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Investigating the Effects of Direct and Indirect Written Corrective Feedback in Improving EFL Students' Writing Skill. The Case of Fourth Year Learners at Zaida Ben Aissa Middle School, Hadjout,Tipaza

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Doctorate in Applied Linguistics and TEFL

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DECLARATION

I herewith formally declare that I, Ms. REGUIEG Fatima Zohra, have written this submitted thesis independently. I did not use any outside support except for the quoted literature and other sources mentioned in the paper. I clearly marked and separately listed all of the literature and all of the other sources which I employed when producing this academic work, either literally or in content. This thesis has not been handed in or published before in the same or similar form.

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DEDICATION

I express my sincere gratitude to my beloved family for their trust. Without them, I would not have been able to finish this humble research. I would like to thank my father and mother for the psychological support they have provided me with throughout the process of conducting this research. Without the empowering presence of my precious parents, I would not have been able to be where Iam now.

Special thanks also go to my beloved best friend Ms. Nouha Maroc who supported mein the process of writing this dissertation. She has been my power when I felt frustrated. She has beenmy hope when I was hopeless. No words can ever describe how much she always lifts my spirits high.

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Abstract

Improving learners' writing skill is one of the important areas in language learning and teaching. Learners especially at middle school face problems when they write. They commit different types of errors. Since writing is important for their academic achievement, several strategies and methods have been proposed to enhance learners' ability to write. One of these techniques isteachers' direct and indirect written corrective feedback. Therefore, the purpose of thepresent study is to explore the effects of direct and indirect written corrective feedback in improving learners' writing accuracy. Thirty-two (32) 4th year learners of middle school and teachers of English have participated in this study. The participants were chosen via non-random probability sampling. Four research tools (learners' questionnaire, teachers' questionnaire, teachers' interview and document analysis of learners' written productions) were used to collect data about the effects of direct and indirect written corrective feedback and its impact in enhancing learners' writing accuracy. Questionnaire was submitted to learners and teachers. Teachers were also interviewed .Learners' written productions were analyzed to identify which errors learners of middle school committed and then corrected using direct and indirect written corrective feedback. The findings indicated that direct andindirect written corrective feedback can improve learners' writing accuracy in manyways. Direct written corrective can be more effective for low-proficiency learners; it provides explicit corrections and helps them to acquire correct grammatical forms. The indirect written corrective can be beneficial for high-proficiency students; it promotes autonomy and increases reflection. Some implications and further suggestions are presented to improve the writing accuracy of students at middle school.

KeyTerms: writing accuracy–writing skill-written corrective feedback –direct WCF-indirect WCF–errors in writing

Lists of Abbreviations & Acronyms

CF Corrective Feedback

DWCF Direct Written Corrective Feedback

EFL English as a Foreign Language

FL Foreign Language

ELT English Language Teaching

ESL English as Second Language

EA Error Analysis

IWCF Indirect Written Corrective Feedback

L2 Second Language

TLTarget Language

SLA Second Language Acquisition

WA Writing Accuracy

WCF Written Corrective Feedback

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General

Introduction

General Introduction

1. Statement of the Problem

Writing is a crucial skill. Learners concentrate and focus more on receptive skills such as speaking or listening. They prefer to acquire English through various means like listening (Lurk, 1981). Harmer (2007) argues that there an integration between writing and other skills. Similarly, Moffett (1976) further adds that writing is learned via speaking, reading is learned through listening and speaking through reading. They show low motivation and they feel afraid when it comes to writing which is in turn a necessity for their academic achievement (Ben Aissa, 2017).

Writing seems to be less important for learners. They feel that they do not have to do that much writing in their daily life. If they do, it would be a task where they feel obliged to do. They believe that they will not do a lot of writing in the future. This perception is due to many reasons. Learning how to write has become difficult for learners due to the challenges they face when they write. Some of the challenges that are faced by EFL learners are the lack of vocabulary, grammar, poor spelling and readiness to learn writing skills (Ben Aissa, 2017).

Despite the fact that learners have problems in writing, it is required for their academic success, and every language learner needs to develop them (Muslim, 2014). Even if they are not learning the target language for academic purposes, it is vital that they work on their ability to write.

In fact, English is used in the world as a "lingua franca" among people from different cultures, ethnic, and social backgrounds. The ability to teach writing effectively at middle schools has been always an interest among English teachers.

Writing skill has many aspects or components and this research focuses on one aspect of writing which is "accuracy". It is defined as the state of producing a piece of writing that is error free or contains fewer errors (Ben Aissa, 2017). This research has no intentions to neglect or marginalize other aspects of writing such as: coherence, cohesion, relevance of topic, consistency and precision. We shed light on "accuracy" because learners at middle school should be trained to communicate in written form. There is an urgent need to help learners to reach clarity in writing and be aware on the importance of writing correctly.

English language teaching «ELT» in general and writing in particular have received considerable attention in the early years. Writing is a productive skill that is required in educational contexts and levels. Kellogg & Raulerson (2007, p.237) argue that" effective writing skills are central to higher education and the world that follows" .This means that writing is considered as the main factor that indicates one's positive achievement and learners need to acquire it as it is needed for their success.

Therefore, language teachers use strategies and techniques that help learners and assist them to be good writers who are equipped with accuracy and correctness. These strategies can be written corrective feedback which can make students' writing more accurate and grammatically correct.

Despite the importance of writing accuracy, many students do not seem to have the required skills that qualify them to write in a foreign language «FL» with fewer errors (Defazio et. al 2010, p. 34). Learners consider writing as a challenge and that writing is a burden for them. They demonstrate a low motivation when their teachers assign a writing task.

There is an urgent need for teachers to undertake some methods and techniques that may reduce students' errors in writing and improve their writing accuracy "WA" and to build a positive perception towards writing. Those strategies of error correction that the teachers use can have a paramount effect in

encouraging learners to write and feel at ease when expressing their ideas and themselves. The error treatment techniques employed by the teacher can also make learners feel at ease about their errors and develop a desire towards treating those errors. In this research, direct and indirect written corrective feedback can contribute and lead to enhanced grammatical accuracy

2. The Background of the Study

At Zaida Ben Aissa Middle school, Tipaza, writing is an important educational requirement. Algerian learners' academic success is usually measured by their writing ability. Their grade is determined by their capacity to write effectively with fewer errors. Teachers do their best to teach writing. They equip learners with the necessary mechanisms of writing which lead to accuracy. They use a variety of techniques and strategies to help learners reach correctness and accuracy in writing.

Due to the importance of writing and its value in the curriculum, learners still make errors when they write. They commit different errors such as capitalization, punctuation and grammatical errors. From the researcher's experience as a teacher, a preliminary tool has been employed to have a view on which problems learners face when they write which was document analysis.

The researcher had a look on some learners' writing compositions. Some learners committed writing errors due to their inability to produce a piece of writing with few errors. For them, learning how to write brief written messages and essays is one of the terrible experiences at school; they are aware that writing is one of the essentials in their learning process but they do not attempt to learn it. Their writing is characterized by spelling, punctuation and grammar errors. Learners participate in the lesson but when the teacher reaches the writing activity, we noticed that their motivation is reduced and their readiness to write is minimized.

A pilot study has been conducted in order to explore what problems learners face when they write. We have conducted two summative tests and one examination for the first term to be able to support my claim (that is: the necessity for written corrective feedback provision to minimize written errors and help learners to reach accuracy in writing). We have used "document analysis" as a research tool that enabled us to explore which errors learners make when they write. We have analyzed learners' written productions (of the test and exam). Errors were highlighted and corrected by direct WCF (the teacher showed the error and corrected it) and indirect WCF (the teacher just highlighted the error without giving the correct form).

Their writing contained grammatical mistakes. The submission of the two tests and the examination showed that students have writing difficulties in areas such as: punctuation, grammar and spelling, verb tenses, adding or /and deleting a word.....

Therefore, teachers of English should be informed about the appropriate strategies that can be used to improve EFL students' writing skill. Written corrective feedback can be one of the strategies used by teachers to reduce students' errors and can enhance their ability to communicate in writing. Written corrective feedback serves as an instructional pedagogical tool that teachers inevitably use from the beginning of the lesson until the end.

Written corrective feedback can also be used throughout all the stages of the lesson. Teachers correct their learners and ensure that learners are acquiring accurate grammatical accuracy in writing. They provide written corrections that are explicit to show to learners that they made errors and they provide the correction for the error in order to help learners learn effectively from their errors (direct WCF). Teachers also highlight learners' errors in writing but without giving the correct form so that learners are challenged and motivated to be responsible in their learning and correct their errors in writing (indirectWCF).

3. The Setting of the Study

3.1 Teaching English as a Foreign Language at Middle School Context

Teachers of English at middle school will be selected as the participants in our research. They are considered as the most relevant source of information for the learners especially at middle school. They make efforts to transmit the knowledge and the skills learners need in their everyday life. The lesson performed by the teacher involves four connected stages: warming up, presentation, practice and use/produce (if it is a grammar lesson) and warming-up, pre-listening/writing/reading, during-listening/writing/reading, during and post- listening/writing/reading, during (if it is a skill lesson). The principles of teaching of English whether a skill lesson (reading, writing, speaking, listening) or grammar lesson are taken from the official document "the Curriculum of English for Middle School Education, 2016". We will explain how lessons are taught step by step.

At the beginning of the grammar lesson, the teacher starts by "warming up" stage. He/she uses many techniques to increase learners' interest and motivation towards the lesson such as flashcards with questions to encourage learners to use their prior knowledge, word map to brainstorm lexis related to the lesson, or simply classroom discussion through asking some questions. Autonomy in stage one can be shown in learners' ability to answer questions and select the knowledge that is suitable for a given learning situation; they chose from their prior knowledge what is supposed to be"appropriate" for a given task. They apply their decision-making skills in reacting to the teacher. Teacher's feedback whether oral or written is essential at this stage.

Stage two is the "Presentation stage" where the teacher presents the grammar structures and functions in a meaningful context (dialogue, email, letter …) and uses some questions which gradually encourage learners to draw the rule by themselves. The teacher either writes the situation on the board or prints it for his/her learners. The grammar structures are highlighted (by colors) so as learners' attention is directed to them. Learners are given time to read that situation. The teacher asks some questions and those targeted questions that the teacher asks are designed in a way that stimulates

learners to be responsible in taking decisions to answer. Teachers' assessment plays a vital role at this stage in these that some questions can be asked to assure that learners have grasped the lesson.

Stage three is the "Practice stage" where teachers assess their learners' understanding of the grammar function/ structure. The tasks are communicative. Learners work in a given pace (individually, peer or in groups); they are put in a problem-solving situation where they are required to re-use the knowledge they have learned from the previous stage. They are supposed to make decisions and be responsible to accomplish the task. When they finish the task, they correct the task with their peers; the teacher intervenes, when necessary, by providing the needed written corrective feedback.

Stage four is "the use or production stage" where learners produce a piece of writing that includes the target function and structure. Autonomy appears in learners' ability to select the right grammar structure that the task needs in order to be solved. Learners do not only use the grammar lesson that they have learned in a given session but they are required to use all the grammar structures/function that they have been taught to produce a piece of writing. The task of stage three is a situation of integration which highlights and necessitates the use of all what have been learned. The prerequisites and the prior knowledge of the learner play a role at this stage.

Learners decide, reflect, select and choose what to be included to solve the task independently from the teacher. The teacher is a guide; he/she scaffolds learners and shows them techniques and strategies on how to solve a given task. The teacher prepares his/her learners for a detachment; this detachment happens gradually, step by step, lesson after lesson. The teacher gradually prepares learners to shift from spoon-feeding to self-feeding mode of learning. This transition cannot be achieved easily and without preparation; it is a plan that should be carefully studied by teachers. Autonomy can be developed from early stages of learning (middle school) and it can be reinforced at university level as well.

All the lesson stages require teachers' feedback (oral and written). Our focus is teacher's written corrective feedback (direct and indirect).In stage two of the lesson

(Practice stage), the teacher can provide written feedback in two main ways: direct and indirect written corrective feedback. Learners are given time to accomplish the task; the teacher is monitoring; observing learners. He/she can give corrective remarks on the errors learners make in two ways: by either indicating the error, providing its correction (direct written corrective feedback) or indicating the error through underlying and circling without the correct grammatical form (indirect written corrective feedback).

The provision of one type of written corrective feedback over the other type and the treatment of learners' errors can be related learners' level. The EFL classroom is characterized by learning differences in terms of the level. That is to say, we can find learners who can produce a piece of writing with fewer errors and others whose writing contains more errors.

For those who commit fewer errors, it is favorable to indicate that an error has been made without correcting the error. However, learners whose writing contains many errors, direct written correct corrective feedback can be useful for them. We are not claiming that direct written corrective feedback is more convenient for learners with less errors and indirect written corrective feedback is beneficial for learners who commit more errors in writing. It is not necessary that one type of written feedback is effective for one category of learners over the other.

3.2 The Importance of Writing at Middle School Context

This research attempts to explore the effects of direct and indirect written corrective feedback in improving EFL students' writing accuracy. It is important to mention that the researcher is a teacher at a middle school where the study will take place. She teaches the participants. To achieve this purpose, learners will be required to write a paragraph about a certain topic which is part of the syllabus. The syllabus of English of fourth (4th) year is divided into four sequences; each sequence addresses a topic that is transmitted to learners via some grammar structures and functions. First of all, it is necessary to give a general idea on how the planning of each lesson gives importance

to the writing skill and how it aims to enhance and improve learners' writing skill in general and accuracy in particular.

One of the principles of teaching English at middle school is adapting Bloom's Taxonomies in the lesson plan, tasks, activities, tests, exams…The notion of gradation; from simple to complex, bit-by-bit strategy can be one of the means that helps learners to learn English. There are four learning situations that manifest the notion of gradation by which Bloom's Taxonomies are embedded within.

The first learning situation is called "initial situation". The aim of this situation is to present the target language in a meaningful context and through problem solving situation that is communicative and related to learners' real-life. The lesson is done through listening. No formal instruction takes place. That is to say, the teacher does not teach the target language; he/she transmits the target language through communicative situations which is similar to learners' real life through listening. The teacher exposes learners to the target language through listening and allows them to absorb and acquire the native-like language.

It is through the language skills that learners can reinforce their writing as it cannot be taught in isolation from other skills. Learners learn English first by listening. The listening skill can be demonstrated in many ways. For instance, the teacher can play an audio tape of a native speaker (dialogue, monologue….) where the target language forms and functions are presented. Learners are asked to listen for a gist (to have a general idea of the topic) then they do a second listening for a purpose (answering the questions, guessing the topic…).

Learners take in (input) the target grammar by listening. The teacher can be a facilitator by sticking on the board some flashcards which demonstrate the meaning of the new words to avoid misunderstanding. He/she can also act out the new words for the learners by paralinguistic gestures (body language, facial expressions, signs …) which help in demonstrating meaning.

Listening and speaking are interconnected in a way that learners make use of the new grammar and lexis acquired via listening in order to speak. This happens by

means of drilling and repetition. The teacher utters the target language forms then asks the whole class to repeat them. This is called (choral drilling) then each learner repeats the word individually. Drilling is effective; learners can retain the target grammar and its function so as they start using the target language in the spoken and written form by means of tasks and activities that reinforce the use of English. There are several ways of enhancing learners' listening skills.

Situation two is called "Learning/Linguistics". This situation aims at presenting the target language forms through grammar lessons in the lesson framework of "PPU" which is: Presentation, Practice and Use. All the grammar lessons and reading lessons are taught in situation two. Before presentation stage, warming up should take place. Warming up is an activity that is related to the lesson; it aims to prepare learners for the coming lesson stages. It can be a game as well. The presentation stage consists of presenting the new grammatical structures in a communicative situation (a dialogue, a letter, an email …..). The new target grammar is highlighted in order to grasp learners' attention to it. The teacher uses some CCQs "Concept Checking Questions"; they are simple questions the teacher uses to gradually help learners to discover the new grammar structure and its function. All the grammar lessons are taught via PPU framework.

Reading and writing are also significant for learners' academic achievement at the context of middle school. In each sequence there is a reading lesson with its stages: pre-reading, during-reading and post-reading (PDP lesson framework). It is important to mention that the reading lesson contributes to writing. The last stage of the lesson must end with writing where learners produce a piece of writing. The reading lesson is taught to learners after ALL the grammar lessons are presented and taught.

Pre-reading is the first stage that aims at activating learners' schemata and prior knowledge of the topic. Tasks which can be adopted at this stage can include: games, word map, spider map, classroom discussion … The aim here is to provide learners with an idea about the text and prepare them to read it.

In during-reading stage, learners read the text to accomplish some tasks such as: true/false with justification, answering WH questions, multiple choice items (MCQs) … The aim of during-reading stage is to build an understanding of the text through a set of communicative tasks.

Post-reading stage is the last stage in the reading lesson. This stage is about writing. Learners are provided with a task which comes in the form of situation of integration. This situation is communicative in the sense that it connects learners with their everyday life. The aim of this stage is to re-use the acquired grammatical points and functions to produce a meaningful piece of writing. Learners are given time to write; their productions are corrected by the teacher in two ways: direct and indirect written corrective feedback.

Situation three is called "Learning to Integrate". It is a writing lesson. It is taught via PPU framework. In this situation, the teacher puts learners in a problem-solving situation where learners are required to use all what has been taught in situation two (grammar lessons) to write. Learners work in groups. They collaborate in order to produce a piece of writing. They analyze the situation, make decisions and select the knowledge and the skills needed to solve the problem and write. This learning situation has the same steps as situation two (PPU) lesson frameworks. The teacher presents the situation which is communicative.

This situation can be similar to learners' real-life. After that, the teacher reads the situation, uses some CCQs to avoid any misunderstanding (presentation stage). Learners work in group of four learners, they are given time to accomplish the task (practice stage). Learners read their work in front of their teacher and classmates. The teacher provides some indirect comments on learners' pieces of writing so as to encourage learners to re-think of what they have written and motivate them to correct the errors they have committed. All the groups read their written expressions; the teacher selects an average writing production to be written on the white board for correction (use stage).Learners copy down the corrected piece of writing.

Situation four is called "Thinking to Write / Assessment". It is taught via PDP lesson framework. It is a writing lesson. It has the following stages: pre-writing, during-writing and post-writing. Unlike in situation three where learners work collaboratively to write, situation four learners is about learners writing individually.

In pre-writing stage, learners are prepared by classroom discussion, asking questions related to the syllabus, word map …. In during-writing stage, learners write about a given topic individually. In post-writing, the teacher takes learners' productions (papers) to correct them using both types of written corrective feedback (direct and indirect). Papers will be returned to learners for remediation purposes in the coming session.

Teaching English at middle school gives importance to writing skill. The syllabus of English and the learning situations shed light on helping learners to develop their writing ability and reach correctness in writing (accuracy).The approach that is used to teach writing is the top down-bottom up approach. That is to say, all the learning situations are linear; each learning situation prepares learners and equips them with the knowledge and the skills needed to reach accuracy in writing.

Situation one gives a general idea to learners and what they will learn in the whole sequence. Situation two is where formal instruction takes place; learners will learn new grammatical structures and functions they need in real life. Situation three is about investing and re-using what has been learned in situation two to produce a piece of writing collaboratively. Situation four is about assessing to what extent learners have grasped the syllabus and how well they will use their knowledge and skills to write.

3.2.1   The Value of Writing in "The Curriculum"

Several definitions have been proposed to gain a clear understanding to the term curriculum. It is an important element in education; it is the crux of the whole educational process and without it we cannot conceive any educational endeavour.

Curriculum is a system of instruction and learning with specific goals, contents, strategies and resources. Curriculum can be an outline of set of concepts to be taught and transmitted to learners. It is what is taught in a given course or a subject. We attempt to present some sections in the curriculum which highlight the importance and value of writing at middle school.

The Value of Writing across the Four Years at Middle School

Writing skill is important at middle school. Its importance is shown in the official document "the curriculum". We attempt to present some extracts that stress on the value of writing skill form the curriculum of English for middle school context. We typed some passages for clarity purposes and the original text is presented in the list of appendices.

Curriculum of English for Middle School Education

By the end of middle school, the learner will be able to interact, interpret and produce oral and written messages/texts of average complexity, of a descriptive, narrative, argumentative or prescriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.

This is the exit profile for English at middle school through the four school years. By the exit profile we mean the overall or the general aim that the teachers of English attempt to reach. By the end of middle school cycle, learners will be able to interact, interpret and produce both oral and written texts. We see that the value of writing is highlighted and clearly displayed. When each level ends, learners are expected to speak and write messages that are related to the syllabus.

The Value of Writing in each Level:

Learners study at middle school for four years. The program of English through the four years gives much importance to the writing skill and accuracy. Learners are expected to produce a piece of writing that is accurate, with fewer errors. Teachers provide written corrective feedback on learners' written productions. They sometimes show the error and give its correct form and sometimes they just show (by circling or underlying) that an error has been made without the correct form.

Exit Profile by Key Stage

<table>
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Key stage3 / MS 4

By the end of the middle school cycle (end of key stage 3), the learner will be able to interact, interpret and produce oral and written messages/texts of average complexity, of a descriptive, narrative, argumentative or prescriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.

KeyStage2 / MS2 +MS3

By the end of key Stage 2 (end of MS3), the learner will be able to interact, interpret and produce oral and written messages/texts of average complexity, of a descriptive, narrative, argumentative or prescriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.

KeyStage1 /MS1

By the end of the Key Stage 1, the learner will be able to interact, interpret and produce oral and written messages/tests of average complexity, of a descriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.

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Key Stage	Target Competency1	Target Competency2	Target Competency3
Key Stage 3/MS4	In a situation of a meaningful situation, using written, visual or oral support, the learner will be able to **interact** and **produce** oral messages/texts of descriptive, narrative, argumentative or prescriptive type.	In a situation of a meaningful situation, using written, visual or oral support, the learner will be able to **interpret** oral or written messages/texts of a descriptive , narrative, argumentative prescriptive type.	In a situation of a meaningful situation, using written, visual or oral support, the learner will be able to **produce** written messages/texts of descriptive, narrative, argumentative or prescriptive type.

This is the exit profile by key stage. By key stage, we refer to the school years: 1st, 2nd,3rd and 4th year at middle school. The exit profile contains all the necessary knowledge, skills and abilities that learners should have mastered and acquired at the end of the program of the school year. The exit profile of the four school years highlights the importance of writing.

Writing is the core focus in the curriculum. It is clearly stated in the curriculum that learners of 1st, 2nd, 3rd and 4th year will be able to produce oral and written messages or texts (different types: descriptive, argumentative….).

Teaching – learning English enables the learners to interact with peers and other English speakers, using their competencies of interaction, interpretationandproductionthattheywilldevelopthroughtheoralorwrittenmode.

Like other disciplines, teaching – learning English helps the acquisition of values as well as cross– curricular competencies. The competencies are stated as: intellectual, methodological, communicative, personal and social.

The above extract from the curriculum clearly argues that English enables learners interact by means of oral and written productions and the development of English is highly dependent on writing. The writing skill is valued in each level and helping learners to acquire the ability to write is crucial in the curriculum.

The Value of Writing in the Syllabus in each Level

First Year (1MS):

English is first introduced to learners at middle school in their first year (1MS). They are exposed to a variety of lessons in which the core focus is placed in developing their oral and written skills. Enhancing the oral skill of first year learners is considered as a gate or a pass-way towards developing their written skills. If the oral skills are developed, then the written skills are also developed. We attempt to present an extract from the curriculum in which the development of writing at 1st year middle school is highly stressed on. We typed the extract for clarity and placed it in the appendices list.

Curriculum of English for Middle School Education

Syllabuses across the Years

First year middle school

GLOBAL COMPETENCE / EXIT PROFILE

At the end of level 1(first year middle school), the learner will be able to interact, interpret and produce short oral and written messages/texts of descriptive type, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests. The learner can:

-Understand simple messages related to concrete situations, his or her immediate environment and needs.

-Use a very basic phrases, short sentences to talk and write about personal experiences (family, likes..)

VALUES	**National identity** The learners can use the markers of his identity
	National conscience He can speak about our school days, weekend and national public holidays (historic, religious, etc)
	Citizenship He shows respect for the environment and protects it continually
	Openness to the world He is keen on learning about others' markers of identity
Cross-Curricular Competencies	**Intellectual Competency** -He can understand and interpret verbal and non-verbal messages -He can solve problem situations using a variety of communication means -He can show creativity when producing oral and written messages -He can show some degree of autonomy in all areas of learning

At the end of first year at middle school, learners should master the competence of writing. They have at least to acquire simple writing mechanisms and produce simple short descriptive texts about themselves, their family, daily routines…

Second Year (2MS):

2^{nd year} middle school

Curriculum of English for Middle School Education

GLOBALCOMPETENCE/EXITPROFILE

At the end of MS2, the learner will be able to interact, interpret and produce short oral and written messages/texts of descriptive, narrative and prescriptive type, using written, visual or oral support, in meaningful situations of communication related to his environment and interests.

