness of different ways to improve their writing, such as; extensive reading and practicing writing. In addition to the students' perspective towards the importance of writing, which is an essential job skill, it helps people preserve their ideas,

memories, and express themselves. The students admit that their written expression teachers correct most of their errors using two different methods: either by discussing the errors with them or by correcting them without giving any comments. Also, they prefer to receive both types of corrective feedback. The highest rate of the informants focus on grammar when the teacher corrects their errors. According to them, grammar seems like an easy task to learn. Nevertheless, they still make grammatical errors in their written assignments, and the two main ones are tenses and punctuation. This demonstrates their emphasis on the importance of mastering the grammatical rules in order to be good writers.

Analysing these questions prove that all students show positive attitudes towards teachers' corrective feedback. Most of them prefer to have the correction after finishing their first draft. However, they find difficulties in correcting the grammatical mistakes and revising the ideas. Our participants are fully aware of the role of this type of feedback to overcome their writing problems in general and the grammatical ones in particular, which fall under the umbrella of enhancing their writing skill. Lastly, the students suggest how corrective feedback on grammatical errors affects their writing performance. Thus, this helps students to avoid committing the same grammatical errors in future situations.

One of the points that shed light on the students' questionnaire is the use of corrective feedback on grammar to develop students' writing performance, which is considered one of the strategies used by teachers at Mila University Centre.

2. Teachers' Questionnaire

Considering the major findings elicited from the teachers' questionnaire, the current research is said to have significant implications for theory and practice. Upon analysis, the answers provided by the teachers prove vital in the investigation of the main issue of the current study. It is worth noting that the majority of teachers agree upon the same ideas and perspectives regarding the grammatical errors made by students in the writing process.

According to them, good writing is a combination of correct grammar, correct spelling, precise vocabulary, and good ideas. The teachers do not rely entirely on a particular approach; they depend on what is theoretically called the "Eclectic Approach," which is based on the use of multiple approaches depending on the students' needs. However, they reveal that most of them follow the process approach, which treats all writings as a creative act; this requires time and positive feedback to be done. While few prefer to use both the process and the product approaches.

Moreover, the teachers state that the common problem most students have is a combination of grammar errors, poor vocabulary, spelling and punctuation mistakes, poor content and organization of ideas, and lastly, the interference of the mother tongue. In order to fix these problems, teachers state that grammar and writing techniques should be taught in an authentic context and learners should read and write frequently in order to improve their writing. Another easily drawn conclusion to be underscored is that teachers believe that errors should be carefully treated. Teachers provide both oral and written corrective feedback in order to meet the learners' needs; they either indicate where the error is and provide a correction, or just indicate where the error is without providing the correction. Usually, the feedback is about grammar, content, and vocabulary.

They claim that learners commit grammatical errors very often, while it is clear that English grammar is not the cause of the learners' mistakes, yet the wrong implementation of the rules may affect their written work. Furthermore, the data obtained from the teachers' questionnaire allows one to explore the teachers' suggestions that may help in developing the writing skill by avoiding grammatical errors.

We conclude that the students are attentive to their teacher's correction; they want to learn from their errors and benefit from them. This is natural since errors are part of the learning process, which can be treated by teachers through their emphasis on reducing these

problems. This supports the hypothesis that states the effectiveness of the teacher's corrective feedback on grammatical errors in developing learners' writing performance.

II. Recommendations for pedagogy and research

1. Recommendations for Students

- Students should be willing to spend extra time and effort outside of the classroom to improve their writing skill.
- Students should be aware of the type of corrective feedback from which they have benefited.
- Once students receive corrective feedback on their writing, they should be careful of making the same mistake over and over again.
- Students should participate in the classroom activities; they should be motivated and interactive with the teacher's corrective feedback.
- Students should react positively towards their teacher's correction to encourage their writing performance.
- Students should see the teacher's correction from a positive perspective. They should work and follow it so as to attain the goal of developing their writing performance and overcoming the various grammatical errors.
- Students must avoid word-for-word translation from their native language. they should be encouraged to think directly in English.
- To remedy the matter of errors, students have to attend their classes because lessons are interrelated. Therefore, skipping a lesson can affect the understanding of the other; students should attend all their classes regularly and benefit from the teacher's corrective feedback on any grammatical errors.