The learner can:

-Understand messages consisting of formulaic phrases and simple sentences related to frequently use expressions related to familiar topic or situations (personal, shopping, local places).

-Communicate limited information in simple every day and routine situations by using memorized phrases and formulaic language,

-Use selected simple structures correctly but still systematically produce basic errors.

The exit profile of 2MS clearly highlights the necessity for learners to acquire and learn the competence of writing and be able to produce short written communicative messages.

Third Year (3MS):

GLOBALCOMPETENCE/EXITPROFILE

At the end of MS3, the learner will be able to interact, interpret and produce simple oral and written messages/texts of descriptive, narrative and prescriptive and argumentative type, using written, visual or oral support, in meaningful situations of communication related to his environment and interests.

The learner can:

-Understand short texts consisting of phrases and simple sentences and frequently used expressions to familiar topics or situations

-Can communicate messages in simple tasks on everyday topics using simple sentences that are appropriate

-Can describe in short sentences some aspects of his/her background or environment and related to his/her needs

The syllabus of third year middle school sheds light on the importance of writing. The program is designed in a way that it gradually contributes to developing learners' accuracy and writing competence.

Fourth Year (4MS)

 Curriculum of English for Middle School Education 4ʰ year middle School

GLOBAL COMPETENCE / EXIT PROFILE

At the end of MS4, the learner will be able to interact, interpret and produce simple oral and written messages/texts of descriptive, narrative and prescriptive and argumentative type, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests.

The learner can:

-Understand the main points of a familiar text on personal and cross-curricular topics.

-Describe, in speech and writing, experiences and events giving some simple explanations for opinions or plans related to his/her background

-Produce short simple connected speech on familiar topics or personal interest.

The program of fourth year is also designed to help learners to reach correctness and accuracy in writing. The syllabus of 4th year clearly states that developing writing and helping learners to acquire written skills is the ultimate goal.

3.2.2 The Importance of Writing in "The Accompanying Document"

"Document d'accompagnement" or the accompanying document is a document which the teacher uses to read and understand the curriculum. This document is crucial for teachers to have in order to be able to implement and achieve the goals of the curriculum. It contains practical guidance and directions on how to apply and accomplish the objectives of the curriculum. It also presents some modals in preparing

lessons plans. The accompanying document also sheds light on the value of writing and in this section we attempt to present some extracts and comment on them.

The accompanying document contains the following sections: guidance for program implementation, output profiles, the skill-based approach, terminal skills, values, teaching and learning, learning strategies, the role of the teacher and the learner, teaching styles, learning styles...

This document also highlights teaching and learning interdisciplinary competences. It sheds light on the objective of learning English at middle school, and the reenrollment of project and how it is undertaken.

Assessment, feedback and evaluation are other key concepts that the accompanying document stresses on. It mentions some types of evaluation such as: diagnostic evaluation, formative evaluation, peer-assessment, self-assessment and self-regulation.

The accompanying document contains some main aspects in teaching that every teacher should know and master. It starts first with an introduction "the objectives of the accompanying document". This document aims at helping teachers to read, understand and implement the curriculum appropriately.

The accompanying document offers "guidance for program implementation". It shows teachers how they can implement and apply the curriculum. It also explains the key concepts for teachers such as: the output profile, the skill-based approach, the terminal competencies, transversal competencies and values, teaching and learning. Teaching and learning shed light on key terms such as: what to learn, learning strategies, the role of the teacher and the learner, learning styles and teaching styles.

"Methodological indications" are presented in the document. They provide a discussion of the main concepts for teachers concerning teaching English at middle school such as: teaching and learning disciplinary competencies, the goals of learning, the project, the launching of the project, types of evaluation, diagnostic assessment, and summative assessment, formative assessment (co-evaluation, mutual evaluation, personal evaluation and regulation) and also "action plans on evaluation". "Tools of

evaluation" also took part of the accompanying document. This involves a preparation for learning and teaching like: principles of evaluation

The accompanying document sheds light on "proposing a learning situation".

Les competences terminales:

L'apprentissage de la langue anglaise s'appuie sur une compétence de communication qui se décline en trois compétences, à savoir:

Compétence1:«interacting orally» interagir oralement.

Compétence 2: "interpreting » interpréter un message oral ou écrit, ou être capable de comprendre al 'écoute et savoir lire et comprendre un texte.

Compétence 3 : « producing » produire un message oral ou écrit, ou savoir parler en continu et savoir écrire.

The accompanying document also stresses on the terminal or/and final competences that learners at middle school should have at the end of the cycle. The process of learning English relies on learners' ability to learner and master three main competences. The first competence is "learners' ability to interact orally and being able to a written or oral message". The second competence is "learners' ability to interpret oral or written message and being able to comprehend through listening and knowing how to read a text. The third competence is: "learners' ability to produce an oral or written message"

Writing ability is one of the terminal competences that learners should have. Throughout the accompanying document, writing is valued and given an important consideration.

In this document, there is an emphasis on the skill of writing as a final competence that the learner should acquire and master at the end of the school year. The above section adheres to the fact that learning of English requires the competence of communication which is attained through: (1) interacting orally, (2) interacting oral or/and written messages and be able to listen and understand and read the text and (3) producing oral/and written messages.

The value of production is the ultimate purpose of the curriculum and the accompanying document. Helping learners to produce through the social-constructivist point of view and contributing to the acquisition of writing and correctness are the main tenets of the curriculum.

L'approche par compétence

Les attentes pressantes de la société et celles d'une clientèle scolaire de plus en plus exigeante nous incitent à mettre l'accent sure l'acquisition d'une langue fonctionnelle plutôt que sur l'apprentissage d'une langue littéraire. En effet, Desnos jours, l'éducation doit répondre aux besoins réels des apprenants en créant un climat positif puisqu'il est question d'adolescents qui ont un besoin grandissant d'autonomie et d'encouragement. La conception cognitiviste et socio constructiviste qui sous-tend la méthodologie de l'enseignement/apprentissage de l'anglais permet de réaliser ces intentions et vise à installer chez l'apprenant des compétences essentielles telles l'**interaction**, l'**interprétation**, et la **production** de messages variés et significatifs. L'approche étant centrée sur l'élève.

This above passage suggests that learners should be installed with the necessary essential competences such as interaction, interpretation and production and that education had better meet the real needs of learners by creating a positive environment.

Also, writing is the core requirement at middle school cycle in the sense that learners should be well–equipped with strategies and techniques that assist them to communicate in English.

La production écrite

L'acquisition des habitées langagières cibles surtout le développement de la compétence de l'écrit (reading and writing). C'est une des difficultés majeures dans le processus d'apprentissage d'une langue. Elle passe nécessairement par l'acquisition des conventions de l'écrit, la familiarisation aux étapes de préparation, de production et del' évaluation du texte écrit (brainstorming, outlining, drafting, editing, re-drafting).

L'enseignants eraamené à entrainer les apprenants:

A produire des messages écrits de la longueur et de complexité moyenne pour exprimer leurs idées et opinions, d'écrire, raconter….

Utiliser correctement la ponctuation ,majuscules ,construction de paragraphes…

Utiliser une langue plus en moins correcte, respectant cohérence et cohésion.

Organiser leurs idées par rapport aux plant, une chronologie, une logique pour ce faire l'enseignant utile sera des techniques d'apprentissage al'écrit elles que:

La technique de «modélisation» (modeling the features of writing)

La technique «d'échafaudage» (scaffolding)

Les procédés d'écriture selon les styles de discours et de format.

The above extract from the accompanying document clearly states that writing is an essential requirement for academic achievement. It is among the challenging skills to learn. Learners perceive it as a challenge. The teacher plays a pivotal role in helping learners to reach correctness and accuracy in writing. The teacher should prepare learners gradually to attain such competency through

*Producing written messages to transmit their ideas, opinions…

*Using correctly punctuation, capitalization, and constructing paragraphs.

*Using a language that is more or less correct with coherence and cohesion

*Organizing their ideas following a plan, a chronology, and logic to help learners write, some techniques can be offered: Modeling (providing a model of a written message with the features of writing) Scaffolding technique

Writing receives a valuable attention in teaching and learning English as a foreign language and this is clearly displayed and shown in the accompanying document. The teacher is a facilitator who helps learners how to achieve writing and reach correctness in this skill through many techniques.

4. Purpose and Scope of the Study

The purpose of this research is to explore the effects of direct and indirect written corrective feedback in improving learners' writing accuracy in Zaida Ben, Middle school, Hadjout, Tipaza. This study is targeted to investigate in which ways direct and indirect WCF can be beneficial for improving learners' WA. We attempt to present the advantages of both types of WCF and the role they play in helping learners to reach accuracy in writing. This research study revolves around how direct and indirect WCF can treat learners' writing errors and make learners aware about the errors they have made and giving them hints on how to persuade in correcting those errors and learning from the committed errors.

5. The Significance of the Study

The present study is significant because it attempts to address the role that direct and indirect written corrective feedback play in helping learners to reach accuracy and correctness in writing. Teachers' direct corrections can help learners to avoid confusion and learn effectively while teachers' indirect written corrections may encourage learners to take part in their learning and be responsible in self-correcting their errors.

This research is important because it seeks to raise teachers' awareness on the provision of written corrective feedback and encourages them to reflect and reconsider the way they provide written feedback on learners' writing.
This study was undertaken in order to shed light to the importance of writing as a foreign language and the attempt to help learners to produce a piece of writing with few errors. This study is significant because the ways in which direct and indirect written corrective can improve EFL students' writing accuracy will be presented and how these two types of written CF can contribute to SLA in general and improved WA in particular will be discussed.

This research can be valuable in the sense it will raise teachers' awareness and increase their knowledge and skill on how to use feedback mainly direct and indirect WCF in improving learners' writing skills, especially promoting grammatical correctness.

6. The Research Question(s)

To guide the present study and achieve its aim, four main research questions are formulated:

The rationale behind formulating these research questions is due to the importance of writing skill and the role it plays in learners' academic achievement. Thus, the provision of feedback, mainly written CF, is believed to be a necessity to improve students' writing skill.

To show the ways in which direct and indirect written CF can improve WA of learners, it is a necessity to formulate the following main research questions:

1. What are the errors that learners at middle school make in writing?
2. Do middle school teachers of English provide written corrective feedback on learners' writing?
3. Does direct written corrective feedback improve middle school learners' writing accuracy?
4. Does indirect written corrective feedback improve middle school learners' writing accuracy?

To reach the aim of this study, that is, demonstrating and showing the effects and the role of direct and indirect written corrective feedback in enhancing students' writing skill, it is very important first to investigate the weaknesses that students have in writing. Before showing the effectiveness and the usefulness of direct and indirect WCF, it is highly recommended to explore what problems learners face when they write or what errors learners make when they produce a written composition. We attempt to answer this

research question because knowing or investigating first the areas of weaknesses in learners' writing can be a major step towards improvement and reduction of errors in writing.

Second, before attempting to explore the effects of direct and indirect written corrective feedback on learners' writing, it is a necessity to examine whether teachers of English at Zaida Ben Aissa Middle School actually provide written corrective feedback to correct their students' writing production. We cannot draw conclusions concerning the benefits of direct and indirect WCF in developing learners' WA if we first do not investigate whether teacher actually give feedback on learners' writing. Investigating this research question and attempting to collect data on whether teachers at middle school provide feedback on their learners' writing can actually tell how teachers treat learners' errors in writing. This research question is significant and worthy of investigation because it can help teachers to develop the awareness, knowledge and skills concerning the fruitfulness of giving feedback and more importantly how to teach learners to process this feedback and use it as a means for improvement in writing and reaching grammatical accuracy.

Third, the rationale behind exploring how direct and indirect WCF can improve learners' WA is due to the fact that there are many benefits of the techniques that this research will present at the end. Direct WCF can help learners to learn effectively and reduce confusion and anxiety in trying to find the correct form. The direct corrections can assist learners to not form wrong hypotheses concerning their errors. Teachers' indirect WCF can gradually train learners and prepare them to be autonomous in finding the correct forms by themselves. The indication of the error without its correction may encourage learners and increase their motivation to attempt to find and self-correct the errors. Also, learners may be able to be responsible in their learning and take charge of at least trying to find out the correction of the error.

7. Objectives of the Study

The current research is based on three main objectives. The first is to highlight the role of direct and indirect written corrective feedback in improving EFL students writing skill. This study attempts to present the ways in which direct and indirect WCF can help learners to improve on their WA.

The second objective is to raise EFL teachers' awareness about the effects of direct and indirect written corrective feedback on learners' writing; this is accomplished by demonstrating the possible advantages that direct and indirect WCF have in enhancing students' writing skill.

The third objective is to explore what type of written corrective feedback is more suitable for learners' writing. Also this research aims at showing that the provision of WCF (whether direct and indirect written CF) can be affected by some factors that teachers need to be aware about. Knowing which error correction strategy that can be more suitable for learners can help teachers to enhance learners' writing accuracy.

8. Thesis Structure

The present dissertation is composed of five chapters. Chapter one the review of the literature which aims to provide a theoretical background on the effects of direct and indirect WCF in improving students' writing skill. It has eight sections. **Section one** is devoted to error treatment in FL writing (or WCF).

Section two is devoted for corrective feedback (CF) and its two types: oral and written CF. This section also sheds light on the two types of WCF direct and indirect WCF and their effectiveness in improving students' writing.

Section three stresses the main studies undertaken to investigate the effects of direct and indirect WCF in improving learners' writing skill.

Section four of the literature review consists of discussing some considerations regarding the effectiveness of direct and indirect WCF. That is to say, in this section, we will highlight the two opposing viewpoints regarding WCF.

Section five accentuates on learners' processing of teachers' written corrective feedback. **Section six** is about the factors that intervene and interfere in teachers' provision of direct and indirect written corrective feedback.

Section seven aims to shed light on the importance of writing accuracy and the modals of writing.

Section eight is about exploring learns' errors, their sources, their types and how to treat them. Each section moves gradually to answer the research questions and to reveal the ways in which direct and indirect written corrective feedback can improve students' writing skill.

Chapter two is "research methodology and procedures". It describes the methods and the research tools used by the researcher to answer the research questions. This chapter has eight sections. These sections cover the following aspects: the research design, the research questions and their rationale, the research objectives, the participants, the research tools being selected, the procedure in which this research was undertaken and the method of data presentation, presentation and analysis.

Chapter three is "treatment and presentation of qualitative data". It aims at treating the data obtained from the research instruments qualitatively. Chapter four is"treatment and presentation of quantitative data". It is targeted towards presenting the obtained data on the effects of direct and indirect written corrective feedback in improving EFL learners' writing accuracy in percentages, numbers and tables and then orienting a deep discussion.

Chapter five is "data interpretation, discussion and some implications on the effects of direct and indirect written corrective feedback in improving EFL learners' writing accuracy". It is targeted to analyze and discuss the data obtained from learners' questionnaire, teachers' questionnaire, teachers' interview and learners' written productions. In this chapter, the main research questions will be answered in the light of the study's findings and results. This chapter also intends to present and provide some implications that can help teachers to use both types (direct and indirect WCF) in enhancing learners' writing and improving their accuracy.

Chapter five is also dedicated for discussing the findings regarding the effects of direct and indirect written corrective feedback in improving learners' writing skill and accuracy. Some implications will be suggested in order to enhance the writing skill of learners via the use of teachers' direct and indirect written corrective feedback.

9. Definition of Key Terms

This section is highlighted in order to define the main variables in this study. We aim to provide a clear explanation for the key concepts of this research.

- **Writing Accuracy:** refers to a piece of writing without errors.
- **Written Corrective Feedback: is** a correction technique used by teachers to provide written comments to students' writing for improvement.
- **Direct Written Corrective Feedback:** is one method of correction which involves identifying the error and providing the correct form.
- **Indirect Written Corrective Feedback:** is another strategy of correction that involves identifying the error, using an error code such as underlying or circling but without providing the correct form.

Chapter One: Literature Review

Theoretical Perspectives on Written Corrective Feedback

Chapter One: Theoretical Perspectives on Written Corrective Feedback

Introduction

Learning to write in a FL/SL like English can be described as a demanding mental process especially for non-native learners. Writing can be regarded as one of the difficult language abilities to acquire and develop (Hyland, 2003 p.3). Nunan also (1989) suggests that learners learning to write in English face problems in writing. Those problems can be classified into linguistic, psychological, cognitive and pedagogical (Hyland, 2003).

This claim indicates that teachers should think of ways to remedy or minimize those problems in writing. Feedback can be among the means by which students' writing can be improved. Indeed, Islami (2014) argues that feedback helps learners in pointing the errors they make while writing. According to Norlin (2014), feedback is "an important practice" that teachers do to improve learning in general and writing in particular. Our study is mainly concerned with written corrective feedback and its two types; direct and indirect written corrective feedback.

The present literature review is an attempt to discuss the research problem under investigation. It consists of eight sections. It attempts to contextualize the term error correction or error treatment, providing its definition, with an explanation that error correction, error treatment and error correction techniques are all synonymous with the term written corrective feedback and that in the literature, they can all be used interchangeably. Also in this chapter, we attempt to discuss the types of CF (oral and written CF). We also extenuate on written corrective feedback since it is the focus in this dissertation and its types.

Major studies which were undertaken in order to explore the effectiveness of direct and indirect written corrective feedback in improving the writing accuracy of EFL learners. We will discuss what should be taken into

consideration when providing written corrective feedback on learners' writing productions.

We will shed light on theoretical background concerning WCF. We will present theories which are in disfavor of providing written corrective feedback on learners' writing and that WCF is harmful and not beneficial in improving learners' writing. Theories which support the efficacy of WCF and the role it plays in developing the writing skill of learners will be discussed.

We will tackle how learners process, comprehend and understand their teachers' WCF on their writing. Also, in this chapter, we will discuss some possible factors that may intervene in helping learners to understand their teachers' written corrections.

We will discuss the writing skill, the modals of writing skill, the importance of grammar in writing and the importance of grammatical accuracy for learners' academic achievement. We will highlight errors in writing, where errors come from (sources) and types of errors.

1.1 Conceptualizing the term Error Correction/Treatment

Second Language Acquisition (SLA) theorists are interested in how individuals learn a particular language. Consequently, they are concerned with how to treat and minimize the errors learners commit in learning the target language. The aim of this section is to shed light on history of error treatment by defining it, presenting the different views towards error correction and the theories upon which error correction operates.

1.1.1 Definition of Error Correction/Treatment

The terminology of "error correction" received a considerable attention from researchers in the field of SLA. In their book, "Written Corrective Feedback in Second Language Acquisition and Writing", Bitchener and Ferris (2012) consider error correction as an activity of correcting errors that learners make

in writing. They further suggest that the terms "error correction" and "written corrective feedback" can be interchangeably used. Error correction according to them is a cognitive pattern in the sense that there is a certain degree where error correction or written corrective feedback can contribute to the acquisition of a target language in general and writing in particular. This claim is supported by arguments drawn from different studies that will be reported later on in this chapter.

It is very important to mention that the book of Dana Ferris and John Bitchener (2012) covers the current research problem under investigation; which is the effects of written corrective feedback in improving the writing accuracy of learners. It also provides a synthesis of early and current studies conducted on this respect.

1.2 Corrective Feedback in Second Language Acquisition

1.2.1 Definition of Corrective Feedback

The importance of second language learning leads researchers to introduce techniques to improve the four language skills. Corrective feedback is one of these widely used strategies. It is defined by many researchers such as Li (2010, p. 309) asset of "responses to learners' non-target like L2 production". Similarly, corrective feedback is seen by (Sheen, 2007) as "teachers' reactive move that invites a learner to the grammatical accuracy of the utterance which is produced by the learner" .The above definitions indicated that corrective feedback is addressed to students when errors are committed.

Some theoretical frameworks have supported the efficacy of corrective feedback in raising students' attention towards their errors. Some researchers such as Schmidt (1990) states that noticing is a prerequisite for L2 learning and learners must pay conscious attention to input [whether it spoken or written] in order for learning to occur. Corrective feedback draws students' attention to their errors. The noticing hypothesis is defined as"the conscious awareness of the target language which requires the attendance of the learner

to the input. The above definitions indicate that corrective feedback and the noticing function are interrelated in the sense that they share the same purpose which is helping students to recognize their errors first and then correcting them to reduce their occurrence.

1.2.2 Oral Corrective Feedback

Oral corrective feedback is seen as the process of providing clear, comprehensive and consistent CF on students' grammatical errors for the purpose of improving the students' ability to write accurately" (Ferris2002). Oral corrective feedback has several taxonomies; these are: recasts, explicit corrections, repetitions, elicitations and clarification requests (Chu 2011, p. 455). Many studies have been conducted on such type of feedback such as Doughty (1994) who investigates the efficacy of oral corrective feedback on French immersion students; he concludes that such type of corrective feedback was beneficial for learners mainly formulations and repetitions. He observes many teachers providing feedback to their learners and he found that repetitions and reformulations are effective.

1.2.3 Written Corrective Feedback and its Types

Many researchers find that corrective feedback is effective on written errors such as (Robb, Ross & Shortreed, 1986; Frantzen, 1995; Lalande, 1982; Chandler, 2003; Young & Cameron, 2005; Bitchener, Young & Cameron, 2005; Sheen, 2007; Bitchener, 2008) who conclude that both types of WCF (direct and indirect) are effective in minimizing the writing errors made by learners. All those researchers can be seen as the pioneers in the field of corrective feedback and its effectiveness in improving EFL learners' writing accuracy.

In addition, Fathman and Whalley (1990) conduct an experimental study on the effect of written corrective feedback (both on form and content) on international ESL college writing. They find that both feedback types are equally effective in reducing learners' errors. Similarly, Ashwell (2010) finds clear support for the use of corrective feedback for developing the

grammatical accuracy in written compositions. He concludes that learners take into consideration teachers' feedback by reviewing the errors being circled and underlined.

Ellis (2009, p. 98) states that written CF consists of the following typologies: direct vs. indirect CF, focused vs. unfocused CF, meta-linguistic feedback, electronic feedback and reformulation. Direct and indirect written corrective feedback, being the focus of this research, will be explained in the coming section.

a. Direct and Indirect Written Corrective Feedback

Ellis (2008) provides an explanation of written corrective feedback types or dichotomies.

Direct written corrective feedback is the type of feedback whereby teachers highlight the error and provide its correct form. Ellis (2008) suggests that this type of written corrective feedback may take several forms: by crossing out unnecessary words, morphemes...,by inserting a missing word or morpheme, by writing the correct form above or near the error. This type of error correction can help learners to reduce the amount of errors in their writing because it provides explicit guidance to learners on how to correct their own errors in writing. It also promotes the acquisition of specific grammatical features. It provides unambiguous, immediate information about the correct version, thereby enabling learners to notice clearly the gap between their current performance and the target feature (Bitchener & Knoch, 2010). Through the provision of the correct form of the error, learners can avoid any difficulty in deciphering and utilizing codes to modify their drafts (Ferris, 2003).

Indirect written corrective feedback is an error treatment technique in which teachers indicate that students have made an error in their writing but without the provision of the correct grammatical form. The provision of this type of feedback may involve the following forms: by underlying or circling

or using cursors to show the omissions of the errors (Ferris et. *al.*, 2010). This feedback is beneficial because it caters to guide learning and problem-solving (Lalande, 1982), it contributes to reflection about the linguistic forms, it leads to life-long learning and it engages learners in solving and correcting their errors. Indeed, a study undertaken by Wiggles worth (2010), Ellis (2009) and Ferris (2014) indicate that students who received indirect written corrective feedback seem more likely to be engaged in the process of reflecting and discussing teachers' comments on their errors in writing than those who received direct WCF.

Comprehensive and selective error corrections have been distinguished by many researchers. Mousavi (2011, p.6) and Andersson (2011, p.3) state that comprehensive corrective feedback is a form of feedback where teachers mark all students' errors on both rhetoric and form. Similarly, Lee (2004) points out that comprehensive feedback is considered as "an extensive as it treats multiple errors at once". However, other researchers claim that the over-emphasis (comprehensive WCF) on errors has some impact on students and teachers. For students, such type of correction can inhibit them from processing and reflecting on the feedback received from the teacher on their errors because it is overloaded (Lee 2005, p. 2) & (Alimohammadi & Nejadansari 2014, p. 585). Also, it can affect students' psycho-effective domain in the sense that when students see their papers full of red ink, they will be de-motivated (Truscott2001, p. 95). For teachers, drawing students to every error they produce … not only waste time [of teachers] but also provides no guarantee they will earn from their mistakes" (Mousavi2011, p.6).