2. Recommendations for Teachers

- Teachers should expose learners to English through the media.
- Teachers should be flexible towards learners' needs. They should be able to deduce what their learners need in order to help them improve their work.
- Teachers should introduce competitions in both writing and reading among different grades so as to improve their writing and reading skill.
- providing additional explanations for difficult English grammatical rules. Some grammatical rules of English are thought to be difficult or complex. Indeed, students might find it difficult to understand even simple rules.
- Teachers should closely follow up the students' writing.
- Teachers should use the process approach; it treats all writing as a creative act which requires time and positive feedback.
- Teachers can provide effective corrective feedback by explaining students' grammatical errors and should know how to explain them to suit students' level and needs; the lack of explanation and correction affects students' writing; students fail to recognize their errors, which can be repeated and become more serious if it is not addressed by the teacher.

3. Recommendations for Further Research

- Researches could be done to assess teachers' attitudes towards the teaching of writing skill. Such research provides perspectives insights that help in determining effective ways for the teaching of writing.
- A study to investigate the methods and techniques adopted by teachers in teaching writing.
- This study focuses on the language production, which is grammar. Hence, further research is needed to investigate the effects of errors on language comprehension.
- The current study explored the factors behind the intralingual grammatical errors in the writing skill of third year students. Hence, further researchers may investigate the

interlingual grammatical errors and make a comparison between the intralingual grammatical errors and interlingual ones.

III. Limitations

Every research is under some constraints that may result in an inability to reach or cover all the aspects that concern a given topic of research. In the course of carrying out the present study, several difficulties are encountered. The most prominent of these is the problem encountered in the process of collecting the data. One data collection tool is used, which is the questionnaire. The latter may fail to reveal the genuine attitudes and views of the participants. Because of COVID19, an experiment was omitted from the process; most students don't attend their classes, so we were not able to do it, in addition to studying through the division of students into groups. Moreover, the variable was changed, which makes it challenging to collect information only through questionnaires. Finally, we faced difficulties while gathering reliable sources.

Conclusion

This final section provides an overview of the findings that have been discussed in the previous section. Then, it shifts to recommendations proposed for the study. Finally, it addresses the limitations and obstacles of the research. In brief, the section aimed to investigate the extent of using corrective feedback on grammar as an activity for developing students' writing.

General Conclusion

Grammatical accuracy in a foreign language, whether in speech or writing, is not easily reachable. In fact, grammar rules entail double effort from the learners in order to be mastered. Despite the fact that English students acquire a considerable knowledge of grammar during their academic years, they still confront difficulties in using the language accurately. Students repeatedly make grammatical errors in their English writing; the causes that prompt them to commit such errors could be the students' native language. Therefore, teachers tend to adapt and vary different techniques and strategies to do so. One of them is corrective feedback, which is proved to be an effective activity that does not only develop writing skill but also influences the learning process and helps learners to recognize their errors and avoid them. Accordingly, the main concern of this study is to investigate the role of corrective feedback on students' grammatical errors in enhancing their writing proficiency. In search of achieving the previously mentioned aim of the study, a questionnaire is administered to 63 EFL students at the Department of Foreign Languages, University of Mila. Furthermore, another questionnaire is delivered to 08 teachers of written expression to add welcome insights from a different perspective.

As regards to the main findings obtained through the administration of the questionnaires and the analysis of the respective data, it is revealed that a considerable emphasis is put on the teacher's feedback of grammar mistakes in the written expression classroom; this indicates that promoting such effective feedback constitutes one fundamental aim of developing writing competence. In the same line, interpreting the results of the field work, one cannot fail to conclude that what learners are exposed to in the written expression classroom contributes to promoting and enhancing their level of writing competence. Thus, corrective feedback on grammatical errors has been proven to be an effective strategy that helps students improve their writing proficiency. In addition, students react positively to the

teachers' corrections, and they are open-eyed to the importance of receiving this type of feedback.

Finally, some suggestions and recommendations are proposed in order to be helpful in achieving the goal behind this study. We hope that this dissertation may help learners as well as teachers of written expression shed light on the use of this activity to develop writing performance. Nevertheless, it is worth mentioning that this study is of limited scope and its results can probably be open to discussion and critique, which makes it imperative for future researchers to consider conducting further research in the same area.

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Appendices
Appendix A
The Students' Questionnaire

Dear Students,

This questionnaire is tailored to gather information needed for our research which mainly investigates the impact of corrective feedback on your grammatical errors towards the writing skill. We are kindly asked to answer the following questions objectively and frankly; your response will be kept confidential.