A number of definitions have been introduced to selective feedback. For instance, Lee (2005, p.2) and (Kao 2013, p. 3) define selective/focused CF as a form of feedback that marks some specific error categories in students' writing compositions. Similarly, Lavin (2013, p. 12) states that focused or selective error correction occurs when "teachers and researchers target only

one or a limited number of error types". Although selective feedback does not help students to improve their writing accuracy because of the limited correction it provides on their errors (Ruegg2010, p. 248). It is proved to be effective for teachers "to overcome their fear of discouraging pupils by providing focused feedback. Although there is contradicting views towards the effectiveness of comprehensive and selective WCF, it depends on the teacher to decide the amount of correction to be provided on students' writing.

b. Focused and Unfocused WCF

Teachers can correct all learners' errors in writing and that's called **unfocused written corrective feedback.** Teachers do not select specific types of errors to be corrected or they do not classify these errors according to their order of priority. They just correct all types of errors that find in learners' written works. For instance, teachers do not only correct preposition errors or definite/indefinite article errors; they correct all errors. This brings about the distinction between global errors versus local errors. The former are errors that affect the comprehensibility of learners' written works while the latter are types of errors that impact a single element in a sentence. Such type of written corrective feedback is said to be more difficult for teachers as it takes both time and energy and for learners because they cannot process all the corrected errors at once. **Focused written corrective feedback** on the other hand can be more fruitful in the sense that learners may process and learn from teachers' selective corrections on specific errors; most important errors. It is also effective because it can enable learners to reflect on what they have written and to be aware that what they have written is erroneous.

c. Meta-linguistic Written Corrective Feedback

This feedback is about providing learners with comments that are explicit. These comments may take the form of: the use of error codes which are

abbreviations that are placed under the location or the occurrence of the error in the text or in the margin. For example, article---art/preposition---prep/wrong word---ww...Another form of this type of feedback is the provision of meta-linguistic explanations of learners' errors in writing. That is to say, explaining to learners the errors they have committed. This way is less used for some reasons. It is time consuming. It requires teachers to possess sufficient meta-linguistic knowledge in order to write clear accurate explanations.

Bitchener et. all (2005, p. 192) state that direct and indirect WCF have received considerable attention from EFL/ESL researchers to improve students' writing accuracy. Daneshvar & Rahimi (2014, p. 218) and Bitchner et. all (2005, p. 193) define direct written corrective feedback as an explicit provision of the error and its correct form. Students' language proficiency level is taken into consideration in EFL learning; direct written corrective feedback can be effective when it is addressed to low-proficiency students (Ammar & Spada, 2006; Mackey & Philips, 1998). However, indirect written corrective feedback is defined as a set of situations where the teacher indicates an error being made through codes without providing its correct form.

1.3 Studies Investigating the Effects of Direct and Indirect Written Corrective Feedback in Improving EFL Students' Writing Accuracy

Since this research is about direct and indirect WCF and whether it is effective in improving the writing accuracy of EFL learners, it is necessary to provide a summary of the major studies that were undertaken on the efficacy of direct and indirect WCF.

Several studies (Ferris, Chaney, Komura, Roberts, & McKee,2000; Ferris & Roberts, 2001; Frantzen, 1995; Lalande, 1982; Lee, 1997; Robb, Ross, & Shortreed, (1986) investigate the effects of different types of feedback on

error in student writing. For example, Lalande's (1982) experimental group of U.S. students of German as a second language improve in grammatical accuracy on writing after using an error code (indirect written corrective feedback) to rewrite, whereas the control group, which receive direct correction from the teacher, actually made more errors on the essay at the end of the semester. However, the difference between the groups' improvement is not statistically significant. Both types are relatively effective in reducing learners' errors in writing.

On the other hand, in Frantzen's (1995) study of U.S. college students of intermediate Spanish, both the grammar-supplementation group receiving direct correction and the non grammar group whose errors are marked but not corrected improved in overall grammar usage on the post essay. Neither group shows significant improvement in written fluency over the semester, however, all four of Robb et al.'s (1986) treatment groups of Japanese college students learning English improve in various measures of accuracy after receiving different types of error feedback —direct correction, notation of the type of error using a code (indirect written corrective), notation in the text of the location of error, and marginal feedback about the number of errors in the line. Allof Robbetal.' S treatment groups improve in fluency and in syntactic complexity report gains with His panic bilingual and ESL students of a low–intermediate English proficiency. After introducing students to errors using a code, Lizotte indicated only the location of errors for student self-correction. His students reduce errors in their writing significantly over one semester at the same time that they make significant gains in fluency (numbers of words written in a specific amount of time).

Later on, many researchers become interested in replicating the studies done by the pioneer researchers such as Islami's (2014), Hosseiny (2014), Mohmmadnejad (2012) and Alizera & Karimian (2014).

First, Islami's (2014) experimental study investigates the effects of direct and indirect WCF on sixty (60) low-intermediate EFL Iranian learners'

writing performance. They were divided into two experimental groups A and B (receiving direct and indirect feedback respectively); the research tools used are Cambridge's Preliminary English Test (PET) which is used to determine the participants' English proficiency level and a "Writing Test Package" which measures the EFL Iranian learners' written achievement. The results indicate that WCF has a strong correlation with the writing performance of learners and the group receiving indirect feedback is shown to be better in writing than the group of direct feedback. The researcher concludes that the indirect feedback improves students' writing accuracy in the long run.

Another experimental study by (Hosseiny2014) investigates the role of direct and indirect WCF in improving EFL students' writing skill; sixty (60) pre-intermediate Iranian participants are enrolled in the study who are divided to three groups (direct, indirect and no feedback groups). The three groups are tested via TOFEL tests on definite/ indefinite articles. The results indicate that learners of the two groups who receive direct and indirect feedback demonstrate an enhancement in their grammatical accuracy more than the control (no feedback) group.

The above two studies agree on the effectiveness of two types of feedback in raising students' writing accuracy. In addition, Hashmnezhad & Mohmmadnejad (2012) investigated the effects of direct and indirect feedback on (80) third year of the English degree EFL Iranian learners' writing accuracy. The researchers use a textbook entitled "Academic Writing Course" introduced by R.R Jordan where twelve (12) units are selected to be

taught to the participants. The two groups (1 & 2) receive direct and indirect WCF respectively during sixteen (16) weeks. The results show that both types of WCF have a positive effect on students' WA. Errors are decreased on the following grammatical forms: verbs, tenses, relative pronouns and prepositions. However, the findings reveal that direct WCF has more influence on students' WA than the indirect WCF.

At last, the study of Alizera & Karimian (2014) explores the effectiveness of CF on seventy (70) Iranian EFL learners. The instruments used are "Syntactic Categorization" developed by Ferris (1997) which deal with the linguistic form of each type of feedback and "Scoring Rubric" advanced by Ferris & Hadgcock (1998) which examine writing at three levels: content, organization and grammatical accuracy.

The study shows that both WCF types were effective in improving students' writing accuracy. However; learners demonstrate more improvement in their writing accuracy with indirect feedback. The results of this study may be due to the participants' advanced proficiency level which allows them to self-monitor their errors. The above two studies seem to suggest that the effectiveness of direct and indirect feedback is determined by the proficiency level of EFL learners in English.

1.4 Considerations in WCF Provision
1.4.1 Theories against Written Corrective Feedback
a. Truscott and his Followers

The history of error correction theories is characterized by a conflict among researchers who question the efficacy of written corrective feedback in SLA and writing. As its name indicates, error correction deals with the phenomenon of correcting the errors that learners make in writing. The notion of error correction raises the question whether errors to be seen as an integral part of learning or it is just a linguistic sign that should be prevented. One would think that the way errors should be perceived is also a matter of

questioning the efficacy of error correction in reducing the amount of errors in writing.

Opponents like Truscott (1996, 1999, 2004, and 2007) see or perceive written corrective feedback as ineffective and even harmful for different reasons. In his article "Language Learning", Truscott (1996) assumes that grammar correction has to be abandoned. He gives evidence against written corrective feedback and its inability to improve learners' writing accuracy. Truscott (1996) makes his criticism even stronger in disfavor of error correction by arguing that even in L1, error correction is still harmful.

Truscott (1996) presents evidence from research on L1 such as Knoblauch &Brannon (1981) and Hillocks (1986) who conducte numerous studies on whether written corrective feedback in L1 helps in improving their writing accuracy or not. The conclusions drawn show that the number of mistakes that are corrected, which mistakes are corrected, how detailed the comments are or in what form they are presented is not important because the corrections have no effect.

One would think that these studies that are conducted on L1 which prove that correction is ineffective may not necessarily indicate that error correction is also harmful in L2. Indeed, Truscott (1996) assumes that a technique that is not helpful in one case (L1) can be helpful in the other (L2). However, Truscott (1996) does not stop at the level of making assumptions; he supports his doubt towards error correction by solid evidence on previous research undertaken in this respect. He makes extensive reviews on many studies that enable him to strengthen his claim such as Krashen (1982); Leki (1990); Cohen & Robbins (1976); Semke (1984); Robb, Ross, & Shortreed (1986); Kepner (1991); Sheppard (1992) who reach the same result "error correction has no significant effect in helping learners to enhance their accuracy in writing.

Despite the counter-arguments presented in conference papers and journals that are based on pedagogical, theoretical and empirical arguments, Truscott maintains his position regarding the harmfulness of written corrective feedback.

Many questions such as "can written corrective feedback help learners improve their grammatical accuracy in writing? "Is it worthwhile for teachers to devote countless hours to written correction error? " have all been the sources of controversy among SLA researchers who are in a debate concerning the efficacy of written corrective feedback over a decade now (Ferris, 1999, 2004; Truscott, 1996, 1999, 2004, 2007). This debate is triggered by Truscott's (1996) review article "Case against Grammar Correction in L2 Writing Classes". In his paper, he directly states that he rejects the number of arguments previously offered in favor of grammar correction. He declares that grammar correction in L2 writing classes "is something of an instruction" p.327.This means that all teachers of writing use error correction in a way or in another and it has no significant effects on learners' accuracy in writing.

Truscott (1996, p. 329) makes it very clear that he neither denies the value of grammatical accuracy in writing nor he rejects feedback as a teaching method but rather, the issue lies on whether or not grammar correction contributes to development of grammatical accuracy in writing. His claim seems to be objective because he is taking a neutral position in the sense that he does not have any objections towards error correction and feedback.

We have been talking about the angle in which the opponents' party perceives error correction or written feedback and its role in improving the grammatical accuracy of learners of the target language. Truscott is among those who suspect the efficacy of written corrective feedback; he goes beyond having a position. He presents a number of arguments by which he supports his claim in disfavor of error correction. To strengthen his arguments, he criticizes many empirical studies undertaken on the

fruitfulness of error correction (written corrective feedback) in developing and enhancing learners' grammatical accuracy in writing. (Ferris & Bitchener, 2012 p. 20, 21, 22)

Truscott (1996) first argument is that the phenomenon of language learning is complex in process and nature. This argument suggests that learning a language is not just a matter of passing information from the teacher to the learner and error correction according to him, is a form of information process. Information process here means that the teacher informs his/her learner that an error is committed by written codes. Truscott (1996) sees this "information transfer" as something complex and a factor that may affect the target language learning. Ferris and Bitchener (2012) criticize Truscott's argument by saying that his view fails to take into consideration some claims advanced by cognitive and socio-cultural theorists; it seems to ignore "the possibility that some learners are *ready* in Pienmann's terms, Krashen's terms andsocio-cultural terms (the ZPD) to acquire the form or structure targeted within written corrective feedback".

Truscott's (1996) second argument is concerned with the feasibility of providing written corrective feedback (i.e. error correction) at a time where the learner is ready to acquire a particular form or structure. This would mean that the process of acquiring the target language in general and grammatical accuracy in particular is a pre-determined phenomenon which follows a natural order. Framed in this way, written corrective feedback from the angle of Truscott functions as a form of instructional intervention which affects learners'gradual language development. Ferrisand Bitchener (2012) replies back on this argument by stating that learning the target linguistic structures may lie out of the sequence of the natural order of learning a language.

In his third argument against the provision of error correction, Truscott (1996) declares that the notion of "pseudo-learning" is the only thing that results from written corrective feedback. For him, he describes error

correction as a superficial transient form of knowledge in the sense that it is typically done in terms of isolated points and without reference either to the processes by which the linguistic system develops or tothe learner's current developmental stage. In other words, it is a superficial form of teaching/learning. Actually Truscott (1996) from a personal perspective makes a valid point when he states that kind of learning and knowledge extracted from error correction is quite limited and can be quickly forgotten.

There are also theories that support the use and practice of written corrective feedback in helping learners to reduce their errors in writing and other theories that do not believe in the usefulness of error treatment. Krashen's general theory which is comprised of five basic hypotheses, is based on the premise that corrective feedback has no significant role is minimizing learners' errors in writing.

His theories are advanced to show the ways in which errors are viewed and the extent to which it is worth treating. Although his arguments have been highly influential in the field of second of language acquisition (SLA), none of them has escaped asignificant degree of criticism.

b. The Acquisition-Learning hypothesis:

Krashen (1985) in this theory makes a distinction between "acquisition" and "learning". He claims that they are two different separate processes. Krashen (1982) refers to "acquisition" as the subconscious process which is identical to the way children develop ability in their first language. It is a subconscious process and thechild is not aware that he/she is acquiring his/her first language; they are only aware that they are using language to communicate. The result of language acquisition, acquired competence, is also subconscious. We are generally not consciously aware ofthe rules of the languages we have acquired. Instead, we have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not consciously know what rule was violated.

The second way to develop competence in a second language is by language*learning*. We will use the term "learning" hence forth to refer to conscious knowledgeof a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language, or explicit learning. Krashen maintains that providing written correctivefeedback has no role in helping learners to develop their acquired knowledge since it is an unconscious process. He perceives error treatment as not beneficial in the sense that acquisition has no value in learning that results from instruction and corrective feedback (Bitchener & Ferris, 2012).

Error correction has little or no effect on subconscious acquisition, but is thought to be useful for conscious learning. Error correction supposedly helps the learner to induce or "figure out" the right form of a rule. If, for example, a student of English as asecond language says "I goes to school every day", and the teacher corrects him or herby repeating the utterance correctly, the learner is supposed to realize that the /s/ ending goes with the third person and not the first person, and alter his or her conscious mental representation of the rule. This appears reasonable, but it is not clear whether error correction has this impact in actual practice (Krashen, 1982)

c. The Natural–Order hypothesis

This hypothesis is one of the most influential discoveries in the field of second language learning/teaching. This theory is based on the idea that the acquisition of grammatical structures follows a predictable order. This means that some structures come early and others come late. English is perhaps the most studied language as far as the natural order hypothesis is concerned, and of all structures of English, morphology is the most studied. Brown (1973) reports that children acquiring English as a first language tend to acquire certain grammatical morphemes, or function words, earlier than

others. For example, the progressive marker*ing* (as in"He is play*ing* baseball".) and the plural marker /s/ ("two dog*s*") are among the first morphemes acquired, while the third person singular marker /s/ (as in "He live*s* inNew York") and the possessive /s/ ("John'*s* hat") are typically acquired much later,coming any where from six months to one year later.

Krashen claims that since learners acquire grammatical structures in a given order, then there is no pedagogical value to gain from classroom instruction and therefore, error correction in the classroom is not going to aid acquisition process and it should be regarded as unnecessary (Bitchner & Ferris, 2012)

d. TheMonitor–Hypothesis:

This hypothesis posits that the acquisition-learning distinction claims that two separate processes coexist in the adult, it does not state how they are used in second language performance. The Monitor hypothesis posits that acquisition and learning are used in very specific different ways. Normally, a cquisition "initiates" our utterances in a second language and is responsible for our fluency.

Learning has only one function, and that is as a monitor, or editor. Learning comes into play only to make changes in the form of our utterance, after it has been"produced" by the acquired system. This can happen before we speak or write, or after (self-correction). His hypothesis posits that formal rules or conscious learning play alimited role in second language performance. This means that error treatment has novalue since the grammar forms and structures are already acquired and found in the acquired system (Krashen, 1982)

e. The Input Hypothesis:

This hypothesis believes that learners move along a developmental continuum by receiving a comprehensible input. This indicates that input about the language is a little just beyond the learners' current level of syntactic complexity. If learners' currentlevel is i, then comprehensible input for that learner will be $i+1$ where one refers to the next stage in the

development continuum. Krashen (1982) believes that if input is understood, and there is enough of it, the necessary grammar is automatically provided. Consequently, he goes on to claim that when learners are exposed to enough comprehensible input, there is no need for formal grammar instruction and thus, by implication, no need to focus on learners' errors that have been made or treat them (correcting them) in any way (Bitchener & Ferris, 2012)

f. The Affective Filter Hypothesis:

This hypothesis is primarily advanced by Dulay and Burt (1977). It is based on the idea that affective factors relate to second language acquisition process such as: motivation, self-confidence and anxiety and that the input that a learner is exposed to must be taken in and that the affective filter should be sufficiently low. Krashen (1982) claims that those whose attitudes are not optimal for second language acquisition, will not only tend to seek less input, but will also have a high or a strong affective filter – even if they understand the message, the input will not reach that part of the brain responsible for language acquisition (LAD). Anxiety and low self-esteem are seen as negative factors that can increase the affective filter of learners.

This hypothesis has been criticized for its inability to account for some considerations. Learners with high affective filter are not necessarily poor language learners and vise versa.

Despite the criticisms leveled against Krashen's claims on the process of language acquisition and learning, we turn now our attention to the understanding of learner errors, how to treat them (correction) and how they might be uses d to facilitate learning (Bitchener & Ferris, 2012).

1.4.2 Second Language Theories Supporting the Role of Written Corrective Feedback

a. Bitchener and his Followers

Error correction or/and error treatment in the field of teaching/learning is discussed from different angles. The aim of this section is to discuss some arguments presented by researchers supporting the efficacy of written

corrective feedback. Knoch & Bitchener (2008) conducts a study that has three aims: (1) the efficacy of written corrective feedback (or error treatment) overtime, (2) whether one of written corrective feedback types are more beneficial in helping learners to improve their grammatical accuracy in writing and (3) whether written corrective feedback can help migrant learners to enhance their grammatical accuracy in writing. One hundred and forty-four (144) are selected asthe participants in this study which takes a period of two (2) months. The results show that learners who are provided by written corrective feedback outperform those who are not provided by error treatment and that their accuracy in the English article system is improved in comparison to those who are not provided by error treatment.

Bitchener (2008) claims that error treatment is effective in reducing students' errors in writing. He conducts a study of two months; he selects seventy-five (75) low intermediate international learners in New Zealand as the participants for his study. He divides them into four groups (direct corrective feedback, written and oral meta-linguistic explanation; direct corrective feedback and written meta-linguistic explanation; direct corrective feedback only; the control group receives no corrective feedback). The students produce three pieces of writing (pre-test, immediate post-test, and delayed post-test) that describes what is happening in a given picture. Two functional uses of the English article system (referential indefinite ''a'' and referential ldefinite ''the'') are targeted in the feedback. The study finds that the accuracy of students who receive written corrective feedback in the immediate post-test outperform those in the control group and that this level of performance is retained two (2) months later.

Hendrickson (1978) believes that correcting learners' errors helps them discoverthe functions and limitations of the syntactical and lexical forms of the target language (Kennedy1973). Error correction is especially useful to *adult* second language learners because it helps them learn the exact environment in which to apply rules and discover the precise semantic range of lexical items (Krashen and Seliger, 1975).

All these studies support the provision of written corrective feedback as it helps learners to notice their errors and benefit from the feedback provided by teachers on their written productions

Over the last 20 years, theoretical perspectives in second language learning/acquisition, including the role of error and its treatment, become more prominent. Theorists and researchers working within socio-cultural frameworks shift their attention to the learner as an autonomous individual who despite drawing up on input from his social environment ultimately determines his own learning/acquisition path. We examine in the coming sections what we consider influential and significant these perspectives in terms of the role of corrective feedback in SLA process.

This perspective studies the role of error treatment (or written corrective feedback) from two different angles: the cognitive perspective which discusses Information Processing Models (of McLaughlin and Anderson), and the socio-cultural perspective. First, information processing models that are developed by cognitive psychologists such as Anderson (1983, 1985) and McLaughlin (1987, 1990) have an important role in providing a clear understanding of how second language is acquired and learned. These two models perceive second language acquisition (SLA) as a building block of knowledge that can be come automatic by learners. We start by providing a brief understanding of each and how they relate to written corrective feedback or error treatment.

b. Mc Laughlin model (1987)

This modal believes that second language acquisition process is complex in nature which involves a simple process. This model implies that information can be processed via controlled learning which can become automatic over time by means of practice, repetition, formal instruction and corrective feedback. It is not difficult to see a role for written corrective feedback within this model. It is based on the idea that intentional learning by means of explicit instruction and corrective feedback can play an important role in

the controlled phase of learning ultimately lead to automatized processing. This model is quite different from Krashen's model (the hypotheses mentioned above) where corrective feedback is seen as non-facilitative.

c. Anderson's Model (1993) or ACT (Adaptive Control of Thought)

It is the type of model which discusses the dichotomy of declarative and procedural knowledge. Anderson argues that declarative knowledge (what) can be converted toprocedural knowledge in the L2 learning context.Anderson (1976, 1983, and 1993) underlines that knowledge starts with declarative actions, the conscious and control; and this control paves the way for procedural processes. Moreover, he argues that declarative knowledge forms the basis of knowledge transfers. Procedural knowledge, on the otherhand, has significant roles in structuring concepts and obtaining declarative knowledge (Lawson, at all, 2000; Lawson, 1991). Procedural knowledge is about how to think (Sahdra & Thagard, 2003). It is linked with the performancechange in knowledge, skills and tasks (Willingham, Nissen &Bullemer, 1989; Phillips & Carr, 1987). It is the knowledge that explains how to perform an action within the framework of clear procedures.

Other theorists and researchers (DeKeyser, 1997, 2001, 2007; Schmidt, 1990, 1994, 1995; Swain, 1985; Swain & Lapkin, 1995) support the view that controlled activities including instruction and corrective feedback can facilitate the conversion of declarative knowledge into automatized procedural knowledge. For instance, the analysis made by DeKeyser (1997) shows that the explicit knowledge of L2 grammar rules can be gradually automatized through practice and error correction (orcorrectivefeedback).

d. Pienemann's Model

Second, we attempt to discuss the effectiveness of corrective feedback within the framework of the Pienemann's Model. His model is comprised of two theories: teachability and processability theories. This means that this model shares with Anderson's model and McLaughlin's model the idea that learners can make progress in learning L2 moving from controlled processing of declarative knowledge to automatized production of procedural

knowledge. Pienemann's teachability theory (1981, 1987, 1989, and 1998) assumes that grammar instruction can only be useful and effective when it is provided at a time when a learner is at his/her stage of interlanguage that is close to the point when it could be acquired naturally. Therefore, corrective feedback is important at the stage where learners are ready to acquire L2 grammatical features.

The model of Mc Laughlin, Anderson and Pienemann discuss how L2 is processed in the mind of the learner from a cognitive point of view; hose three modelsdo not see the learner from the social perspective, situated in a socially influential environment. From this point, we explore another theoretical perspective which is relevant to the role of error correction and its treatment is SLA, namely those who view language learning or/ and acquisition in more social terms.

e. The Noticing Hypothesis

This theory is proposed by Schmidt (1990-1994). It is based on the premise that "input does not become intake for learning until it is noticed". That is to say, learners cannot learn or process new grammatical forms if they don't pay attention to them or notice them. The noticing hypothesis was first originated with his personal experienceabout being exposed to Portuguese in Brazil. Schmidt (2010) portrays that he is able to use language as a social practice to accomplish a social action and that he can fit in the environment but his development in the area of grammar, morphology and syntax is very limited because he does not notice them.

Although he receives many corrections on his grammatical errors during his interaction with native speakers of Portuguese language, he is unaware that he is being corrected. Schmidt (2010) suggests that "noticing the gap" is essential way that contributes to fruitful learning. Noticing the gap means that learners must make conscious comparison between their own output and the target language-input. As aresult, here comes the role of written

corrective feedback as it provides learners with achance to pay attention to the mismatch between their own output errors and theirteachers' input-feedback and pushes them to modify and correct their erroneous output (Bitchener & Storch, 2016).

f. OutputHypothesis

This theory is advanced by Swain (1985). It is based on the idea that comprehensible input alone is inadequate for language acquisition to take place and that learners must be pushed to produce output in order to develop their grammatical accuracy. Swain believes that the lack of exposure to the target language and the lackof opportunities for pushed outcome can lead learners to fail to achieve grammatical accuracy.

In her output hypothesis (1985), she explains the functions for comprehensible output: a noticing function, hypothesis testing function, and meta-linguistic function.The noticing function indicates that learners should notice the gap between their inter-language and the target language when they speak or write (Swain, 1995). When learners notice the gap in their output, they become aware of it and work to adjust it. For instance, learners sometimes when they produce something, they cannot remember or know the necessary grammar needed for effective communication (spokenorwritten). This means that learners are noticing a hole or a mismatch between what they know and what they want to express. Swain (1995) posits that noticing the gap inlearners'inter-language can make them pay a careful attention to linguistic structures in the future input.

Hypothesis testing provides learners with opportunities to test their hypothesis about linguistic accuracy based on andinresponse to the feedback they receive from teachers (Swain, 1995). If the feedback provided by teachers is sufficient, learners will be able to notice the gap between their inter-language and the target language which triggers learners to reconstruct their linguistic accuracy/knowledge (Panova & Lyster, 2002). The meta-linguistic function serves as an effective means that enables learners to

reflect on their target language.

g. The Skill Acquisition Theory

This theory draws upon Anderson's Adaptive Control of Thought (ACT) (1983, 1992, and 1993). Skill acquisition is defined as "gradual transition from effortful use ofmore automatic use of target language, with the ultimate goal of achieving faster andmore accurate processing" (Lyster& Sato, 2013, p. 71). The theory is based on theidea that both explicit and implicit learning play a pivotal role in second language acquisition (SLA). It posits that declarative knowledge draws upon explicit learning that can be transformed into procedural knowledge which involves implicit learning. Theformer is the knowledge of the language system such as grammatical/linguistic rules where as the former is about how to apply those rules of grammar to produce language.

Anderson's modal is framed on the basis of "proceduralization and staging". First, rules are explicitly taught and given to learners. Then, by means of repeated practices, tasks can be accomplished and completed rapidly by learners with fewer errors (Anderson, 1992, 1993). Anderson's ACT modal suggests that for declarative knowledge to be transformed in to procedural knowledge, activities and tasks are highly recommended and needed as they provide meaningful learning (Dekeyser, 2007). Feedback here plays an important role as it provides controlled practice opportunities for learners to acquire L2 knowledge (Lyster & Sato, 2013). It draws attention to target language forms in a way that it leads and contributes to gradual reconstruction of learners' inter-language (Lyster & Sato, 2013)

h. The Interaction Hypothesis

The interaction hypothesis is proposed first during the late of 1970s' and early 1980s'.It comes as a reaction to Krashen's input hypothesis (1980) that argues that effective L2 acquisition can take place with a sufficient amount

and exposure to comprehensible input at (i+1') level. One would question what would (i+1') refers toand how can one assure that the input is more advanced than the learner's level 1? (Bitchener & Ferris, 2012). The conversational interaction comes as a reaction to the previous hypotheses. Long (1981) argues that only conversational interaction between the teacher and the learner ensures that learners are receiving comprehensible input (i+1'). The relevance and the fruitfulness of corrective feedback (whether oral or written) can appear in thefact that both learners and teachers negotiate to achieve mutual understanding of the input. Teachers listen to their learners then provide them with feedback in order to foster L2 learning.

It is important to note that conversational hypothesis is originally developed inan oral context where communication is an avoidable element. This does not mean that written corrective feedback has no role to play in promoting L2 learning. Unlike inoral written corrective feedback, negotiation between the teacher and learners can take place after the written production in stead during the production like in oral conversation (Bitchener & Storch, 2016). Learners first receive written corrective feedback on their written works and further that written corrective feedback is scaffolded and negotiated with learners.

i. The Social Cultural Hypothesis

This theory believes that all human activities are the result of socially mediated processes (Nessaji, 2017). This means that language develops when there is interaction between an expert (teacher) and a novice (learner). This theory has three main basicconcepts that support the efficacy of written corrective feedback: the zone of proximaldevelopment (ZPD), scaffolding and regulation (Nessaji, 2017).

Zone of proximal development (ZPD) is "the distance between the actual development as determined by independent problem solving and the level of potential development as determined through problems solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978 cited

in Nessaji, 2017 p.117). The concept of ZPD is based on the idea that negotiation is essential for learning. When feedback is given, the teacher can discover the developmental level of his/her learners and therefore provide them with feedback to foster learning (Nessaji & Cumming, 2000).

Scaffolding is used to describe the assistance and the help that learners need within in ZPD. Nassaji (2017) defines scaffolding as "guided support learners receiveduring interaction" (p.117). Lantolf and others (Lantolf & Thorne, 2007; Swain, Brooks & Tocalli-Beller, 2002) believe that learners can reach a higher level of linguistic knowledge when they are provided with sufficient scaffolding by teachers ormore advanced learners. In particular, this type of scaffolding is believed to be moreeffective in the learner's *zone of proximal development* (ZPD); where the learner is not yet capable of using L2 autonomously as a procedural knowledge. This type of scaffolding draws upon some strategies such as: repetition, simplification, modeling and corrective feedback (Lantolf & Thorne, 2007).

Scaffolding is more discussed in relation to oral errors (Nassaji, 2017). However, this doesn't mean that scaffolding does not work as a technique to treat learners'written works. Indeed, teachers can provide scaffolded feedback or writing errors andthey can select to scaffold and assist their learners with direct or indirect written corrective feedback.

Regulation is another main aspect in the Vygotskian theory. It is about how much learners are able to manage and control their learning (Bitchener & Storch, 2016). Socio-cultural theory is based on the belief that learning is the process of moving fromother regulation (teachers, adults, peers …) to self-regulation (Nassaji, 2017). Self-regulation means that learners can be autonomous in their learning and act independently (Nassaji, 2017).

1.5 Learners' Cognitive Processing of Teachers' WCF

The rationale behind selecting to discuss how learners process and understand their teachers' written CF is due to the fact that we believe that improvement in writing starts from learners' ability to understand their teachers' WCF on their writing. If learners comprehend their teachers'

written comments and corrections on their writing, they can benefit from the written feedback and eventually their writing skillin general and accuracy in particular would improve.

Also, we attempt to shed light on this dimension of WCF because it is necessary for teachers to understand what happen in the brain of their learners when they receive WCF on their writing. Teacher awareness on how learners process WCF can play apivotal rolein improving their learners' writing.

In this sub-section, we attempt to explain how learners understand and process teachers' written corrective feedback on their written works and what factors may interfere on their cognitive processing of WCF.

To understand how learners process teachers' WCF, Gass (1997) provides a clear modal with a picture on how L2 input-WCF is cognitively processed. This modal is used to address oral production but it can be used to address written production because the cognitive processing is the same (Bitchener & Storch, 2016).

This modal is composed of six stages based on Gass (1997) computational modal, adapted from Bitchener and Storch (2017). We have selected particularly this modal because it represents a detailed description and portrayal on what happens in the brainof the learners and how they cognitively process their teachers' written corrections. It also gives possible situations that learners undergo in their process to comprehend their teachers' written comments on their writing.

This modal attempts to provide a clear image on the fact that understanding how learners process WCF can actually maximize teachers' awareness on how to correct their learners'writing and what type of WCF is suitable for them.
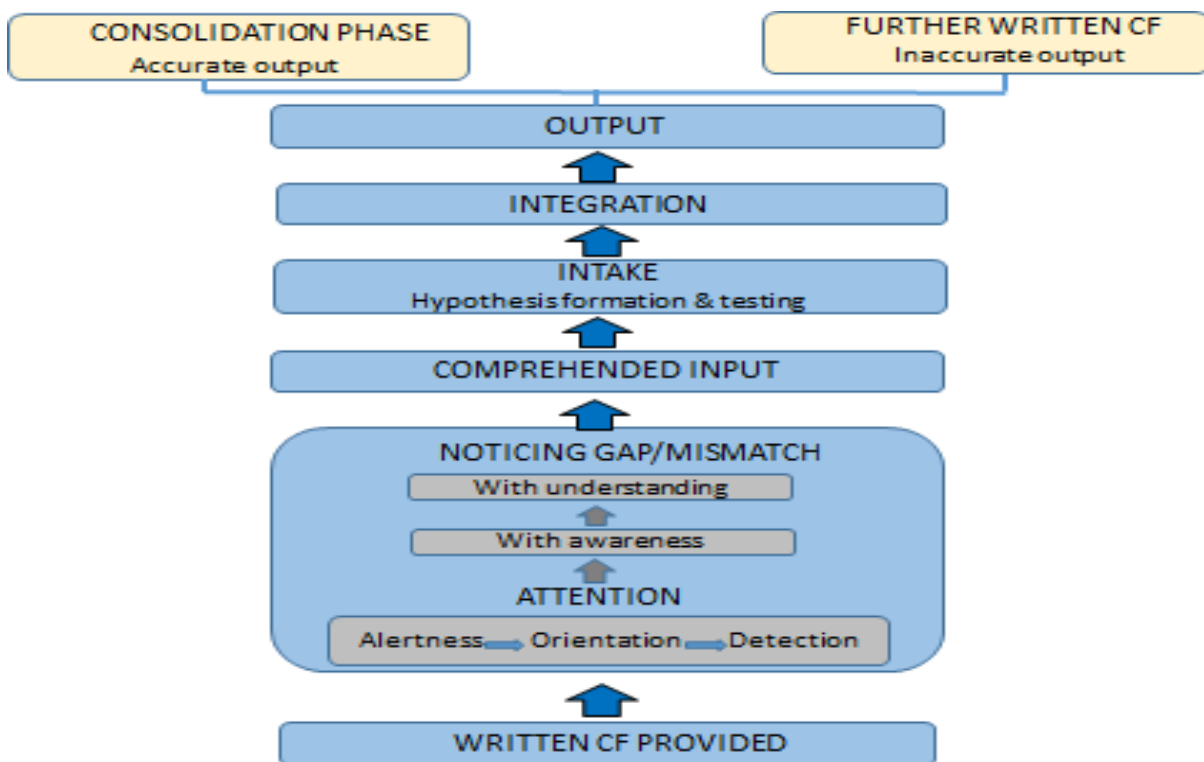
Figure: Stages of the cognitive processing of input written corrective feedback

This modal has six stages:

1. Input-WrittenCF
2. Noticing (attention)
3. Comprehend input-written CF
4. Intake
5. Integration
6. Output

These stages are discussed in details. We should note that there are some intervening factors that may influence the extent to which learners process teachers'WCF. That is to say, there are some factors that hinder a successful processing ofWCF.

Stage one: Input-WrittenCF

The process begins with when learners are provided with negative evidence-WCF. There are various methods or types in WCF provision. Teachers can use direct feedback, indirect feedback, meta-linguistic explanations… (Ellis, 2009)

Stage two: Noticing

This theory claims that learners notice that some CF is provided on their written work. Attention in this case discussed in terms of three levels (types): alertness, orientation and detection (Schmidt, 1994; 2001). Alertness refers to learners'motivation and readiness to deal with the stimuli-input. Orientation is when learners pay attention to certain data (orientation will be successful if learners focus on both form and meaning). Finally, detection is about learners' registration of the input provided for later processing. Bitchener and Storch (2016) believe that WCF is explicit in nature and learners are more likely to notice and detect the gaps.

Schmidt (1995) explains that "noticing with awareness" (new data has been added and by this he means WCF) and "noticing with understanding" (having the knowledge of grammar rules) are necessary for the processing of L2 input. He further suggests that noticing some information is added and noticing the gap between teachers' input and learners' output-error alone is adequate. Learners should have the noticing with understanding so that they successfully process WCF (Bitchener & Storch, 2016).

Stage Three: Comprehended Input-WCF

This stage is about whether learners have understood and grasped their teachers' input-WCF. Gass (1997) suggests that teachers' input WCF can be comprehended atboth the level of meaning and form. The process by which learners understand inputWCF (that is given by teachers) may actually depend on how explicit the feedback is (Bitchner & Storch, 2016). For example, direct explicit feedback (direct correction with meta-linguistic explanations) may assist learners to better understand their errorsin writing rather than just underling errors. This works better especially when learners have limited existing knowledge about why and when certain grammatical structure isrequired. Thus, proficiency level and their existing knowledge may determine thedegree (extent) to which input-WCF is well-understood or comprehended or processedby learners ((Bitchner & Storch, 2016). Learners with higher proficiency level maycomprehend WCF with **LESS** explicit WCF types as they have the existing knowledge

whereas learners with lower proficiency level can comprehend input WCF provided by the teacher on their writing with **MORE** explicit WCF types as they are helpful because they have limited existing knowledge.

Stage Four: Intake

Intake takes places when "information is matched against existing knowledge" (Gass, 1997, p.5). It requires learners to match the input WCF with their existing knowledge. For example, <u>more beautiful that</u> is provided as a correction method against learners' incorrect comparative use of <u>beautifullerthan.</u> Intake here means that learners may comprehend that "er" _"than" is not applicable for all adjectives and that certain adjectives (short adjectives; those with two or more syllables) require the addition of "more_than" instead in order to obtain the correct form. Learners match their new comprehended input with their existing knowledge about comparatives rules and discover the difference between the two forms. During the intake, learners can construct a hypothesis about what is acceptable and what is unacceptable in L2 (Gass, 1997). This is the ideal image of what is normally should happen when learners receive their teachers' WCF on their writing.

However, we should not ignore that there are some individual factors that mayoccur that hinder learners from successful processing of teacher input-WCF. Bitchener & Storch (2016) mention some of these factors: working memory, processing capacityand language aptitude. They argue that they may play a critical role in process of matching new input with their existing knowledge. Baddeley (1992) defines the term "working memory" as "a brain system that provides temporary storage and manipulation of thein formation necessary for such complex cognitive tasks as language comprehension, learning and reasoning".

Bitchener & Storch (2016) explains that working memory is the site where newinput is stored and combined with information that already exists in long-term memory exactly where automatic and controlled processing occurs (attention, noticing, hypothesizing, reconstructing, practice).

Skehan (1998) explains that working memory is limited in capacity and it requires conscious controlled effort and that such limitation can be a constraint and a hindrance on how well learners can handle and comprehend input WCF that is given by their teachers. Learners with large memory are better attending at and processing input.

Language aptitude is another factor that may affect how well learners process and comprehend input WCF (Ellis, 2008). Language aptitude includes "the ability in phonetic coding, grammatical sensitivity, rote learning ability and inductive learning ability" (Ellis, 2008 p. 654). Bitchner & Storch (2016) point that learner with better working memory, processing capacity and higher analytical language can notice a mismatch between their output (written production) and the teacher's new input WCF (with awareness and understanding). However, learners with lower level should process information in more consciously enrolled way. More effort and attention must be devoted in their working memory to reinforce the noticing fuction (of the gap between what they produced and what the teacher has corrected), encoding linguistic structures, and testing new hypotheses about new structures (Bitchner & Storch, 2016).

Stage Five: Integration

According to Gass (1997), there are some possible outcomes or possibilities ofintegration. The first possibility is that learner's hypothesis is confirmed. This means that learners create hypothesis (about grammatical form) and that they are provided with input-WCF from their teacher which confirms their original hypothesis (hypothesis confirmation).

The second possibility is that learner's hypothesis about a particular grammatical form or structure is rejected. Thus, they receive input-WCF which encourages them to refuse and reject the original hypothesis. So, they just modify it with further input-WCF. In hypothesis confirmation and hypothesis rejection, learners develop their L2 knowledge (Gass, 1997). In the case of hypothesis rejection, learners modify it and create new one which will be tested by new output. For instance, learners can receive direct WCF on their incorrect hypothesis "Ac ar is more expensiver than a bicycle".

Here, they may need to reject their hypothesis and form new one that "er" and "more"cannot be used in the same comparative sentence and "er" cannot be applied with adjectives with two or more syllables.

The third possible outcome is "storage". In this case, learners store the input-WCF but they do not integrate it in their L2 system or use it due to their inadequate input to evidence from the input to create a hypothesis (Gass, 1997). For example, learners can produce the following incorrect sentence: "a car is expensive a car" and receive direct WCF from their teacher as:"a car is more expensive than a bicycle". In case learners have limited knowledge about comparative form with adjective of two ormore syllables, they will store this input-WCF. They may form new hypotheses only if more explicit direct input WCF is provided by the teacher such as meta-linguistic explanations of rules but this newly formed hypothesis may not be accurate thus it should be tested with further WCF (Gass, 1997).

Stage Six: Output

Output is the last stage in cognitive processing of teacher's WCF. Gass (1997) describes this final stage as"an overt manifestation of cognitive processing" (p.7). Learners produce their hypothesis (output), they receive WCF on their writing. They modify their hypothesis on the basis of the provided input WCF by the teacher. They construct new modified hypothesis.

Sometimes learners do not make any accuracy improvement immediately after one single episode of WCF. This does not mean that learners do not benefit from the input-WCF or that WCF is not fruitful for the development for their L2 grammatical knowledge but rather, it may be that the development of L2 knowledge can take place after more than one episode of WCF sessions (Bitchner & Storch, 2016). There is another reason that learners are different and they may benefit from different types of input WCF (Nassaji, 2017).

We see that throughout the six stages of cognitive processing of teachers' WCF onlearners' writing that there are some factors that may impact learners from processing teachers' written feedback on their writing errors. In the following section,

we will discuss factors that may affect learners from processing teachers' WCF on their writing.

1.6 Factors Affecting the Effectiveness of WCF Provision

Ellis (2009) provides a typology of WCF and divides it into six categories. The categories are: direct written CF, indirect written CF, meta-linguistic CF, the focus ofthe feedback (we mean focused and unfocused written CF), electronic feedback and reformulation. The typology of Ellis (2009) is typed by the researcher so it canbe clear to be seen and read. The original typology is placed in the appendices list.

Corrective Feedback Strategies	Descriptions
1. Direct corrective feedback	The teacher provides the students with the Correct form

2. Indirect written corrective feedback
  a. Indicating + locating the error
 	
  b. Indication only
	This takes the form of underlying and the use of cursors to show omissions in the student's text.
	
	This takes the form of an indication in the margin that an error or errors have taken place in a line of text.

3. Meta-linguistic CF
 	
  a. Use oferror code
 	
  b. Brief grammatical description
	The teacher provides some kind of meta-linguistic clue as to the nature of the error.
	
	Teacher writes codes in the margin (e.g.ww=wrongword;art=article)
	
	Teacher numbers errors in the text and writes a grammatical description for each numberd error at the bottom of the text

4. The focusof the feedback
 	
  a. UnfocusedCF
  b. Focused CF
	This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options.
	
	Unfocused CF is
	extensive Focused CF is
	intensive

5. Electronic feedback	The teacher indicates an error and provides a hyper link to aconcordance file that provides examples of correct usage.
6. Reformulation	This consists of a native speaker's reworking of the student's entire text to make the language seem as native–like as possible while keeping the content of the original intact.

Table 20: Typology of Written Corrective Feedback (Ellis, 2009)

The above typology or taxonomy of WCF attempts to show the effectiveness of eachtype of WCF. In this section, we attempt to discuss the factors that can influence the effectiveness of WCF types.

It is a necessity to point out at this dimension of WCF because we should understand that there can be some factors that may hinder the successfulness and the fruitfulness of WCF types in enhancing learners' writing. We should also emphasize on the fact that it is not only the teacher or the learner who take place in the process of WCF provision; there are other intervening aspects that can influence, to a certain extent, how teachers provide written correction on their learners' writing and how well learners' benefit from their teachers' WCF.

Harvanek & Cesnik (2001) conduct their study in order to investigate whatfactors may intervene in the provision of WCF and its success to improve 207 German university learners' target language. The study takes from six to eight consecutive classes. Learners are observed audio-recorded and transcribed.

Learners are submitted tests (completion tasks, translation, and correction …).Then, the researchers provides oral/written CF on learners' answers on the different tasks they complete. Learners are also submitted questionnaires about their proficiency, verbal/non-verbal intelligence, motivation, self-concept, anxiety and their attitude towards English and their teachers' CF.

The results show that there are some variables that affect the fruitfulness of WCF and that the fruitfulness of WCF is dependent on those factors. These factors are mentioned as follow: the type of correction, the type of error learners committed, learners' personal characteristics (proficiency level, learners' types, anxiety, grammatical intelligence, motivation, language attitude).

Al Bakri (2016) conducts a study in a public Omani college in order to investigate teachers' and learners' beliefs on WCF, teachers' practices of WCF and what challenges they encounter when providing WCF on their learners' writing. The results show that time constraint tends to be the greatest challenge for teachers since they provide corrections to large number of papers during limited time. This also

creates another hindrance; teachers cannot discuss with their learners and explain to them where the error is, how to correct it ….. Teachers cannot have conference with their learners.

Also, in her study, Al Bakri (2016) reports that learners' motivation and their attitude and their ability to correct their errors are also challenges for teachers. This in return also impact teachers' emotional state. Teachers report that learners "do not make efforts to learn", "they do not bother", "they do not ask question" … Teachers are disappointed.

Van Beuningeen etal. (2012) conduct a study to investigate whether learners' proficiency level has an effect of their writing. They conclude that indirect WCF might be helpful for higher proficiency level learners due to their sufficient existing knowledge that can help them to comprehend teachers' indication of the errors without providing its correct form. Direct WCF is effective for low proficiency learners because they are not equipped with the adequate existing knowledge that qualify them to understand teachers' direct correction that is why they need the teacher to highlight the error and provide its correction in order to develop their writing accuracy.

1.7 Writing Skill

Writing is one of the productive skills that is complex to be acquired and learned by EFL/ESL learners. Hyland (2003, p. 35) argues that students themselves commonly identify language difficulties, particularly an inadequate grasp of vocabulary or grammar, as their main problems with writing and frequently express their frustrations at being unable to convey their ideas in appropriate and correct English.

1.7.1 Definition of Writing Skill

Several definitions have been proposed to writing as a productive skill. Hyland (2009) provides a clear understanding of what L2 writing encompasses. He believes that feedback and writing are two faces of the same coin; it is a central element in enhancing the level of learners in writing. He thinks that:

a. *Writing is a cognitive process*: this view draws upon the theories of cognitive psychology which sees writing as a problem-solving task/activity; how learners approach it and bring out their intellectual resourcesto solveit.

b. *Writing is a social act*: sees writing an interaction between writers and readers and it is this relationship which adds the communicative dimension.

  Mc Cutchen (1986) perceives writing as a psycholinguistic phenomenon in which is clustered with other problem-solving domains such as physics which involves a planning by the writer. The process of writing is complex in nature in the mind of the writer which he/she is required to plan, edit and produce the final draft and as Nunan (1980) assumes that writing requires learners to have command on various factors suchas the knowledge of grammar. However, Jacobs (1981) and Hall (1988) believe that the text of an effective ESL writer should be cohesive, logical, clearly structured, interesting and properly organized with a wide range of vocabulary and mastery of conventions in mechanics (grammar). Similarly, Hyland (2003) states that performance of language development is related to development in writings kills.

Writing skill is not learned in isolation of other skills. However, learners can learn writing better when it is related to others kills (reading, listening and speaking). Learners can learn how to write via reading. That is to say, there is a relationship between writing and reading.

Menzo and Menzo (1995) define the interrelation between writing and reading as "Two- way relationship between reading and writing". They add that this method is effective in teaching learners how to write because reading to write is based on the idea that reading helps and shapes foreign or second learners' writing through the acquisition of language input when learners are doing reading activities, and learners acquire knowledge of vocabulary or grammatical structures of texts through reading. Reading helps learners to engage with texts that are shared with different audience.

Writing is also better acquired by learners through listening. There is a relation between the writing skill and the listening skill. Good writers express their thoughts and transform them in different ways according to the needs of the reader

Listening has an effective impact on the writing skill, because when the learners listen to their own writing and to that of their classmates, they can add or delete as well as they can develop their writing skill. In addition, Clark believes that listening to written works effectively during the revision stage, where learners gain positive comments about their drafts, helps learners to correct their mistakes.

1.7.2 Writing Difficulties

The EFL learners face difficulties in writing more than other learners since the English language is not their mother tongue, so they have to make more efforts in to produce a good piece of writing. We attempt to shed light on four common writing difficulties that EFL learners face.