Please put a tick (✓) in the right box and make a full statement whenever necessary.

Part One: Background information

1. How long have you been studying English?

.....

2. How do you consider your level in English?

Very Good Good Average Poor

3. Are you motivated to learn writing?

Yes No

4. How do you consider your level in English Writing?

Very Good Good Average Poor

Part Two: Writing Performance

5. According to you, good writing is:

Correct grammar Correct spelling Precise vocabulary

Good ideas All of them

6. Do you usually follow the stages of the writing process in your written assignments?

Yes No

- If yes, which stage is the most difficult for you?

Prewriting Drafting Post-writing

7. When you write in English, do you:

- Think in English.
- Translate from your mother tongue.

8. Which of the following aspects constitute a major problem for you in writing?

- Grammar
- Vocabulary
- Spelling and punctuation
- Content and paragraph organization

9. According to you, what is the best way to improve your writing?

- Extensive reading
- Extensive writing

10. Please, choose a statement that describes how you feel about the importance of writing:

- Writing expresses whom we are as people.
- Writing equips us with communication today.
- Writing preserves our ideas and memories.
- Writing is an essential job skill.

Part Three: Corrective Feedback of Grammatical Errors

11. Does your teacher of written expression correct your errors?

Yes No

- If yes, does s/he correct:

All errors Most of them Some errors

12. How does your teacher give feedback:

- Comments without correcting errors.
- Corrects errors without giving comments.
- Discusses the written errors with you.

13. Which type of corrective feedback do you prefer?

Written corrective feedback Oral corrective feedback Both of them

14. Where do you put your focus when teacher corrects?

Grammar Vocabulary

Content and organization of ideas Spelling and punctuation

15. What do you think of English grammar?

Easy to learn Difficult to learn

16. How often do you commit grammatical errors?

Always Often Sometimes Rarely Never

17. Do you think that you should master the grammatical rules before becoming a good writer?

Yes No

18. Which grammatical errors do you commonly make?

Tenses Subject-verb agreement Articles

Word order Prepositions

Punctuation Capitalization

Part Four: On Learners' Attitudes towards Teachers' Corrective Feedback

19. Do you like to be corrected?

Yes No

20. When do you like to have teacher' corrective feedback?

When writing After writing Both of them

21. Do you have difficulties to revise the paper after receiving the feedback?

Yes No

- If yes, do you think it is because:
 - You can't correct all the grammatical mistakes that the teacher pointed out.
 - You can't revise the poor of ideas.
 - The teachers' corrective feedback is not helpful.

22. Does your teachers' feedback help you find solutions to overcome your writing problems?

Yes No

23. Does teachers' feedback help you enhance your writing performance?

Strongly Agree Agree Don't Know
Disagree Strongly Disagree

24. How do you feel when you are corrected?

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Part Five: Students' Suggestions

25. In your view, how can the corrective feedback affect your grammatical errors towards the writing skill?

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Your time and collaboration are highly appreciated!

Appendix B

The Teachers' Questionnaire

Dear Teachers,

You are kindly asked to devote your valuable time to respond to the present questionnaire which is an attempt to gather information needed for exploring the impact of corrective feedback of student's grammatical errors on their writing performance. Your answers are extremely crucial and will be of great help for the accomplishment of this work.

Please put a tick (✓) in the right box and make a full statement whenever necessary. Be sure that the answers you provide will remain confidential and will only be used for research purpose.

Part One: Background information

1. What academic degree do you hold?

Master Magister Doctorate

2. How long have you been teaching written expression?

.....

Part Two: Writing Performance

3. According to you, good writing is:

Correct grammar Correct spelling Precise vocabulary Good ideas

- Other, if any, please specify

.....

4. Which approach do you follow in teaching the writing skill?

The product approach The process approach

The genre approach

5. What is the common problem that you notice in your students' writings? You can tick more than one box.

- Grammar errors
- Poor vocabulary
- Spelling and punctuation
- Poor content and organization of ideas
- Interference of mother tongue

6. According to you, what is the best way to improve your students' writing?

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.....