Types of Common Difficulties

Writing difficulties are understood as to the areas where thelearners have difficulties in one or more aspects of the writing skill, such as the use of tenses, nouns, and spelling mistakes. That is to say, the term writing difficulties refers to all the possible problems that impact the productivity of the learners when they produce a piece ofwriting. Raimes (1983) suggests that writing is a difficult task, as it consists of many aspects of language, for example punctuation, spelling, vocabulary, grammar and syntax.

Spelling

Spelling is defined as the correct formulation of words from letters. If learners lack the ability to form the words, they will produce a piece of writing with errors. Mixing spelling in English languages can hinder learners' development of the writing accuracy since they are uncapable of differentiating which word spelling to use.

Al-Bereiki (2016) suggests that spelling can be a challenging task for learners because of the absence of complete correspondence between the sound of a word and the way

It is spelled, in other words "the absence of correlation between phonemes and graphemes makes spelling more difficult for learners". For instance, the word "meet" has only one possible pronunciation /m i: t/; but this form is also written in another way" meat".

Many techniques can be used in order to treat and reduce the spelling issues of learners. Stewart and Singh (1986) present five strategies procedure; that can be used to help learners to enhance their spelling strategies. They suggest procedure operates in the sense that learners mimick the teacher through pronouncing words and its letters five times before writing it. Graham and Freeman (1986) argue that if learners trace and check the spelling of words five times, they will remedy their spelling disabilities and overcome them.

Moreover, Kearney and Drabman (1993) agree on the fact that teachers should ask their learners to practice missed words five times in the first day, ten times in the second day, and fifteen times in the following day in order to improve their spelling mistakes. They claim that more exposure to the target language can help learners to reduce spelling mistakes. Bernard Smith and Michael Swan (2001) suggest that the mother tongue is the main reason that leads to spelling mistakes in writing, but the learners can avoid these writing problems by using the synonyms of words instead of the difficult words.

Correct and accurate spelling contributes to affective piece of writing; however, Harmer (2007) discusses that incorrect spelling does not affect the understanding of a written text, it affects negatively the judgment of the reader, and bad spelling refers to the lack of education or care. Therefore, teachers should motivate their learners to reada lot. The fact that a learner does not spell a word correctly does not mean that she or she does not possess comprehension skills of that misspelled word. The issue can be resolved by assigning reading sessions.

Grammar

Grammar is generally understood as the rules that structure the language. Writing ameaningful sentence or paragraph requires understanding grammar rules. For example, this sentence has grammatical sense "Hesends a message", unlike these sentences"His sends a message", or"Sends the message he". The two last sentences are grammatically incorrect and they do not meet writing mechanisms: the first sentence breaks the rule that a pronoun must be in the subjective case when it is the subject of averb, and the second one breaks the rule that the conventional order of the English sentence is: subject-verb-object.

Vocabulary

Vocabulary is viewed as a powerful instrument that meaning is highly dependent on. Itis one of the main important language skills that the learner should acquire and possess, as it is the main key of communication through any language, either by writing, or byspeaking. Also Al-Zahrani, M. (2011) suggestes that vocabulary teaching and learning are considered as one of the major difficulties that EFL / ESL teachers and learners encounter in their teaching and learning processes. Most of learners encounter difficulties in communicating with the English language because of their limited vocabulary. Deficiency in vocabulary or lack of vocabulary can hinder them to express their ideas, since it influences their English language negatively.

Punctuation

Punctuation is one of the main writing mechanisms. It consists of the marks used inwriting that divide sentences and phrases such as comma (,), period (.) and colon (:) according to the Oxford Advanced Learner Dictionary (eighth edition). The use of different punctuation marks seems to be the most difficult task for the learners because it needs much time and practice.

The punctuation system is crucial competence that learners should learn. It gives meaning to longer sentences to read them coherently through classifying successive

units, for example, sentences are separated by fullstops. It identifies language function, such as a question mark which is used to ask aquestion.

Punctuation has somemain steps according to Halliday (1989); the first step consists of making boundaries in order to classify units of grammar from each other, for example words and sentences. Concerning the writing system, a full stop is used to indicate stronger boundaries such as sentences, while colons semi-colons and commas are used to indicate weaker boundaries, like words and phrases.

Punctuation serves as making. Marking means that we can make a clear difference between a question and a sentence. It indicates the speech functions of sentences, for example, a statement or a question. The full stop signs a statement, the question mark signs a question. The third indicates the relation units of a sentence. This includes the hyphen that marks a compound word like this word "full-time job", the apostrophe shows the possessive relation between words as in this sentence "learner's writing level" or signs an informal variant by the deletion of letters, for example in this sentence "I didn't come", the dash indicates the opposite relation between two elements; parentheses add minor elements to the sentence.

Punctuation can influence a lot in the development of the writing skill of learners. Murray and Hughes (2008) argued that punctuation marks facilitate understanding because a good capitalized and punctuated piece of writing makes the work of the learners easy to read and understand, and it produces a good impression on the readers. The effective use and implementation of punctuation marks contribute correctness inwriting, with fewer errors.

Handwriting

Handwriting is an individual issue. According to Harmer (2001) while communication occurs by using a computer keyboard at the present day, handwriting is still crucial in written assignments and mainly for exams.Teachers should deal with the importance of a good handwriting, as well as motivate their learners to enhance their handwriting

through copying activities since bad handwriting affects the reader or the teacher fromcorrectinglearners'writingcompositionsand assignment.

Learners' written productions can be affected if learners do not have the abovem echanics of writing. It is the most complex language skill, because it requires both mental and physical efforts, lengthy stages, enough time, and more practice in order to produce an accurate and effective piece of writing. According to Byrne (1988) there are three kinds of problems of writing.

First, psychological issues take place due tothe lack of interaction and feedback between the reader and the writer. Second, cognitive problems come from the organization framework of the ideas in written communication, so it has to be mastered. Third, linguistic problems appear in learners' written compositions which can prevent learners to express their ideas.

Nine components are stated by Raimes (1983), that are syntax, content, the writing process, audience, purpose, word choice, organization, mechanics, and grammar; the combination of all these components makewriting a difficult skill for the learners since they have to handle them at the same time. The following figure shows the element that the students have to deal with, in order to produce a clear, fluent, and effective communication of ideas.
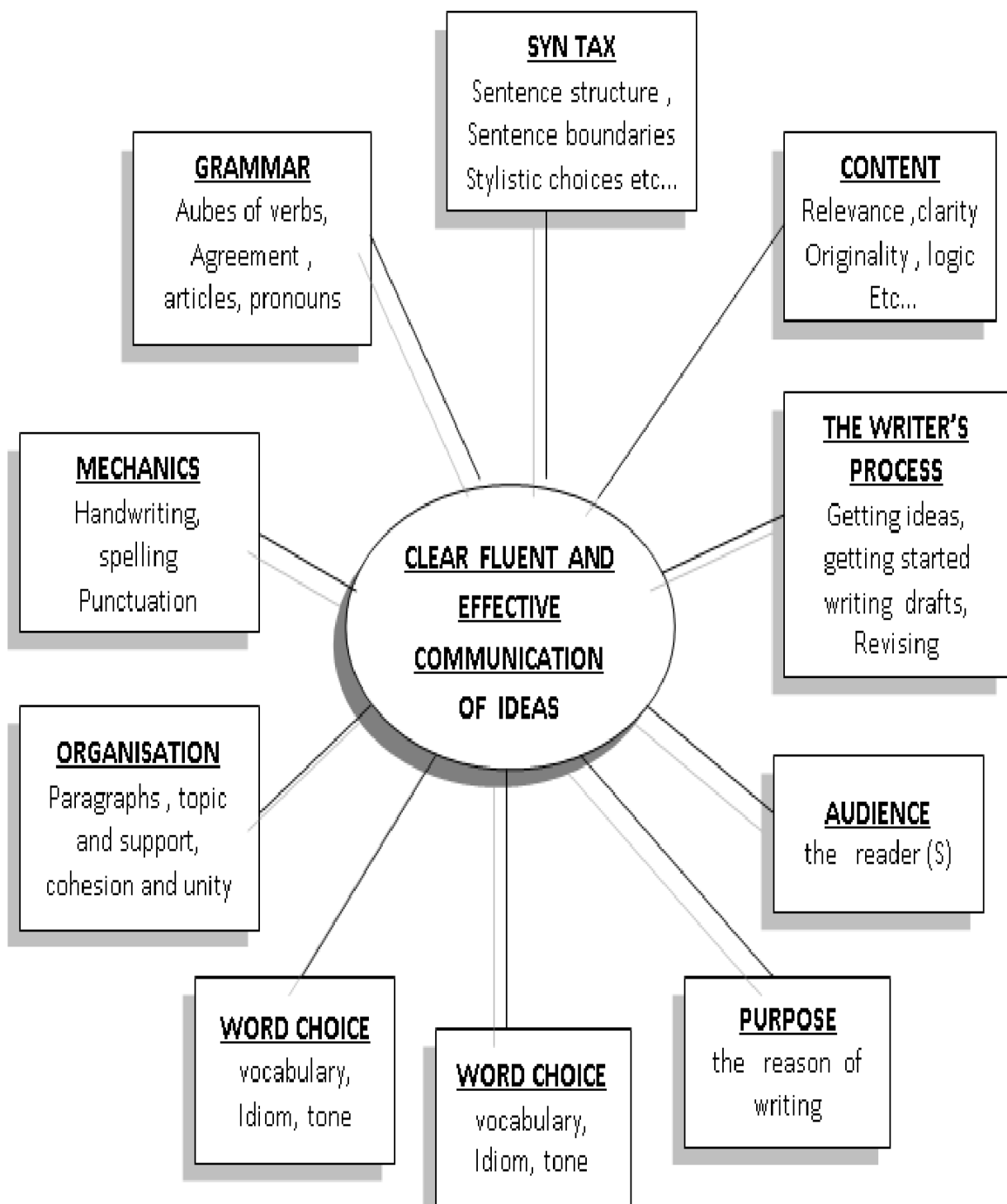
Figure 1.1: Producing a piece of writing.

Figure: Producing a Piece of Writing by Raimes (1983).

This model suggests that a good piece of writing created by learners is the result of the combination of the following aspects such as: syntax, content, the writer's process, the audience (readers), purpose, word choice, organization, mechanics and grammar.

1.7.3 Models of Writing

To understand the nature of writing, we attempt to present a brief review ofdifferent models that aim at conceptualizing the complexity of the writing skill. Thereare many models of writing but we have selected these two models mainly becausethey providean understandingof what writingisand what stages or stepsitinvolves.

a. Hayes and Flower's model (1980)

This model is published in a collective book entitled "*Cognitive Processes inWriting*" and published by Gregg and Steinberg (1980). It is probably considered among the first books which tackles the cognitive approach within the writing skill. Ithas three main parts: the task environment, the writer's long term memory and the general writing process. The first part of this modelwhich is "task environment"concerns all outside factors that can influence the writer's performance. The environment itself includes the instruction of writing, the general theme or the topic tobe written and to whom it is addressed or written. The second part of this model that is "the writer's long term memory" comprises three components: knowledge of thedomain, the knowledge of the topic and the pragmatic knowledge.

The third part of this model is called "the writing process". This element combines the knowledge of the domain and the linguistic knowledge to produce the piece of writing through three steps: planning to write (generating ideas, organizing them and setting objectives), reviewing (reading and editing) and monitoring or managing and controlling process. To conclude, Hayes and Flower's model serves as plan from knowledge retrieved from long term memory (LTM). All those steps demand a certain degree of scaffolding, instructing and feedback (Alamargot & Chanquoy, 2001)

b. Bereiter and Scardamalia's Developmental Model (1987)

Their model is first initiated in 1980 and published in 1987 in a book entitled "*The ¨Psychology of Written Composition*" The model of Bereiter and Scardamalia consists of two main writing strategies: the knowledge telling strategy and knowledge transforming strategy. The first strategy involves retrieving the information or text from long term memory without reorganizing it into a well-formed text (linguistically speaking) while the second strategy complements the first strategy by moving to read

justments both linguistic/grammatical and pragmatic. The two strategies of this model are not seen as steps that take place in an order but rather they are more seen as a continuum; one complements the other. Bereiter and Scardamalia (2001) argue that the shift from one strategy to the other needs teacher's instruction and feedback (Alamargot & Chanquoy, 2001)

1.7.4 The Importance of Grammar in EFL Writing

Grammar is one of the basic components of any language. Zhang (2009, p. 184) and Baleghizadeh & Ghobadi (2012) assume that it is the backbone of the writing skill. Therefore, Mart (2013, p. 124) argues that grammar should be taught simply because students "confuse lie and lay, do not choose whom and who correctly, say instead of imply, mismatch verbs and subjects, mix up pronouns references, and use double negatives…"(cited in Tobbert 1984, p. 39). It can be said that EFL students face difficulties in grammar that may influence the quality of their writing. Dakhmouche (2008, p. 42) explains that grammar falls into three important aspects. First, it is a set of rules that form language sentences. Second, it is a means to communicate meaning. Third, grammar covers many facets of language such as punctuation, spelling, vocabulary, morphology and syntax. It seems that grammar canbe an indispensable discipline that requires teachers to use teaching methods that may ensure fruitful grammar learning.

1.7.5 Grammatical Accuracy in Writing

Grammatical accuracy can be defined as the students' ability to produce an error-free piece of writing. It can be one of the aspects that indicate students' competency in EFL writing. Vercellotti (2012, p.9) defines accuracy as the state of correctness which is one of the basic components of any professional writing. Grammatical accuracy in writing is essential to ensure the writer's intended meaning and avoid communicative misunderstanding. Although writing is one of the most important skills, EFL students face difficulties in mastering one of its crucial elements which is producing accurate grammar.

1.8 Errors in Writing

This section aims at discussing the errors that learners make when they write. The rationale for this section is to show that treating the errors of the learners, their sources, their types and the perceptions.

1.8.1 Committing Errors in English Language Learning

Writing in English has been always considered to be difficult skill among the four skills (Hengwichitkul, 2009; Whatcharapun yawong & Usaha, 2013, Pattanadilok Na Phuket& Othmani, 2015).This skill is even challenging for native speakers who fail to produce or write a good piece of writing with fewer errors (Kukurs, 2012). Imlakiyah (2016) provides a detailed classification of errors and their types from different perspectives. According to Pit Corder states "Errors are the result of some failure of performance" and he also defined that errors is a systematic deviation that made by students who have not yet mastered the rules of second language".

From the statement above, it shows that error is a part of foreign language learning process. Learners who learn a foreign language usually commit errors both in oral and written form.

1.8.2 Types of Errors

Researchers in the field of errors in writing classify errors differently. They classify it intoseveral types. Corder in Ellis (2008: 51) differentiates three types of errors:

Pre-systematic errors

This type of errors takes place when the learner is not aware of the existence of a particular rule in the target language. These are random. This type of error is found in learners' written compositions due to their lack of knowledge of the rules of writing.

Systematic errors happen when learners discover or come up with a rule that not correct or do not match writing conventions.

Post-systematic errors occur when the learner knows and masters the conventions of target language rule but uses it inconsistently (i.e. makes a mistake). That is to say, the learner is equipped with knowledge of the rule yet he/she makes a mistake without

using this knowledge well. The other type of errors is elaborated by Dulay etal (1982:146) who classify error into four descriptive classifications of errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

Error Types Based on Linguistic Category

This type of error includes the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Learners' writing is influenced when the learner does not master the linguistic category sufficiently. For example, within syntax one may ask whether the error is inthe main or subordinate clause; and within a clause, which constituent is affected, e.g.thenounphrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

Surface Strategy Taxonomy

Dulay et al (1982) divided the error based on surface strategy taxonomy into four categories.They are omission, addition, misformation, and misordering.

Omission: omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words. For example: "Mary is the president of the new company."Mary, president, new, company. (Content Morpheme) Is, the, of, the. (Grammatical Morpheme)" Marry the president of the new company".(Omission of Grammatical Morpheme 'is') Marry is the president of the new.(Omission of Content Morpheme 'Company')

Addition: addition errors are opposite of omission errors.They are characterized by the presence of an item, which must not appear in a well-formed utterance. There are three types of addition errors, namely: double marking, regularization, and simple addition.

    a) **Double marking:** a double marking error occurs when there is two items marked for the same feature. Learners who have acquired the tense form for both auxiliary

and verb often place the marker both, as in:He doesn't knows my name.¬We didn't went there.¬ which the correction of the sentence is: He doesn't know my name.¬We didn't go there.

b) **Regularization**: Dulay et al (1982) explains that regularization error occurs when learners add morpheme to the exceptional words, for example:Sheeps = Sheep¬Putted =Put¬Dears=Dear¬Spended=Spent¬

c) **Simple addition** there is no particular feature characterized but it uses an item that should not appear in well formed utterance. For example: Third person, singular –s¬The monkeys does not in a jungle. Irregular past tense¬They gonna broke it.

d) **Misinformation:** misinformation errors are characterized by the use of the wrong form of the morpheme or structure. In misinformation errors, the learner supplies something, although it is incorrect.There are three types of misinformation errors, they are regularization errors, archi-forms, and alternating forms.

Regularization errors that fall under the misformation category are those in which aregular marker is used in place of an irregular one, as in runned for ran or gooses forgeese.

Archi-forms errors are the type of errors in which there is a selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example: Give me that¬ Me hungry That dog¬That dogs

Alternating Forms Errors: this type of error is about when the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example: Those dog¬Those dogs I seen him last week¬I saw him last week

Misordering misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example: He is all the time

late.¬ I don't know what is that.¬What Daddy is doing?¬ The correct utterances are: He is late all the time.¬I don't know what that is.¬What is Daddy doing?¬

Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structures of L2 errors and certain other types of constructions. These comparisons have yielded the two major errors categories in this taxonomy: **developmental errors** and **inter-lingual errors**.

Developmental Errorsare errors similar to those made by children learning that target language as their first language, take. For example: Dog eat foods¬

Inter-lingual Errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language. Inter-lingual errors simply refer to L2 errors that reflect native language structure, regardless of the internal processes or external conditions that spawned them.

Ambiguous Errors ambiguous errors are those that could be classified equally well as developmental or inter-lingual. That is because these errors reflect the learner's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language. For example, in the utterance: I haven oa car

Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication. These errors here divided into parts, namely:

Local Error effects single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers. In order to make easier in doing this error

analysis, the errors hould be classified.

Error can be classified as inter-lingual and intra-lingual (Richards and Richard, 2010:201). Inter-lingual error is an error which results from language transfer which is caused by the learner's native language. It also can be caused by the influence of one target language item on another. For example a learner may produce "He is comes"based on a blend of the English structures "He is coming" "He comes" (Richards and Schmidt, 2010: 294); they (2010: 201-202) describe intra-lingual error as follow: Intra-lingual errors were classified as over generalizations (errors caused by extension of target language rules to inappropriate contexts), simplifications (errors resulting from learners producing simpler linguistic rules than those found in the target language), developmental errors (those reflecting natural stages of development), communication-based errors (errors resulting from strategies of communication), induced errors (those resulting from transfer of training), errors of avoidance (resulting from failure to use certain target language structures because they were thought to be too difficult), or errors of over production (structures being used too frequently). According to Tavakoli (2012:118), language errors can be classified as: Surface strategy taxonomy.

This taxonomy classifies errors according to the way surface structures are altered:

Omission: skipping an item that is required in a correct utterance (I went to movie,−definite article the omitted).

Addition: adding an item that must not appear in a correct utterance (e.g., Does can−he sing?).

Misinformation: using the wrong form of a morpheme or structure (I lost my road,−instead of way).

Misordering: the incorrect position of a morpheme in an utterance (e.g.,I to the store−went). Ellis (2003:18) classifies errors based on surface structure as follow: omission

(leaving out an item that is required for an utterance to be considered grammatical), addition (adding an item that is not required), misinformation (using the wrong form o fa morpheme or structure) and misordering (putting the words in an utterance in the wrong order).

Then, James (1998: 304), categories the errors in linguistics description as follow: prepositions, articles, reported speech, singular/plural, adjectives, tenses, concord (agreement), possessive case, nouns, pronouns, word order word choice and spelling). In this research, the researcher adopted Dulay, et all's theory and James's theory in classifying the errors.

1.8.3 Errors and mistakes

Errors play an important role in the teaching and learning of foreign language. Even some teachers are not quite familiar with this and treat 'error' and 'mistakes'as synonyms. Instead, they should try and understand the difference to derive a concrete and pedagogical solution.

Error is defined by the Dictionary of Language Teaching and Applied Linguistics (1992) as a situation in which a learner makes mistakes when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Thus, mistakes can be self-corrected when attention is drawn. Whereas, an error is defined as the use of linguistic item in a way that a fluent or native speaker of the language regards as showing faulty or incomplete learning.

While dealing with the difference between errors and mistakes, it must also be noted that errors may also be treated as a systematic deviation, when learner has not learned something and consistently gets it wrong (Norrish, 1987). Systematic deviation (that happens repeatedly) is a common term used by Cunning worth (1987) when he states that errors are systematic deviations from the norms of the language being learned.

1.8.4 Sources of Error

Errors happen because of some causes. One of obvious cause is interference from the native language. One of the strategies to prevent students from making the same errors is by looking at causes of errors itself. To know the causes of error in order to identify the

troubles that are faced by students in language learning process.

Taylor in Ellis (2008:53.) points out the source of error into four categories:

1) **Psycholinguistic sources** concern the nature of the L2 knowledge system and the difficulties learners have using it in production.

2) **Sociolinguistics sources** such matters as the learners' ability to adjust their language in accordance with the social context.

3) **Epistemic sources** concern the learners' lack of world knowledge.

4) **Discourse sources** involve problems in the organization of information into a coherent "text". Different from Ellis, Brown (2007: pp. 263-266) categories the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

Interlingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only 13 previous linguistic systems which can be referred bythe learner. He states that interlingual transfer is a significant source of error for all learners. He explains that inter-language is learner language, which emphasizes the separateness of a second language learners system. He also defines interlingual as a system that has a structurally intermediate status between the native and target language.

Intralingual is when the students of foreign language make structure deviation by the effect of the mother tongue. In other words, it is called language transfer. The difficulties occur because the features of source language and target language are different.

Intra-lingual transfer is the negative transfer within the target language itself. In other words, it is the incorrect generalization of rules within the target language. Intra-lingual derives when the students make ungrammatical structure since they do not have enough knowledge of their target language. Intra-lingual errors result from faulty or partial learning of the target language rather than language transfer. Namely, learners make mistakes because they do not know the target language very well, and have difficulties in using the target language. It can be said that students have lack of knowledge of the target language.

Context of Learning refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make errors. 4) Communication strategy is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error.

1.8.5 Error Analysis

Errors are defined as a systematic deviation made by learners who have not yet mastered the rules of L2. Students do not possess the capacity to self-correct his/her errors. Whereas, mistakes are defined as a random slip that is caused by tiredness or excitement..... The learner can self-correct his/her mistakes because it is not a sign of incompetence or ignorance; it is just a situation in which he/she forgets the structure or does not choose the right wording.

Error Analysis is an essential tool in treating learners' errors. It deals with the analysis of the errors committed by L2 learners by comparing the learners' acquired language system with the target language norms and explaining the committed errors. For Crystal (1999, p. 108) error analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language. Many researchers in the field of second language acquisition and learning have proposed several definitions.

James (1998), explains EA "the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance". Another definition of error analysis is provided by Brown (2000). He refers to error analysis as "the processes to observe, analyse, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner".

Abi Samara (2003), states that Error Analysis can be viewed as «a type of linguistic analysis that focuses on errors committed by learners". Corder (1967) views errors as valuable information for some reasons: for teachers, it clues the month progress of the

students; for researchers, it provides evidence as to how language is acquired orlearned; for learners themselves, it gives them resources in orderto learn. Brown (2000, p. 224) states that there are two main sources of errors, namely, interlingualcerrors and intralingual errors. Interlingual (Interference) Errors are those errors that are traceable to first language interference.

The term "interlingual" is first introduced by Selinker (1972). He uses this term to refer to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language (Abi Samra, 2003, p. 5). According to Kavaliauskiene (2009, p. 4), transfer of errors can happen because the learners lack the necessary information in the second language or the attentionnal capacity to activate the appropriate second language routine.

Transfer is positive and negative. The transfer may prove to be justified because the structure of the two languages is similar – this case is called 'positive transfer' or' facilitation', or it may prove unjustified because the structure of the two languages are different–that case is called 'negative transfer' or 'interference' (Wilkins, 1972, p.199). As far as the intralingual errors are concerned, they result from faulty or partial learning of the target language rather than language transfer (Keshavarz, 2003, p.62).

Richards (1972) cites four main types of intralingual errors, namely: (1) overgeneralization, (2) ignorance of rule restrictions, (3) incomplete application ofrules, and (4) false concepts hypothesized. Later he identifies six sources of errors: (1) interference, (2) overgeneralization, (3) performance errors, (4) markers of transitional competence, (5) strategies of communication and assimilation, and (6) teacher-induced errors. Stenson (1974) states three main reasons for errors, namely, (1) incomplete Acquisition of the target grammar, (2) exigencies of the learning/teaching situation, and (3) errors due to normal problems of language performance. Committing errors is one of the most unavoidable things in the world. Students, in the process of learning language, profit from the errors that they make by obtaining feedback to make new attempts that successively approximate their desired objectives.

Vahdatinejad (2008) maintains that error analyses can be used to determine what a learner still needs to be taught. It provides the necessary information about what is

lacking in the learner's competence. He also makes a distinction between errors and lapses (simple mistakes). According to him, lapses are produced even by native speakers, and can be corrected by themselves. They call for on the spot correction rather than remediation, which is needed for errors. Mitchell and Myles (as cited in Keshavarz, 2003) claims that errors, if studied, could reveal a developing system of the student's L2 language and this system is dynamic and open to changes and resetting of parameters.

Conclusion

 To conclude, the aim of this chapter was to provide a theoretical background for the effects of direct and indirect written corrective feedback in improving EFL students' writing accuracy. The present literature review consists of eight sections that gradually lead to an understanding of written corrective feedback as an error correction strategy and its role in enhancing students' writing skills.

The first section was about clarifying the term written corrective feedback and according to the literature error treatment/correction is used interchangeably with the term written corrective feedback. In the first section, we defined error.

In the second section, we discussed corrective feedback and its types (oral CF and written CF). We emphasized on written corrective feedback as it is the main interest inthis research. We also highlighted the types of written corrective feedback with anemphasis on direct and indirect written corrective feedback types.

Section three in the literature review was targeted towards the main studies that investigated the effects of direct and indirect written CF in improving learners' writing skills. In this section, we have been able to present the results and the findings of each research study and in what ways direct and indirect written corrective feedback can improve learners' writing skills and accuracy.

Section four was divided into two sub-sections. The first sub-section was about the theories that are against the provision of written corrective feedback on learners' writing compositions. This sub-section was about theories or models or hypotheses that support the

use of written corrective feedback in enhancing learners' writing skill.

Section five aimed to discuss the cognitive processing that learners undergo when they receive teachers' written corrective feedback on their written productions. This section was chosen to take part in the literature review because it is necessary to understand how learners process their teachers' written corrective feedback.

Section six demonstrated and explained the factors that intervene in teachers' written corrective feedback. Section seven targeted writing skill, its definition, the writing difficulties that learners face when they produce and some modals of writing. Section seven also discussed the importance of grammar and grammatical accuracy inwriting.

Section eight was the last section in the first chapter. It shed light on errors inwriting, types of errors, the difference between errors and mistakes, sources of errorsand the necessity for error analysis of learners' writing productions/compositions.

The findings of the above review indicate that the direct and indirect WCF improve students' writing accuracy in many ways. According to the literature, direct WCF is beneficial in many ways: it provides straightforward learning of new grammatical structures through teachers' indication of the error and its correct form, it helps learners to avoid fossilization and the formation of wrong hypotheses through the direct clear correction of the committed errors, it also reduces their confusion in searching for the correct form, it assists learners to know where is their error, it draws their attention and raises their awareness to the error and its correction. Indirect WCF is effective in many ways. It motivates them to correct their error, it challenges them to find the correct form, it increases their confidence and self-esteem to correct their errors in writing, it makes them responsible in correcting their own errors in writing.

Chapter Two:

Research

Methodology

and

Procedures

Chapter Two: Research Methodology and Procedures on the Effects of Direct and Indirect Written Corrective Feedback

Introduction

This chapter will present the methodology which aims to provide a detailed description of the research design, the participants, the research tools and the procedures undertaken to answer our research questions. First, this chapter will have aview towards the research design that is selected to investigate the research problem.Second, it will list the research objectives that this study attempts to fulfill. Third, theresearch questions will be stated. In addition, this chapter will discuss the sample andthe setting where the study will take place. Moreover, data collection procedures willbe described and the rationale (reason) behind the selection of such tools will be provided.This chapter as well will explain the data collection procedure (how).

2.1 The Research Paradigm/Design

The research paradigm that will answer our research question is the exploratory research paradigm which will involve mixed research methods. Such paradigm will include both quantitative and qualitative methods (mixed method). We will select this research paradigm because it is used in educational research for its merits. Thus, in mixed methods, the researcher will use both types of data because these combined provide the best understanding of our research problem.

Research adopting quantitative approach is said to be mostly numerical and it is designed to achieve objectivity, generalizability of the findings and reliability. It is characterized by precise and reliable measurement. It will enablethe researcher to control the study through the study and the sampling. Quantitative mode of research can produce causality statements via controlled experiments. It can also provide exact statistical results as well as it can be replicable. The relevance of quantitative approach in our study will appear in calculating the responses to the questionnaires (submitted to both teachers and learners) in terms of percentages (%), tables and charts.

Research undertaken from the qualitative mode suggests that the data gathered are to be

decoded and translated to construct meaning. In-depth interviews and observations are considered as the main data gathering tools. In the context of our study, open-ended items of both learner questionnaire and teacher questionnaire will be analyzed in depth to understand the problem under investigation.

Khaldi (2017) suggests that that one of the merits of the mixed method is that it empowers the characteristic of "complimentarily" in conducting a research. That is to say, it has the advantage of using the combined strengths of quantitative and qualitative approaches while making up for the weaknesses of both approaches. Another rationale behind selecting such research paradigm is that because it will allow "triangulation of the data" by combining multiple methods or research tools to increasereliability and validity. This is because one single research tool or instrument cannot accurately answer our research question and unveil its ambiguity.

The quantitative theory defines the relationship between the variables (the relationship between direct WCF, indirect WCF and the writing accuracy in the context of this study) in a set of numerical formulas or representations. The measurement under the quantitative theory can take the form of numerical values whereas the qualitative theory is manifested via verbal representations.

The purpose of this research study is to explore the effects of direct and indirect written corrective feedback in enhancing middle school learners' writing accuracy. To achieve this aim, we will select the exploratory research design. This research design in the context of this research study is based on collecting data and exploring in what ways can direct and indirect written corrective feedback help learners of English to reach correctness and accuracy in English.

An exploratory research design will be conducted about the effects of direct and indirect written corrective feedback in improving learners' writing skills and accuracy. The focus will be on gaining insights and familiarity for later investigation or undertaken when research problems are in a preliminary stage of investigation. Exploratory designs are often used to establish an understanding of how best to proceed in studying an issue or

what methodology would effectively apply to gathering information about the issue. Thus, exploratory research design will be a starting point in studying a particular research problem. Exploratory research designs will help to determine whether a study is feasible in the future and to direct for future research and techniques to be developed.

2.1 TheResearch Questions

The purpose of this research is to investigate the effects of direct and indirect written corrective feedback in improving middle school learners' writing accuracy. To reach this aim, four main research questions will be formulated:

1. What are the errors that learners at middle school make in writing?
2. Do middle school teachers of English provide written corrective feedback on learners' writing?
3. Does direct written corrective feedback improve middle school learners' writing accuracy?
4. Does indirect written corrective feedback improve middle school learners' writing accuracy?

We have specifically formulated and selected these four main research questions because writing in general and writing accuracy in particular are important aspects to focus on as they are essential for the academic success of learners not only at middle school context but in all other contexts (high school and university). Looking for strategies that may help learners in writing with fewer errors is a necessity. Teacher'written corrective feedback can be one of those techniques that aim to enhance the writing ability of learners.

The rationale behind formulating and investigating the first research question is that investigate the areas of weaknesses in learners' writing and attempting to know what errors they make when they write will be a major step towards knowing the treatment and the solution for the problem. So, to explore what middle school learners consider difficult in writing will be our initial step for an effective treatment to take place.

For the second research question, our argument behind the choice is that attempting to

explore whether teachers of English at middle school provide written corrective feedback or not is targeted to raise teachers' awareness towards the importance of written corrective feedback and the role it plays in helping learners to reinforce on their performance in writing. The investigation of such research question will accentuate on the idea that the provision of written corrective feedback at the level of middle school will have a pivotal effect on learners and their academic achievement which is closely related with their ability to write.

The rationale behind the formulation of the third and the fourth research questions lies in the fact that direct and indirect written corrective feedback can help learners to reduce their errors and improve their writing accuracy in many ways. For instance, in the context of this study, direct written corrective feedback will be understood as indicating that a learner has made an error in writing and providing the correction of that error. Unlike the direct written corrective feedback, indirect written corrective feedback consists of an indication that error has been made (by means of underlying, circling…) with no correction provided. Through the direct written corrective feedback, learners will notice that they make an error and that the correct form of that error is provided. Also, the way (by circling, underlying, crossing out...) the teacher will highlight the learner's error in their writing which in turn can raise their noticing function. Learners can learn from their errors in writing and retain the correct form and reduce its occurrence in their future writing compositions. On the other hand, the indirect written corrective feedback can also be effective in the sense that it can challenge learners' ability to correct their errors by themselves (since only an indication of an error is provided without the correct form of the error). Learners may succeed in self-correcting the errors they make in writing and this means that autonomy in foreign language writing can be advanced even if it is the first time for a learner to correct his/her errors in writing bythemselves.

The main interest behind investigating whether teachers of English at middle school provide these two types of written corrective feedback in correcting their learners' writing is to make them aware that error treatment on learners' errors in writing can have an effect on learners' ability to write accurately with few errors.Their corrections can also help learners to step towards responsibility in learning and taking part in correcting their

errors in writing .Also, the noticing factor may be enhanced; learners would pay attention to what they write and whether what they write contains fewer errors or not. Thus, investigating these two research questions will add value to our research in terms of stressing on the importance of error treatment in general and written corrective feedback (direct and indirect) in particular.

2.1 The Research Objectives

Learners' academic achievement is closely dependent on their ability to write in English in all contexts (middle school, high school, university). Middle school context can be considered as a complex phase for the learners in terms of learning English in the sense that they prepare for the final exam; BEM exam. Writing in English as a foreign language is an important competency that learners at middle school should acquire.

However, it is often said to be a difficult and complex task for them. Teachers should think of strategies that can help learners to improve their writing skill and be accurate when communicating in writing. Written corrective feedback (direct and indirect) can be one of the means that can assist learners to reduce the errors they commit and be able to produce an accurate piece of writing with fewer errors. Our study aims to fulfill the following research objectives:

1) To show that writing skill and writing accuracy are important aspects to be looked at carefully for improvement purposes.

2)   To make teachers of English at middle school aware that their written corrections and comments on their learners' writing can have an effect in improving their writing accuracy.

3) To show the importance of direct written corrective feedback in terms of triggering learners' noticing function to their errors and minimizing their occurrence in their writing compositions through the indication of an occurrence of an error and the provision of its correction.

4) To demonstrate the role that indirect written corrective feedback plays in challenging learners to be in charge of finding the correct form of the word being highlighted as an error through the indication of the error by underlying or circling without the correct

form.

2.2 Participants

2.3.1 Middle School Learners

The purpose of this research study is to investigate the effects of direct and indirect written corrective feedback in improving EFL learners' writing accuracy. Sampling is the process of selecting few (asample) from a bigger group to become the basis for this research. The participants of this research will be fourth (4th) year middle school learners. There are five (5) classes of 4thyear middle school.

The researcher will select one class. The number of students in each class is thirty-two (32) learners. We will select fourth (4th) year middle school because writing is part of their academic achievement and that they prepare for their BEM exam. Their writing ability is important and their performance is the interest in this research study. Our aim is to have positive achievement at the end of school year and to prepare them for their BEM exam. Teacher's written corrective feedback can be a tool to prepare learners for their final examas well as to train them on how to be accurate in their writing.

They will be selected via non-random probability sampling. This means that there are some considerations in non-random probability sampling. The chosen sample is non-random; more precisely quota sampling. It is relevant because this type of sampling design has some characteristics that are of an interest to this research study. This means that the sample is convenient to the (the researcher is the teacher of 4th year middle school learners).

Also, we will select this sampling design because it has some advantages: it is the least expensive way of selecting a sample; you do not need any information, such as a sampling frame, the total number of elements, their location, or other information about the sampling population (since the researcher is a teacher at middle school); and it guarantees the inclusion of the type of people you need.

2.3.2 Middle School Teachers

Teachers of English at middle school will be also selected as the participants for this

study. There will be a total number of four (04) teachers of English at the middle school where the researcher conducts her study. Teachers will be considered as the target sample for this study because they can have an idea of learners' difficulties in writing. They look for ways or techniques that can help learners to overcome and reduce their errors in writing in order to reach accuracy and correctness in writing. They provide feedback which is considered as one of the main instructional tools in teaching English as a foreign language.

We may also conduct the questionnaire to other teachers of English from other middle schools as the number of teachers of the middle school at the researcher's workplace is not enough. The researcher will approach other teachers of English from other middle schools through technology; that is to say, we will administer our research tools via emails (teacher's questionnaire).

2.3 Data Gathering Tools

The aim of this section is to describe the research tools that are intended to answer our research questions. We will formulate four main research questions. Each research question has a research instrument to answer it.

1. What errors do learners at middle school make in writing?
2. Do middle school teachers of English provide written corrective feedback on learners' writing?
3. Does direct written corrective feedback improve middle school learners' writing accuracy?
4. Does indirect written corrective feedback improve middle school learners' writing accuracy?

2.4.1 Document Analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Analyzing documents incorporates coding content into themes similar to how focus group or

interview transcripts are analyzed. A rubric can also be used to grade or score document. There are three primary types of documents.

Document analysis is a social research method and is an important research tool in its own right, and is an invaluable part of most schemes of triangulation, the combination of methodologies in the study of the same phenomenon. In order to seek convergence and corroboration, qualitative researchers usually use at least two resources through using different data sources and methods. The purpose of triangulating is to provide a confluence of evidence that breeds credibility. Corroborating findings across data sets can reduce the impact of potential bias by examining information collected through different methods. Also, combining qualitative and quantitative sometimes include in document analysis called mixed-methods studies.

There are many reasons why we will select to use document analysis. Firstly, document analysis is an efficient and effective way of gathering data because documents are manageable and practical resources. Documents are common place and come in a variety of forms, making documents a very accessible and reliable source of data. Obtaining and analyzing documents is often far more cost efficient and time efficient than conducting your own research or experiments (Bowen, 2009). Also, documents are stable, "non-reactive" data sources, meaning that they can be read and reviewed multiple times and remain unchanged by the researcher's influence or research process (Bowen, 2009, p. 31).

Document analysis is often used because of the many different ways it can support and strengthen research. Document analysis can be used in many different fields of research, as either a primary method of data collection or as a compliment to other methods. Documents can provide supplementary research data, making document analysis a useful and beneficial method for most research. Documents can provide background information and broad coverage of data, and are therefore helpful in contextualizing one's research within its subject or field (Bowen, 2009). Documents can also contain data that no longer can be observed, provide details that informants have forgotten, and can track change and development. Document analysis can also point to questions that need to be asked or to situations that need to be observed,making the use of document analysis

a way to ensure your research is critical and comprehensive (Bowen, 2009).

Learners' written papers/productions will be treated via "document-analysis" procedure. Document analysis is a systematic qualitative procedure of reviewing or evaluating documents. The aim of document analysis is to elicit meaning, gain understanding and develop empirical knowledge (Corbin & Strauss, 2008; Rapley, 2007). The rationale for selecting document analysis as a main research tool is that it is used in combination with other tools as a means of triangulation. Triangulation attempts to provide a confluence of evidence that breeds and achieves credibility (Eisner, 1991, p. 110). It is the extent to which a research instrument is believable and appropriate to a particular research.

Document analysis will proceed as follows: learners' papers (first draft) are collected to be corrected via two error treatment techniques (direct and indirect written corrective feedback).The researcher will correct the papers by (1) indicating the errors and providing their correct form and by (2) indicating that an error has been made through underlying and circling but without providing the correct form of the error being committed. Each learner's paper will be corrected via the two types of written corrective feedback.

The corrected papers will be returned back to learners for revision. Learners will be required to revise their papers and see the errors they have committed. Learners will be asked to re-write the same paragraph they have submitted the first time and correct the errors they have made taking into consideration teacher's written corrective feedback. The researcher will collect the second draft of the papers that are revised by learners and see whether learners have benefited from teacher's written corrective feedback; namely direct and indirect written corrective feedback.

Document analysis as a research tool is targeted to answer the first research question "what errors do learners at middle school make in writing? "Before any attempt to help learners to improve their writing, it is important first to investigate what are the errors that learners make in writing.

Document analysis is a relevant research tool because it will provide us with a general

insight on the difficulties of writing that middle school learners encounter when they write. The researcher will assess learners' written compositions as a preliminary step to explore what areas of writing learners have problems in.

Teaching English at middle school gives importance to developing the writing skill and accuracy of learners, training them to reach correctness in writing and providing them with the written corrective feedback they need to improve their writing. Every lesson in the syllabus ends with writing and any learning objective in a given lesson has the purpose of enhancing the writing skill and reaching correctness and accuracy in writing. Thus, since every lesson ends with writing (learners always at the end of the lesson produce a paragraph about the topic of the lesson), there is no need to precise which lesson the researcher will focus on to collect learners' writing compositions to explore what difficulties of writing learners face.

For the second research question "Do middle school teachers of English provide written corrective feedback on learners' writing? We will have a look on learners'exam papers (corrected by other teachers of English at middle school). The researcher will have a full access to learners' exam papers. However, the researcher cannot take some samples learners' written productions to be used as "data" for confidential purposes.The aim is to see whether teachers of English at middle school correct their learners'errors in writing and whether they consider written corrective feedback as an essential instructional tool that aims at improving learners' accuracy in writing.

Document analysis will be also targeted to answer the third and the fourth research questions: "Does direct written corrective feedback improve middle school learners'writing accuracy? & "Does indirect written corrective feedback improve middle school learners' writing accuracy?" As explained above, we will collect learners' writing compositions and provide both types of written corrective feedback (direct and indirect) in two phases.

2.4.1 Learner Questionnaire

A questionnaire is a research tool featuring a series of questions used to collect useful information from respondents. These instruments include either written or oral questions

and comprise an interview-style format. Questionnaires may be qualitative or quantitative and can be conducted online, by phone, on paper or face-to-face, and questions don't necessarily have to be administered with a researcher present.

Questionnaires either open or closed have questions and sometimes employ a mixture of both. Open-ended questions enable respondents to answer in their own words in as much or as little detailas they desire. Closed questions provide respondents with a series of pre-determined responses they can choose from.

Questionnaires are popular research methods because they offer a fast, efficient and inexpensive means of gathering large amounts of information from sizeable sample volumes. These tools are particularly effective for measuring subject behavior, preferences, intentions, attitudes and opinions. Their use of open and closed research questions enable researchers to obtain both qualitative and quantitative data, resulting in more comprehensive results.

The aim of this research is to explore how direct and indirect written corrective feedback can improve middle school learners' writing accuracy. A learner questionnaire **(See appendix A)** will be submitted to middle school learners. The rationale behind the selection of this research instrument is because it is time-saving and economical in the sense that it helps to collect maximum data from the respondents. Learner questionnaire will be translated into Arabic as middle school learners' level in English does not all of them to understand and fill in the questionnaire in English. The aim of learner questionnaire is to explore whether middle school learners face problems in writing, in what way they prefer their errors inwriting to be corrected (direct corrections or just indications of errors without the correct form), how they perceive their errors in writing and in what ways they believe direct and indirect written corrective feedback can help them to enhance their writing accuracy. This research instrument is targeted to answer the third and fourth research questions:

➢ Does direct written corrective feedback improve middle school learners' writing accuracy?

➢ Does indirect written corrective feedback improve middle school learners' writing

accuracy?

The questionnaire will consist of two parts: close-ended and open-ended items. The aim of this research tool will be to explore how middle school learners perceive teacher's written corrective feedback and whether they believe it can improve their writing accuracy. The questionnaire will consist of twenty items (fourteen closed-ended items and six open-ended items). Part one will contain fourteen (14) closed-items from strongly-disagree to strongly-agree. The respondents will be required to cross the appropriate answer. Part two will consist of six (6) open-ended items which will provide learners the opportunity to freely respond to the questions. These items will focus on different categories.

A/ Closed-ended items:

Item one: will attempt to discuss the learners' problems in writing. This item is relevant to our research because it is important to be aware of the problems that learners face and the errors they make in writing and to think of ways towards solving those problems of writing by providing written corrective feedback.

From item 2 to item 5: will attempt to explore learners' perceptions towards committing errors in writing. These items are relevant because the way learners perceive their errors in writing can help teachers to make decisions concerning the way they provide written corrective feedback (direct or indirect written corrective feedback). That is to say, if learners hold positive perception towards written feedback, this will help teachers in giving more informative feedback however if learners feel frustrated to see their compositions full of corrections, this will also assist teachers in replacing over-corrections by codes for example or at least teachers are informed about how their learners see and perceive their errors in writing.

Item 6 & item 7: will shed light on learners' perceptions towards the importance of writing and error correction. It is important to explore what middle school learners perceive writing in English and how they see teachers' written corrections on their errors in writing. Learners should be aware that writing is part of their academic achievement and that teachers' written corrective feedback is one of the main techniques that can

enhance their school achievement.

Item 8 & item 9: will explore learners' preferences on the type of written corrective feedback. Knowing how learners prefer their writing to be corrected can affect their performance in writing. There are learners who like when the teacher indicates their errors in writing and corrects them whereas other learners prefer their errors to be just indicated via some codes such as underlying or/and circling. It is important to investigate how learners prefer their writing compositions to be corrected.

From item 10 to item 14: will highlight the advantages of direct and indirect written corrective feedback and the ways by which both types of written corrective feedback can improve middle school learners' writing accuracy.

B/ Open-ended items:

Item one: will aim to explore learners' views to writing and whether they believe it is crucial for their academic achievement. This question is relevant to our research because learners' perceptions are crucial for any pedagogical decision to be made from the part of teachers. Learners'perceptions can help teachers to adapt and adjust the way they teach writing.

Item two and three: the purpose will be to shed light on whether learners of middle school commit errors in writing and why they commit errors.This is relevant question because our aim in this study is to reduce learners' errors in writing through written corrective feedback. Knowing the reasons that contribute to learners' errors in writing and the sources of those errors can help in treating those errors and working on reducing themt hrough written corrective feedback.

Item four: will highlight what type of teacher's written corrective feedback that middle school learners prefer and whether they like their errors in writing to be indicated and corrected or just indicated without the correct form and for what reason they prefer one type of error correctionover the other (direct or indirect written corrective feedback).

Item five and six: will attempt to exploremiddle school learners' beliefs on the waysdirect and indirect written corrective feedback can help them to improve their

writingaccuracy.

2.4.2 Teacher Questionnaire

This research will target teachers of English at middle school sector.Teachers' questionnaire will consist of twenty (20) close-ended items. The respondents will be required to select: strongly disagree, disagree, agree or strongly agree.

It will aimat exploring teachers' views towards writing, how they correct their learners' writing, how can direct and indirect WCF improve learners' writing accuracy and their preferences of WCF. They will be conducted a questionnaire to be filled in. The questionnaire will be selected because it is relevant in many ways. It will help the researcher to collect maximum data from the respondents. It will be time-saving in the sense that it will not require efforts and time from the part of the researcher and the respondents in comparison to the interview which is time-consuming. All what the researcher will do is to conduct it to teachers. All what the respondents will need to do is to read it carefully andfill it in.

Teachers' questionnaire will have twenty (20) closed-ended items from strongly disagree to strongly agree.The respondents will be required to cross the appropriate answer.

From item 1to 3: will attempt to explore the perceptions of middle school teachers towards errors in writing.

Item four and five: will talk about the aim of investigating the importance of written corrective feedback in teaching writing from the point view of middle school teachers.

From item 6 to 9: will highlight the way teacher provide written corrective feedback (direct or indirect written corrective feedback).

From item 10 to item 18: will highlight the ways in which direct and indirect written corrective feedback can improve the writing accuracy of middle school learners.

Item 19 and 20: will attempt to discuss whether there is a relationship between the proficiency level of learners and the type of written corrective feedback to be provided (direct or indirect written corrective feedback).