Part Three: Corrective Feedback on Grammatical Errors

7. Do you provide corrective feedback to your students?

Yes No

- If yes, which of the following types you give :

Written corrective feedback Oral corrective feedback Both of them

8. What is your corrective feedback usually about? You can tick more than one box.

- Content Grammar
- Vocabulary Organization and mechanics

9. You think that errors should be:

Neglected Carefully treated

10. How do you usually comment on errors you spot in your students' writings?

- Indicate where the errors are and provide the students with their correction.
- Indicate where the errors are without correcting them.

11. How often do your students commit grammatical errors in their writings?

Always Often Sometimes Rarely

12. What is the most common grammatical error in your students' writings?

Tenses Subject-verb agreement Articles

Word order Prepositions

Punctuation Capitalization

13. Do you think that learners make errors because of the complexity of English grammar?

Yes No

Part Four: Teachers' Suggestions

14. If possible, please add any comment and suggestion you see relevant to the scope of this research study?

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Your time and collaboration are highly appreciated!

Résumé

Les étudiants d'EFL rencontrent de nombreuses difficultés dans l'apprentissage de la langue anglaise, en particulier en ce qui concerne les compétences en écriture. En fait, ils commettent de nombreuses erreurs en écrivant. Parmi ces erreurs, les apprenants ont du mal à écrire sans faire de fautes de grammaire. Ces erreurs sont dues au manque de remarque corrective, cette dernière joue sans aucun doute un rôle crucial dans l'amélioration des performances d'écriture des élèves. L'objectif de l'étude actuelle est d'étudier l'effet de la rétroaction corrective sur les erreurs grammaticales des élèves afin d'améliorer leurs compétences en écriture. Dans le cadre de cette étude, une question de recherche est soulevée : Quel est le rôle de l'utilisation de la rétroaction corrective des erreurs grammaticales des élèves dans l'amélioration de leur compétence en écriture ? Afin de répondre à la question, deux questionnaires ont été distribués pour recueillir les données nécessaires auprès d'un échantillon de 63 étudiants d'EFL de troisième année, et 08 professeurs d'expression écrite au Département des Langues Etrangères du Centre Universitaire de Mila. Les résultats montrent que les étudiants et les enseignants s'accordent sur l'importance de cette technique dans le processus d'enseignement et d'apprentissage de l'EFL ; de plus, cela renforce la précision de la grammaire des étudiants et renforce leur compétence en écriture. Finalement, la recherche offre une variété de recommandations pour la pédagogie et les recherches futures dans le but d'attirer davantage l'attention sur les bonnes explications des enseignants sur les erreurs grammaticales des élèves et de leur fournir une rétroaction corrective efficace.

الملخص

يواجه طلاب اللغة الإنجليزية كلغة أجنبية العديد من الصعوبات في تعلم اللغة الإنجليزية، خاصة فيما يتعلق بمهارة الكتابة. في الواقع ، يرتكبون أخطاء عديدة أثناء الكتابة. من بين هذه الأخطاء، يجد المتعلمون صعوبة في الكتابة دون ارتكاب أخطاء نحوية. تعود هذه الأخطاء إلى نقص ردود الفعل التصحيحية ، فالأخير يلعب بلا شك دورًا مهمًا في تحسين أداء الكتابة لدى الطلاب. جوهر الدراسة الحالية هو التحقيق في تأثير الملاحظات التصحيحية على الأخطاء النحوية للطلاب من أجل تحسين مهاراتهم في الكتابة. في سياق هذه الدراسة ، يُطرح سؤال بحثي: ما هو دور استخدام الملاحظات التصحيحية على أخطاء الطلاب النحوية في تعزيز كفاءتهم الكتابية؟ رداً على السؤال ، تم توزيع استبيانين لجمع البيانات اللازمة من عينة مكونة من 63 طالبًا من طلبة السنة الثالثة للغة الانجليزية، و 08 اساتذة من أساتذة التعبير الكتابي في قسم اللغات الأجنبية على مستوى المركز الجامعي ميلة. تظهر النتائج أن كلا من الطلاب والمعلمين يتفقون على أهمية هذه التقنية في عملية تعليم وتعلم اللغة الإنجليزية. علاوة على ذلك، فهو يعزز دقة قواعد اللغة لدى الطلاب ويعزز إتقانهم للكتابة. في نهاية المطاف ، يقدم البحث مجموعة متنوعة من التوصيات للأبحاث التربوية والمستقبلية بهدف جذب المزيد من الانتباه إلى تفسيرات المعلمين الجيدة لأخطاء الطلاب النحوية وتزويدهم بملاحظات تصحيحية فعالة.