2.4.3 Teachers' Interview

Teacher's interview will be another research instrument that will be submitted to teachers of English at middle school. It will be administered in order to investigate teachers'practices of WFC, the preferences of WCF, whether they prefer the direct WCF or the indirect WCF, how direct and indirect WCF can help learners to reach correctness and accuracy in writing and what hinders teachers in their process of providing WCF on learners' writing.

Teachers' interview will be a reliable research tool for this study because it will help the researcher to check and compare between the responses of the questionnaire and the responses ofthe interview to achieve more reliability of the findings.

Teachers' interview will consist of two parts: part one consists of some "background questions" about the participants. Part Two will be about teachers' views towards WCF as astrategy that can help learners to improve in their writing, teachers' preferences of WCF (whether direct or indirect WCF), what factors can affect them from providing WCF (direct and/or indirect WCF) and how direct and indirect WCF can enhance learners' writing accuracy.

Part One of Teachers' interview will consist of six questions (**see appendix C)**. These questions will aim to explore:

- ✓ What is WCF,
- ✓ Whether it is beneficial,
- ✓ In what way it can improve learners' writing accuracy,
- ✓ What type of WCF they prefer when correcting their learners' writing (direct or indirect WCF),
- ✓ How they understand direct and indirect WCF,
- ✓ How they provide these two types of WCF,
- ✓ What factors that can affect them when they correct their learners' written productions through direct and indirect WCF,
- ✓ Teachers'opinions whether the type of WCF (direct or indirect) is dependent on the proficiency level of the learner.

Part Two of teachers' interview will contain of eight (8) questions that will be targeted to answer the four research questions in this study.

From item 1 to item 3: will attempt to see teachers' knowledge about written corrective feedback and whether they are aware of it and its importance in developing learners' writing.

Item 4 will aim at exploring teachers' views towards the benefits of written corrective feedback in enhancing learners' writing.

Item 5 & 6: will be targeted to investigate teachers' knowledge on direct and indirect WCF and whether they know these two error correction strategies.

Item7: will be oriented to investigate the efficacy or the advantages of direct WCF and the role it plays in enhancing learners' writing accuracy.

Item8: will explore the efficacy of indirect WCF in helping learners to reduce errors and develop their writing accuracy.

Item 9: will attempt to explore the factors that affect teachers in their provision of direct and indirect WCF

Item10: will aim at exploring teachers' preferences in terms of direct and indirect WCF

2.5 Data Collection Procedures

2.5.1 The Treatment for Document Analysis

The purpose of this research study is to explore the effects of direct and indirect written corrective feedback in improving EFL learners'writing accuracy.Data collection procedures had three phases: the treatment, learner questionnaire/teacher questionnaire and teachers' interview. It will start by the treatment as the first phase of this research. It will proceed as follows:

Learners were given a task and asked to write a paragraph about a certain topic.The lesson by which the treatment took place was the lesson of "I think and write". It had three stages: pre-writing stage, during-writing stage and post-writing-stage. In pre-

writing, the teacher prepared learners for the next lesson stage by a classroom discussion or some questions that have a relation to the lesson. In during-writing, the teacher presented the situation and wrote it in the white board; read it and explained it forlearners by some concept checking questions so as to avoid any misunderstanding. Learners started writing individually. In post writing, the teacher collected learners' papers for assessment and feedback.

The topic was part of the syllabus of English at middle school sector. That is to say, the treatment took place naturally as learners did not feel that there was something unusual. The lesson was conducted in a consistent way as well as the treatment.

The rationale behind selecting particularly this lesson as a treatment is that because this lesson facilitated the research process in many ways. It is the last lesson in the sequence; learners performed wellinit as they learned all the grammar structures and functions. This lesson as well was seen as relevant because learners wrote individually unlike in "Learning to Integrate"lesson where learners worked collaboratively to write (in groups). Learners needed to write by themselves (individually) so as to assess their ability in writing. Assessing learners' writing compositions that were written collaboratively and those which were written idividually was completely different. Collaborative writing may consist of fewer errors than that which is written individually. This is not always the case but our research aims atassessing and providing some error treatment techniques on learners' writing which is produced individually (direct and indirect written corrective feedback).

In post-writing stage, the teacher collected learners' writing to be corrected in two main ways: indicating the error and correcting it (direct written corrective feedback) and indicating that an error has been madeby circling or underlying but without providing its correct form (indirect written corrective feedback).

No mark was given to learners. In this situation, giving a mark or a quantitative remark on learners' writing was not a requirement. In this research, we just corrected learners' papers and indicated the errors via two ways: direct and indirect error correction.

2.5.2   The Submission of Learner Questionnaire

Middle school learners of English were considered as the main informants in this research study. The aim is to improve their writing accuracy and help them to reach correctness in writing through the provision of direct and indirect written corrective feedback WCF. The submission of learners' questionnaire was regarded as the second research phase (after the treatment). The questionnaire was submitted to middle school learners during the first term.

The questionnaire was submitted to learners after the treatment (that is about receiving learners' writing compositions for the provisionof directand indirect written corrective feedback and submitting it again to learners for revision and taking into account the teacher's feedback). The researcher asked her participants to read well the instructions and to not forget answering all the items. The researcher also gave time for her informants to fill in the questionnaire and submitted it back next time (session).

2.5.3   The Submission of Teacher Questionnaire

Teachers of English at middle school were considered as the main participantsin this research. They provided written feedback and adopted and adapted various error correction techniques to treat and remedy learners' errors in writing. Error correction and written corrective feedback was part of their instruction. The questionnaire was submitted to middle school teachers during the first term.

Teacher questionnaire was submitted to teachers of English at middle school. It aimed at exploring **a)** whether teachers provided written corrective feedback, **b)** whether they believed written corrective feedback (direct and indirect) can improve learners' writing accuracy, **c)** what type of written corrective feedback they provided tocorrect learners' errors in writing and **d)** in what ways they believed direct and indirect written corrective feedback can improve middle school learners' writing accuracy.

Teacher questionnaire was considered as the third phase of this research. It was given to teachers to be filled in through face-to-face interaction. Some teachers from other middle schools in Tipaza were given the questionnaire to be filled in.The researcher submitted

the questionnaire to teachers online (through emails). The researcher intended to submit the research instruments during the inspection meetings that were planned by the inspector of Tipaza in every school year but due to the COVID-19, no inspection meetings were organized. Most of teachers of middle school from different districts of Tipaza were present in the meeting lastyear. Therefore,It would have been an opportunity for the researcher to collect maximum data from the responses.This explains why the researcher used social media as a means to collect data. Social media helped the researcher to submit her questionnaire especially for teacher of English from other middle school. It is important to explain that our inspector of English created a Facebook group for us and a Messenger group for all the teachers of English. This technology platform allowed all teachers to be in constant contact where we could discuss the teaching methods or/and the teaching performance, exchange ideas, lessons, tasks, exams…This helped the researcher to collect data.The submission of teachers' questionnaire was done online as it fastened data collection procedures.

However, for teachers of English who worked at the same school where the researcher works (who is also a teacher) we submitted the questionnaires through face-to-face.

2.5.4   The Submission of Teachers' Interview

Teachers' interview was administered to four (4) teachers of English during the school year 2020/2021. The researcher in this study was also a teacher of English at middle school. Teachers' interview was administered to four teachers of English in the same school that the researcher (the teacher) worked in. Those four teachers were administered the interview through face-to-face in which the researcher recorded their answers.

The researcher wrote the interview questions in a piece of paper, and then handed it to the respondents to read it. The respondents were given some time to read and reflect on the interview questions. No ambiguity or no confusion concerning the interview questions was observed. The interview questions were clear for the respondents.

The participants' responses were recorded and the respondents agreed on having their responses recorded. The researcher explained that their recorded responses were used for research purposes.

Other teachers of English from other middle schools also could not be submitted the interview questions. Teacher interview was planned to be administered in the inspection meetings that the inspector of English organizes every school year. We were not able to administer the interview face-to-face because no inspection meetings were organized on school year of 2020/2021.This was due to the pandemic COVID 19.Those teachers worked in different middle schools inTipaza.

The researcher could not attend each school and submit the interview through face-to-face meeting. The school year 2020/2021 was unique with drastic changes in the educational contexts. It would have been time-consuming and energy-consuming to go to different middle schools in Tipaza and submit an interview due to many reasons.

2.6 Methods of Data Presentation and Analysis

Data gathered on the effects of direct and indirect written corrective feedback in improving EFL learners' writing accuracy will be treated and presented via the mixed method approach; that is qualitative and quantitative method. The obtained data on the ways in which direct and indirect WCF can improve learners' writing will be analyzed quantitatively and qualitatively. Responses gathered from both teachers' and learners' questionnaire will be analyzed quantitatively (in form of numbers, tables & percentage) whereas data gathered from open-ended items will be analyzed in depth (qualitatively).

We attempt to analyze the data gathered from learners' questionnaire and teachers'questionnaire QUANTITATIVELY where the data obtained from teachers' interview will be discussed from a QUALITATIVE point of view. Some of learners'writings will be also shown so as we have a look on the errors that learners at middle school make in writing. They will be presented in the next chapter "data treatment and presentation"

Conclusion

The purpose of this chapter was to present the methods and the procedures of this research. In this chapter, we discussed the research paradigm and design selected to approach the research problem. We selected the mixed design approach that is based on "quantitative and qualitative data.

We also highlighted the research questions and the research objectives. This research dealt with the aspects of the ways in which direct and indirect WCF can help learners to enhance their writing skills and reach correctness in grammar. We also presented the participants and described in details the data gathering tools that helped us in answering the research questions.

We used teacher questionnaire, teacher interviewand document analysis as the main research tools in order to approach the ways in which direct and indirect WCF can ameliorate learners' writing level and help them to attain a good grammatical knowledge.

Chapter Three: Treatment and Presentation of Qualitative Data

Chapter Three: Treatment and Presentation of Qualitative Data

Introduction

This study seeks to investigate the effects of direct and indirect written corrective feedback in improving EFL learners' writing accuracy. Previously, in the first section of the empirical study, we described the research design that we selected in order to undertake this research. We also provided a detailed description of the research tools selected to answer the research questions. We also shed light on the learning context in which the study took place. We explained the procedure used to collect data. In this section, we explain how we treated the data gathered on the effects of direct and indirect WCF in enhancing the writing accuracy of the learners and then present the data gathered through the questionnaires that were submitted to learners and teachers and interview which was administered to teachers.

This chapter consists of two sections. The first section is devoted to data treatment and the second one to data presentation. In this chapter, the researcher adhered to the view that the data collected is better presented without any comment or interpretation. This view, and there are probably other different views, allows other researcher to take the data and do her own interpretation. Thus, our comments are presented in the next chapter (Discussion and Key Findings). That is to say, in this section, we only intend to show how that data is treated and how it is presented. Discussion and interpretation will be dedicated in a whole chapter.

3.1 Data Treatment

The data collected from the questionnaires (teachers and learners) and teachers' interview about exploring how direct and indirect written corrective feedback can improve middle school learners' writing accuracy will be treated both **qualitatively and quantitatively**.

3.1.1 Treatment of Qualitative Data
A/ Data from Document Analysis (Learners' Written Production)

Document analysis aimed to answer the first research question:

1) What are the errors that learners at middle school make in writing?

To answer this research question, the researcher as already explained in the previous chapter, corrected learners' written productions on a particular topic that is part of the program. The researcher used two types of WCF; direct and indirect WCF since they are the main focus of this research. Once learners wrote, the researcher collected the written productions in order to correct them in two ways (direct WCF and indirect WCF). The researcher corrected learners' writing through (1) indicating the error and providing its correct form and (2) by just indicating that an error has been committed without correcting the error. This was learners' first draft.

Direct written correction involved showing where the error is by means of underlying, circling or crossing the error and providing the correct form. The indirect written correction on the other hand was only about showing where the error is and telling learners that an error has been made by crossing, underlying, circling….without giving the right form or without correcting the error that was committed.

After correcting learners' writing, the researcher returned back the productions to learners so as they read again their work and re-wrote it on the basis of their teacher's correction written corrective feedback. The teacher/ researcher took again the learners' writing.This was learners' second draft.

The researcher read learners' writing productions carefully then observed what errors learners committed when they wrote and whether learners benefited from their teachers' correction. The two drafts were compared and the researcher explored if there was any significant difference in terms of improvement between the two drafts (first draft and second draft).

In the next section, some learners' written productions will be presented and commented on.

B/ Data from Teachers' Interview (Open – Ended Items)

Data gathered from teachers' interview (part one) treated qualitatively as well. The researcher read the data carefully. Part one of teacher's interview consisted of some background questions such as: teachers' gender, teachers' current degree, teachers'

teaching experience (number of years) and whether these factors affected them in terms of providing WCF (mainly direct and indirect WCF) in improving their learners' writing accuracy.

Data gathered from teachers' interview (part two) from open-ended items were treated qualitatively. This research method provided a deeper understanding about the research topic.

The purpose of teachers' interview was to explore their awareness towards WCF and itstwo types; direct and indirect WCF; whetherthey are aware of its fruitfulness in enhancing their learners' writing accuracy. The interview also targets the following items:

✓ What is WCF,

✓ Whether it is beneficial,

✓ In what way it can improve learners' writing accuracy,

✓ What type of WCF they prefer when correcting their learners' writing (direct or indirect WCF),

✓ How they understand direct and indirect WCF,

✓ How they provide these two types of WCF,

✓ What factors that can affect them when they correct their learners' written works through direct and indirect WCF,

✓ Teachers'opinions whether the type of WCF (direct or indirect) is dependent on the proficiency level of the learner.

The responses of the teachers were treated through the qualitative method; the researcher read them carefully and many times in order to extract the main themes about the research topic about each question. Then, they tried to see the different relationships that may appear between the different questions (thematic data treatment).

3.2 Presentation of the data

This section aims at presenting the data gathered (that is mixed; quantitative and qualitative) from both close and open-ended items of the learners'questionnaire, teachers' questionnaire and teachers' interview. The data will be presented in tables, numbers, piecharts and percentages (%).

3.2.1 Presentation of the Qualitative Data

The aim of this section is to present the qualitative data that was gathered from learners' written productions, the open-ended items from learners' questionnaire (part2) and teachers' interview.

The gathered data intended to answer the research question "do direct and indirect WCF improve EFL learners' writing accuracy?"

a. Data from Document Analysis (Learners' Written Production)

The data gathered from learners' written productions is targeted to answer the following research question:

"What errors do learners at middle school make in writing?" In this section, we present some of learners' writing compositions to see the errors that learners commit when they write. We attempt to present some samples of draft one and draft two of learners' written productions in order to have an insight on what errors learners have made and whether they benefited from teachers' direct and indirect WCF. We attempt to organize the data gathered from learners'written compositions in tables so as to facilitate and simplify data interpretation in the next chapter.

We attempt to present learners' written productions. The researcher took pictures of learners' drafts and typed the text as it is with the errors learners made. The original written drafts are placed in the appendices section.

We comment on the errors learners make through the two drafts and whether they benefited from their teachers' WCF and whether they processed it and comprehended it (the first draft contained teacher's WCF and the second draft ccontained learners' processing of their teachers' WCF).

Learner 1:

Draft 1:

The universe is a platform for many significant figures. In this message,I will be honored to describe and talk about Abdelhamid Ibn Badis

Andelhamid Ibn Badis is figure.**He**was **born on** December 4th, 1889 and constantineAlgeria**. He is** in Algeria is muslim and accupation**. He was a** teacher ~~achievements~~**. He was** important figure and a leader of the Islamic reform movement in Algeria in April16th1940 in constantine, Algeria

This **is the** outstanding figure Abdelhamid Ibn Badis I hope you liked it.

Errors						
Punctuation	**Capitalization**	**Grammaticalerrors**				
		Preposition	**Tenses**	**Word Order**	**Articles**	**Missing word**
/	/	/	/	/	/	Abdelhamid Ibn Badis Universe He He is He was Was born"e"in universe

In the first draft, learner "1" made some errors. For example, he/she did not write "was born" so the teacher corrected the error by adding the missing words. Also, the learner also did not write the full sentence; he/she did not write "he was" so the teacher

Indicated that an error was made and provided its correction. The learner also missed adding"e"in the word "universe".

Draft 2:

> The universe is a platform for many significant figures.In this message I will be honored to describe and talk about Abdelhamid Ibn Badis.
>
>   Abdelhamid Ibn Badis is figure.He was born on December4th,1889 and constantine is Algeria. He is Algerian is muslim. He was teacher. He was important figure and a leader of the Islamic reform movement in Algeriain April16th,1940 in Constantine Algeria.
>
>   This is the outstanding figure Abdelhamid Ibn Badis I hope you liked it.

In draft 2, we notice that learner 1 added the missing sentence and that he/she paid attention to teacher's direct written feedback we see that the learner noticed teacher's correction and added it. "Noticing" is enhanced and the learner understood teacher's direct written correction and took it into consideration. Not all errors were corrected but some of them were reduced.

Learner 2:

Draft 1:

> Abdelhamid Ibn Badis
>
> Abdelhamid Ibn Badis is a famous outstanding figure in Algeria
>
>   He was born on December   4th, 1889 in Constantine Algeria. Abdelhamid was a teacher and the leaderof the Islamic reform movement in Algeria. The Algerian famous outstanding figure Abdelhamid Ben Badis died on April 16th,1940 in Constantine.
>
> **Where is the conclusion?**

Errors						
Punctuation	**Capitalization**	**Grammaticalerrors**				
		Preposition	**Tenses**	**Word Order**	**Articles**	**Missing word**
/	/	/	/	/	/	**Theconclusion ismissing**

In the first draft of learner "2", we notice that the only error that the learner made is forgetting to write a closure or a conclusion for the message he wrote about "Abdelhamid Ibn Badis". The teacher provided indirect comments at the end of the paper by writing "where is the conclusion?" so as the learner can process this feedback and improve his/her writing accordingly.

Draft 2:

Abdelhamid Ibn Badis Abdelhamid

Ibn Badis is a famous outstanding figure in Algeria

He was born on December 4th, 1889 in Constantine Algeria. Abdelhamid was a teacher and the leader of the Islamic reform movement in Algeria. The Algerian famous outstanding figure Abdelhamid Ben Badis died on April 16th,1940 in Constantine.

Abdelhamid Ibn Badis is one of the most well-known figures in the world. I hope you like it.

In draft 2, the learner wrote and inserted the missing sentences (the conclusion) and we notice that he/she processed and understood the teacher's indirect comments and the conclusion was written by the learner.

Learner 3

Draft 1

Abdelhamid IbnBadis

Today, I will **be** glad to ~~be~~ present an amazing outstanding personality in the field of litrary and arts.

His name is Abdelhamid Ibn Badis

Abdelhamid Ibn Badis is an Algerian figure**.** He was born on December4th, 1889 in Constantine he is a Muslim and ~~of~~ **from** Algerian origin**.** He is ateacher and scholar he was important leader of the Islamic reform movement in Algeria.Ibn Badis died April 16th,1940 in Constantine Algeria

Abdelhamid Ibn Badis is agreat man inAlgeria~~n~~ and the world.

Errors						
Punctuation	**Capitalization**	**Grammaticalerrors**				
		Preposition	**Tenses**	**Word Order**	**Articles**	**Missingword or extraunnecessary word**
Fullstop	he -----**H**e	of---- from	/	Be	The	"n"inAlgerian(shouldbe omitted)

In draft1, learner "3" made some errors such as: punctuation mistakes, capitalization mistakes and grammatical mistakes. The teacher used direct and indirect WCF on this draft. For instance, in the introductory sentence the learner did not respect "word

order". He/she did not put "be" in its right position so the teacher crossed "be" that is in the wrong position and wrote "be" in its right position. Also, learner "3" made some capitalization and punctuation errors.

The teacher corrected the punctuation errors but the capitalization errors (in the personal pronoun "he" and the letter "i" in the adjective "important") we highlighted and showed the errors by underlying without correcting them. In the concluding sentence, learner "3" has committed two errors (Algerian Algeria).The other error was about definite article "the". The teacher indicated the error of "Algerian" by crossing the letter "n" and added the definite article "the"

Draft 2:

> Today, I will be glad to present an amazing outstanding personality in the field ofliterary and arts.His name is Abdelhamid Ibn Badis
>
> Abdelhamid Ibn Badis is an Algerian figure. He was born on December 4th, 1889 in Constantine. He is a teacher and scholar. He was important figure and leader of the Islamic reform movement in Algeria. Ibn Badis died April 16th, 1940 in Constantine, Algeria.
>
> Abdelhamid Ibn Badis is a great man in Algeria and the Arab world.

The learner noticed and understood teacher's direct WCF. The learner successfully processed teacher's direct feedback on her/his errors. Learner "3" corrected all the mistakes and paid attention to teacher's written corrections. In the introductory sentence, the learner changed the position of "be". The capitalization and punctuation errors were corrected as well. In the concluding sentence, the learners also removed the letter "n" by writing "Algeria" not "Algerian"; the definite article was added and inserted.

Learner4:

Draft1:

Abdelhamid Ibn Badis

Abdelhamid Ibn Badis. he was born on December 4th ,1889 **in** Constantine in Algeria religion muslim.

He is an Algerian Muslim

Abdelhamid Ibn Badis **is** important person occupation teacher scholar achievements important figure and a leader of the islamic reform movement in Algeria

Date and place of death April16th,1940 in Constantine Algeria

He died on

Errors						
Punctuation	**Capitalization**	**Grammaticalerrors**				
		Preposition	**Tenses**	**Word Order**	**Articles**	**Missingword or extraunnecessary Word**
No Punctuation	**/**	In	/	/	/	Religion He Is An Algerian MuslimHe diedon (**missingword**)Achievement Occupation Date/placeofbirth (**extra words**)

In this draft, the table showed that learner "4" made punctuation errors; he/she did not supply his descriptive paragraph with full stop or comma. He/she also committed some grammatical errors mainly in terms of either adding extra unnecessary words or morphemes or by missing a word or a morpheme. The teacher corrected those errors through direct WCF.

Draft 2:

AbdelhamidIbnBadis

Abdelhamid Ibn Badis was born on December 4th, 1889 in Constantine in Algerian he is religion muslim

Abdelhamid Ibn badis is important person he was a teacher, scholar he was achievements important figure and a leader of the islamic reform movement in Algeria

He died on April16th,1940 in Constantine, Algeria

In this draft, the learner processed and understood teacher's direct written corrective feedback yet he/she did not correct all the committed errors. For instance, learner "4" added some missing words that he did not write in draft 1. For example, he/she added the preposition "in", "he was", and "he died on" but he did not cross out the unnecessary words such as"achievement", "occupation"….

Learner 5:

Draft1:

AbdelhamidibnBadis

Hi my name is Amina,I am Happy to write a short article abut important figure.

About   important

His nameis Abdelhamis Ibn Badis he was born on December 4,1889 in constontine,Algeria . He is an muslimalgeria .Algerian muslim. He was teacher and scholar .he was important figure and leader of the rislamic reform movement in Algeria . He died on April 16,1940 in constantine, Algeria.

Abdelhamid Ibn Badis is King of Algeria also big figure in Algeria.

Learner "5" committed punctuation, capitalization and grammatical errors. Punctuation errors consisted of not supplying full stops or commas as it was shown in the first draft above. Capitalization errors were observed in the letter "h" in "his", "a" in"abdelhamid", "h" in "he was", "h" in "he died" and "a" in "algeria". Grammatical errors consisted of either adding unnecessary extra words or in missing a word. For instance, in"his a…"becomes "he isa…"Also, in"Algeria muslim" became "Algerian Muslim"… The learner missed writing "is".

Draft2:

Abdelhamid Ibn Badis

Hi my name is Amina, I am happy to write a short articl about important figure.

His name is Abdelhamid Ibn Badis was born on December 4, 1889 in constantine, Algeria .Hi is Algerian muslim . He was teacher and scholar .He died on April16, 1940 in Constantine, Algeria .
Abdelhamid Ibn Badis is the king ofAlgeria also figure in Algeria.

The learner in the second draft learned from teacher's direct WCF and processed it effectively used it to adjust and refine his/her first draft. We noticed that punctuation and capitalization errors were successfully corrected. Also, we observed that grammatical errors that the teacher highlighted and showed and eventually treated were corrected by the learner.

Learner 6:

Draft 1:

Abdelhamid Ibn Badis is afamous figure. He was born on December 4, 1889 in Constantine in Algeria.

He is Algerian Muslim

He was a teacher scholer .abdelhamid Ibn Badis , he is important figure Was and leader of the islamic reform movement in Algeria .He died in April16,1940 in constantine, Algeria.

Errors						
Punctuation	**Capitalization**	**Grammaticalerrors**				
		Preposition	**Tenses**	**Word Order**	**Articles**	**Missingword or unnecessary Word**
/	/	/	was --- is	/	/	Algeria He is Hedied **(missing words)** He **(unnecessary word)**

According to the first draft and the table, learner "6" made some grammatical errors. For instance, he/she had a problem in tenses and instead of writing "is" she/he wrote"was".Also, some unnecessary extra words were added such as the personal pronoun "he". In addition, some missing words were inserted like "Algeria", "he is"and "he died".

Draft 2:

> Abdelhamid Ibn Badis is a famous figure, He was born on December 4, 1889 in constantine in Algeria He is Algerian Muslim
>
> He was a teacher scholar, abdelhamid Ibn Badis was important figure and leader of the Islamic reform movement in Algeria. He died on April 16,1940 in constantine, Algeria

The learner successfully processed teacher's direct written corrective feedback and used it to correct his/her errors. Learner "6" enhanced in terms of noticing; she/he observed the errors committed and understood teacher's direct WCF and that was clearly shown in second draft.

Learner 7:

Draft 1:

> Abdelhamid Ibn Badis
> Abdelhamid Ibn Badis as fammous figure **in**
> Algeria   Isfamous
> He name is Abdelhamid Ibn Badis. He was born on December 4th, 1889
> His
> Algrian. He is Muslim. He was a techer and scholar. Abdelhamid Ibn Badis
> teacher
> as fammousfigure as a leader of the Islamic reform movement in Algeria. He
> Is famous
> died on April 16th,1940 in Constantine Algeria. TheAbdelhamid Ibn Badis
>
> Teacher and Scholar is older thanthewas Moufdi Zakaria
>
> t   s
>
> The love outstand who name was Teacher by Abdelhamid Ibn
>
> Badis.Abdelhamid Ibn Badis is a worldwide well known personality
>
> Abdelhamid Ibn Badis is awell-known figure in the world.

Errors						
Punctuation	Capitalization	Grammaticalerrors				
		Preposition	Tenses	Word Order	Articles	Missingword or unnecessary Word
/	algeria --- Algeria	In On	/	/	The a	Is--- asFammous ---famous Was(**mis singwor ds)**

Learner "7" committed various errorsinhis/her first draft. For instance, capitalization errors were found in the letter "an"in "algeria" and "T" in "Teacher".There were some errors concerning prepositions "in" and "on".

The learner missed writing them. Some words were added such as an extra "m" in the adjective "fammous". Learner "7" did not insert the verb "was", the definite article "the" and the conclusion which was unnecessary. The teacher indirectly indicated that the conclusion was unnecessary and suggested an appropriate ending for the paragraph. The teacher used direct and indirect written corrective feedback in this draft.

Draft2:

<div style="border:1px solid black; padding:10px;">

Abdelhamid Ibn

Badis

Abdelhamid Ibn   4th, 1889in

Constantine, Algeria. He is Muslim. He was teacher a scholar. Abdelhamid Ibn Badis is a famous leader of the Islamic reform movement in Algeria. He died on April 16th,1940 in Constantine, Algeria. Abdelhamid Ibn Badis was teacher and scholar is older than was Moufdi Zakaria

Moufdi Zakaria is awell known figure in the world.

</div>

Teacher's direct and indirect written corrective feedback were processed and understood by learner "7". This was shown in the second draft by which the learner corrected all the indicated errors. The learner used teacher's corrections as a basis for refinement and adjustment. We can notice that approximately all errors were corrected by the learner.

Learner 8:

Draft 1:

<div style="border:1px solid black; padding:10px;">

Abdelhamid Ibn Badis **is** a famous figure. He was born on December 4th, 1889 in Constantine. ~~It is~~ a Muslim.

He

He was a ~~Teacher~~ **and** scholar**.**Abdelhamid Ben Badis is anI~~m~~ortant figure and ~~leder~~.

T   **i**   **leader**

Of the ~~l~~slamic reform movement in

i   **Algeria**

Hedid on April16th,1940 ~~in place of death~~ in Constantine, Algeria.

</div>

Errors						
Punctuation	**Capitalization**	**Grammaticalerrors**				
		conjunction	**Tenses**	**Word Order**	**Articles**	**Missingword or unnecessary Extraword**
Fullstop	Important--- important	And	/	/	/	Is He And Died Leder--- Leader **(missing words)** Lislamic--- Islamic Placeof death—died **(unnecessary extrawords)**

In this draft, the learner made different errors. For example, capitalization errors appeared in the word "Important" in which the learner did not capitalize the letter "I". Punctuation errors appeared as the learner did not supply his/her paragraph with full stop, comma… when necessary. Grammatical errors took place in the words: "is", "he", "and", "died" and "leder". The learner did not insert them or write them. The learner also added some unnecessary extra words such as "place of death" that had to be replaced by the verb "died".

Draft 2:

Abdelhamid Ben Badis isfamous figure.

He was born December 4th,1889 in Constantine. He is Muslim

He was teacher and scholar .Abdelhamid Ben Badis is important figure
and leader of Islamic reform movement in Algeria

He died on April16th,1940 in Constantine, Algeria.

The learner corrected the error she/she committed. Teacher's direct WCF was processed, understood and used by the learner in order to correct the first draft.

Learner 9:

Draft 1:

Abdelhamid ibn badis is a Algeria

figure.I   B anAlgerian

Abdelhamid ibn badis. He was born **on** December 4th, 1889 in Constantine. He

is a muslim.He is a teacher and scholar.He died **on**

Muslim   was

April 16th,1940 in Constantine

He was an important and leading figure in the islamic reform

Islamic

Movement in algeria.Abdelhamid ibn badis was the hero of algeria.

Algeria   IbnBadis   Algeria

Errors						
Punctuation	**Capitalization**	**Grammaticalerrors**				
		Preposition	**Tenses**	**Word Order**	**Articles**	**Missingword or unnecessary Extraword**

/	badis--- Badisalgerian---- Algerian ibn -- Ibn muslim---- Muslimislamic---- Islamicalgeria---- Algeria	On	Is---- was	/	a----an	Algeria— Algerian(**missingletter**) He(**unnecessaryword**)

Learner "2" committed some capitalization errors and grammatical errors. In the introductory sentence, there was a capitalization error in the letter "i" in "Ibn", "b" in "Badis", "m" in "Muslim" and "a" in "Algerian". There was also a grammatical error that was about tenses; the learner had to write "was" not "is". There was also an error about indefinite article; the learner had to write "an" not "a".

Draft 2:

Abdelhamid Ibn Badis is an Algeria figure
Abdelhamid Ibn Badis was born on December 4th, 1889 in Constantine. He is a Muslim. He was a teache and a scholar. Hedied on April 16th,1940 in Constantine.

He was an important and leading figure in the Islamic reform movement in Algeria. Abdelhamid Ibn Badis was the hero of Algeria.

The learner corrected his/her errors in writing and she/he followed teacher's direct written corrections and used the feedback to modify his/her first draft. We noticed that the committed errors were corrected.

Learner 10:

Draft 1:

> Abdelhamid Ibn Badis
>
> Today , we are going to talk and write aboute a great man, Abdelhamid Ibn Badis
>
> He was born on 4 december 1889 in Constantine in Algerie,Ibn Badis was teacher, and scholar.
>
> Hee was an important figure and a leader of the Islamic reform movement in Algeria.
>
> Abdelhamid died on16 in 1940 in the city that he was born in Constantine.This muslim Algerian man was famous <u>too much cause of his achievement</u>.
>
> <div align="right">Due to</div>

Errors						
Punctuation	**Capitalization**	**Grammaticalerrors**				
		Preposition	**Tenses**	**Word Order**	**Articles**	**Missingword or extraunnecessary Word**
Fullstop	he ---- He	In ---on	/	/	/	It Toomuch(**unnecessarywords**)Causeof---- dueto (**missing word**)

In the first draft, learner "10" committed few errors such as punctuation error in which the learner did not supply it when necessary. Capitalization errors appeared in the personal pronoun "He" by which the letter "h" was not capitalized. There were also preposition errors in "in" and "on". The learner did not use them appropriately. Grammatical errors also consisted of adding extra unnecessary words such as is "it",

"Too much" or removing necessary words such as in "cause of" which had to be replaced by "due to" by the learner.

Draft 2:

<div style="border: 1px solid black; padding: 10px;">

Abdelhamid Ibn Badis

Today, we are going to talk and write aboute a great man, Abdelhamid Ibn Badis

He was born in 4 december1889 in Constantine in Algerie, Ibn Badis was a teacher, and scholar .He was important figure and of the Islamic reform movement in Algeria Abdelhamid Ibn Badis died in16 in 1940 in Constantine.

This Muslim Algerian man was famous due to his achievement

</div>

All types of errors were corrected by the learner and teachers'comments and direct corrections were understood by the learner.

Learner 11:

Draft 1:

<div style="border: 1px solid black; padding: 10px;">

Abdelhamid Ibn Badis

Abdelhamid Ibn Badis a outstainding figure in French colonialism.

In the arabic world

Abdelhamid Ibn Badis is Algerian muslim.He is born on December 4 1889 in Constantine (Algeria)

Was

He is teacher and scholar. He died on April 16 1940 in Constantine.

was

Abdelhamid Ibn Badis is an important figure and leader of the Islamic reform movement in algia.

Algeria

</div>

Errors						
Punctuation	**Capitalization**	**Grammaticalerrors**				
		Preposition	**Tenses**	**Word Order**	**Articles**	**Missingword or unnecessary Extraword**
/	he---He	/	is----was	/	an ---a	Frenchcolonialism(**removed**)-----in theArab World(**added**)Leder---leaderAlgria----Algeria

Learner "11" made different types of errors. Capitalization errors appeared in the personal pronoun "he" that had to be capitalized as "He". There was an error concerning tenses in which the learner had to write "was" instead of "is". Learner "11" committed an error concerning the use of indefinite articles in which he/she had to add "a" instead of "an". There were also some unnecessary extra words that had to be removed by the learner such as in "French colonialism" that had to be replaced by "in the Arab World". Also, the learner missed the letter "a" in "leader" and the letter "e" in "Algeria".

Draft 2:

Abdelhamid Ibn Badis

Abdelhamid Ibn Badis a outstainding figure in the Arab world
.Abdelhamid Ibn Badis is Algerian muslim , He was born on December
4,1889 in Constantine (Algeria).He was teacher and scholor.He died on
April 16;1940 in Constantine.
Abdelhamid Ibn Badis is an important figure and lader of the Islamic
reform movement in algeria.

All types of errors were corrected by the learner and teachers' comments and direct
corrections were understood by the learner.

Learner 12:

Draft 1:

Abdelhamid Ibn Badis

Abdelhamid ibn badis is an Algerian figure .I m this article he was
born on ?december 4 , 1889 in Costantine . He is Algerian Muslim
.He was teacher , scholar . He wor timpatant figure and a leader of
the islamic reform movement in Algeria . He died on April 16 . 1940
in costantine Algeria.

Errors						
Punctuation	**Capitalization**	**Grammaticalerrors**				
		Preposition	**Tenses**	**Word Order**	**Articles**	**Missingword or unnecessary Extraword**
/	ibn---Ibn badis--- Badisdecemb er---	on	/	/	/	Inthisarticle(unnecessary word)

	December					OnAlgeria---Algerian(missing words)

In the first draft, learner "12" made some errors. There were capitalization errors in which the learners did not respect such writing mechanism and did not supply the words with capitals when necessary and this appeared in "ibn---Ibn", "badis----Badis" and in "december---December". Grammatical errors also took place like "in this article"; it was an unnecessary extra word. The teacher just indicated that such a sentence was not appropriate. Also, there were some words which had to be added and inserted by learner "12" such as the preposition "on" and the letter "n" in" Algerian".

Draft 2:

> Abdelhamid Ibn Badis is famous an outstanding personality in Algeria .Abdelhamid Ibn Badis is an Algerian figure. He was born on December 4, 1889 in costantine.
>
> He is Algerian Muslim .He was teacher, scholar a lader of the Islamic reform movement in Algeria. He died on April 16, 1940 in costantine Algeria.
>
> Abdelhamid Ibn Badis is a famous outstanding personality in Algeria.

All types of errors were corrected by the learner and teachers' comments and direct corrections were understood by the learner. The teacher also corrected learner's error through indirect WCF; via indicating the error without providing the correct corm and this was in the unnecessary sentence that the learner wrote "in this article.."We noticed that in the second draft, this sentence did not appear.

b. Data fromTeachers' Interview

The aim of this section is to present the data obtained from teacher's interview. The interview was administered to four (04) teachers ofEnglishat Zaida Ben Aissa middle school, Hadjout.

Interview Data from Part One: Background Questions

The researcher read the participants' responses many times to be able to identify and extract the main themes related to the research topic from each question.

T =teacher

Original Copy of Teachers' Responses	
Questions	**Participants' Responses**
Question 1: What is your gender?	**T01, T02, T03, T04,** *«Iam a female"*
Question 2: Does the provision of WCF differ from male to female teachers?	All participants shared the same answer:*"Well,the provision of WCF has nothing to do with teachers' gender; being a male or female doesn't mak eany difference in terms of correcting learners' writing"*
Question 3: What is your current degree?	**T01, T02, T03, T04** *"Ihave BA degree"*
Question 4: Can the degree influence the extent to which you provide WCF on learners' writing?	All the participants had the same answer:*"No, teacher's degree cannot influence in terms of providing WCF on learners' writing. We are teachers who are aware on the importance of WCF because it is an important instructional tool"*
Question 5: How many years have you Been teaching as a teacher of English at	**T01** *"I have been teaching English for 15*

Middle school?	*years"*
	T02*"I have taught English at middle school for 12 years"*
	T03*"I have 13 years of experience in teaching English at middle school"*
	T04*"I teach English for six years"*
Question 6: Can the teaching experience of the teacher affect the way he/she provides WCF?	**T01***"No, teaching experience cannot affect the way teachers provide WCF; we as teachers know that correction is a basic instructional tool"*
	T02*"I don't think that the teaching experience can influence how a teacher, whether it is a male or a female, provides written corrections on their learners' writing because error correction is not something that is determined by the number of years that we teach;it is a core instructional tool that is part of teaching"*
	T03*"Well, I believe that the number of years or the teaching experience doesn't affectthe way teachers give corrections on their learners' writing but it can show teachers' performance; that is to say, teaching experience of someone who taught 3 years is different from a teacher who teachers 6 or more years. Teaching experience maximizes teachers' knowledge in many areas: classroom management, being aware of learners'differences, lesson plan and error correction ....."*
	T04*"Yes, the teaching experience plays a role in the way teachers provide written corrections on their learners' writing. Teachers in their first year of teaching lack some basics in teaching. Those basics develop through years; error correction needs teachers to be aware of it and how to give feedback to learners and which correction strategy suits learners than other error correction strategies"*

The following tables attempts to collate the responses of the participants from the above qualitative text of the participants

Questions/Items	Themes in the participants' responses
Question 1: what isyour gender?	4 teachers are female teachers **Teachers'Gender**
Question 2: Does the provision of WCF differ from male to female teachers?	All participants answered the same way; they said that teachers' gender has nothing to do with WCF on learners' Writing and that there are no differences among male teacher and female teacher in terms of providing WCF **The Difference between Male and Female Teachers in Providing WCF**
Question 3: What is your current degree?	4 Teachers have BA degree **Teachers' Educational Degree**
Question 4: Can the degree influence the extent to which you provide WCF on learners' writing?	All teachers(T01…..T04) argued that the degree cannot affect the extent to which teachers provide WCF on their learners'writing. **The Influence of Teachers' Degree in WCF Provision**
Question 5: How many years have you been teaching as a teacher of English atmiddle school?	**T01**------- 15 years **T02**---------------12 years **T03**-------- 13 years **T04**--------- 6 years **Teachers' Teaching Experience**

Question 6: Can the teaching experience of the teacher affect the way he/she provides WCF?	**T01 & T02** did not think that the teaching experience affects the ways teachers provide WCF on their learners' writing. **T03 & T04** Believed that the teaching experience influences teachers'provision of WCF. **The Effect of Teachers' Teaching Experience in WCF Provision**

Data from T eachers' Interview: Part Two

Teachers' responses on part two of teacher's interview will be presented in a
table in order to see and have a clear view on what teachers have answered

Items/Questions	Teachers' Responses
1) Whatis WCF?	**T01** says: "*Written corrective feedback is teacher's written corrections on learners 'writing errors*"
	T02 says: "*It is an error correction strategy in which teacher corrects the mistakes that learners make when writing*"
	T03 says: "*teachers' written corrections are techniques used by the teacher to treat and corrects learners' errors in writing*"
	T04 says:" *written corrections of the teachers consists of studying, analyzing and correcting learners 'writing*"
2) What is direct WCF?	**T01** says: "*teachers'direct corrections of errors means that the teacher shows where the error is and provides its correct form*"
	T02 says: "*it is when we as teachers underline the error in writing and give its correction*"
	T03 says:"*direct correction of learners'errors in writing means that the teachers crosses out the wrong answer and give the correct form instead*"
	T04 says:"*I understand direct written feedback as a way in which I circle the error that my learners makes in writing and under it, I give its correct form*"
3) What is indirect WCF?	**T01** says:"*indirect correction is about teachers showing the error by circling that error but without giving the correct form to learners*"
	T02 says: "*indirect written feedback is when the teacher shows the error to his learners but doesn't give the correct answer*"
	T03 says: "*I understand the indirect correction of learners' errors as a method with which the teacher*"

	underlines the error and gives its correction for the learner"
	T04 says: *"indirect correction is all about making learners see that they have committed an error but no correction of that error is given"*
4) Is WCF beneficial for improving learners' writing? Justify your answers	All the ten teachers agree on the fact that WCF is beneficial for learners' writing. They justified their answers by saying that it can help learners to see Their errors and be aware of them.
5) In what ways can teachers' direct WCF improve learners' writing? Justify your answers.	**T01** says:*"direct feedback can help learners to Know their errors and learn from the correction of The error"* **T02** says: *"when the teacher shows the errors and Corrects them this can help learners in reducing Their anxiety infinding the correct form"* **T03** says: *"direct correction can help learners to Learn effectively without making them feel lost in Finding the correct form"* **T04** says: *"this type of feedback can hel pmy learners to avoid any formation of wrong Hypothesis since the correction of the error is there"*
6) In what ways can **indirect WCF** improve learners' writing accuracy?	**T01** says:*" indirect written feedback can help learners to think critically and try to self-correct their errors"* **T02** says: *"when the teacher just indicates the error without giving the correcting it; this would encourage learners to question what would be the correction of that error;learners' curiosity is activated and this may be the path towards responsibility in learning"*

	T03 says: "*teachers use the indirect correction tohelp the learners to be responsible for their ownlearning and to help them to be at least autonomous in themselves they feel certain degree of responsibility and independence to try to correct their own errors in writing*"
	T04 says: "*this kind of error correction helps the learners to reach accuracy inwriting by putting them in a problem-solving situation; they start questioning what is the correct form of the indicated error and how to correct it*"
7) What factors that can affect you as a teacher from providing direct and indirect WCF?	**T01** says: "*sometimes time is the greatest obstacle that hinders me as a teacher from providing extensive written feedback on learners 'writing*"
	T02 says: "*I think that classroom size can hinder teachers from correcting learners' papers in depth .Classes are large and that means spending more time in correcting each paper in depth; that's adifficult task*"
	T03 says: "*well, I guess that when learners cannot understand and process our corrections on their errors, that can be an obstacle*"
	T04 says: "*as a teacher, what can prevent me from giving direct and indirect feedback on my learners'writing is a classroom that is mixed in terms of ability. Some learners are slow learners while others learn quickly so we have to be careful about which type of feedback suits learners...*"
8) What type of WCF do you prefer to provide on learners' writing?	**T01** says: "*I prefer the direct feedback because learners can learners' from the direct corrections*

	that I give on their writing" **T02** says: "*I like to correct my learners' writing through the indirect feedback because this can motivate them to rely on themselves in finding the correct form"* **T03** says: "*I generally correct my learners'error sin writing using the indirect feedback because this would challenge them and trigger their curiosity in finding the correct form"* **T04** says: "*middle school students are considered as beginner students in learning English so they need much feedback and they need to see that they have made errors and they need to see their errors being corrected so as they learn from them so I prefer the direct feedback"*

The following table attempts tos ummarize the main themes that are extracted from the respondents' answers.

Questions/Items	Themes
1) What is WCF?	**Teachers'awareness on written corrective Feedback in general**
2) What is direct WCF?	**Teachers' awareness on direct written corrective feedback**
3) What is indirect WCF?	**Teachers' awareness on indirect written corrective feedback**
4) Is WCF beneficial for improving learners' writing? Justify your answers	**The efficacy of written corrective feedback in improving learners' writing.**

5) In what ways can teacher's directWCFimprovelearners'writingaccuracy?	**Ways in which teacher's direct WCFimprovelearners' writing accuracy**
6) In what ways can teacher'sindirect WCF improve learners' Writing accuracy?	**Ways in which teacher's indirect WCF improve learners' writing accuracy**
7) What factors that can affect you as a teacher from providing direct and indirect WCF?	**Factors affecting teachers from providing direct and indirect WCF**
8) What type of WCF do you prefer to provide on learners' writing? Justify your answers.	**Teachers' preferences of WCF types on learners' writing.**

Conclusion

Throughout this chapter, we treated and presented the gathered data from students'questionnaire, teachers' questionnaire and teachers' interview in order to answer ourresearch questions and in what ways direct and indirect WCF can ameliorate learners'level in writing. The gathered data were treated and presented quantitatively andqualitatively. First, the data gathered from students' questionnaire mainly part one and two were treated quantitatively and presented in form of numbers, percentages, graphs and tables. However, the data gathered from learners' written productions and the teacher's interview were treated qualitatively and presented in form of description (commenting on learners' writing compositions). After treating and presenting theobtained data, the following section will be devoted to discuss the presented data.

Chapter Four: Treatment and Presentation of Quantitative Data

Chapter Four: Treatment and Presentation of Quantitative Data

Introduction

Our research is about the effects of direct and indirect written corrective feedback in improving learners' writing skill. The data obtained from the instruments is based on the four main research questions. The aim of this chapter is to treat and present the quantitative data that have been gathered from teachers' and learners' questionnaires. The data will be presented in tables, percentages and pie-charts.

4.1 Treatment of the Data

4.1.1   Treatment of Quantitative Data

A/Data from Learners' Questionnaire

The data gathered from the first part of the students' questionnaire which is about how middle school learners perceive teacher's written corrective feedback, whether they believe it can improve their writing accuracyand how direct and indirect written corrective can help them to develop their writing accuracy were treated quantitatively. This gathered data is targeted to answer the following two research questions:

"Does direct written corrective feedback improve middle school learners' writing accuracy?

"Does indirect written corrective feedback improve middle school learners' writing accuracy?

We selected this type of data treatment because it is more objective. It also allowed us to obtain more accurate results since it relies on statistics and numbers. The researcher calculated the percentage of each frequency in order to present and aggregate the data. Quantitative research approach is the research that places emphas is on numbers and figures in the collection and analysis of data. Imperatively, quantitative research approach can be seen as being scientific in nature. The use of statistical data for the research descriptions and analysis reduces the time and effort which the researcher invested in describing his/her result.

The respondents' answers were turned into numbers and entered them in an Excel sheet. We did not use SPSS program to calculate the data because this research did not deal

with large population. In order to compare answers between items and find out tendencies in the participants' responses, we calculated the average response for each closed-ended item in the questionnaire. These data were presented in tables, pie charts and percentages.

Part two of learners' questionnaire consists of six (6) open-ended items. We have selected the quantitative approach to treat the data gathered from the open-ended questions from learners' questionnaire because it provides us with a deeper data about the research problem under investigation.

The data gathered from learners' questionnaire; specifically open ended items (six items) were treated quantitatively. The researcher reads her respondents'answers carefully in order to determine the themes that may rise from those responses. The respondents (learners) are left free to express their opinions about the importance of writing and whether they consider writing important for their academic achievement, whether they commit errors in writing and the reason why theyc omit those errors.

 Also, the respondents were given the opportunity, through the open ended questions to freely express what written corrective feedback they prefer their writing productions to be corrected (whether direct or indirect WCF) and in what ways can the direct and the indirect written corrective feedback help them to improve their writing accuracy.The responses were analyzed to extract the most significant themes in the answers provided by the participants. Respondents' main answers will be presented in tables, pie charts and percentages.

B/ Data from Teachers' Questionnaire

Teachers'questionnaire aims at investigating teachers'views towards errors in writing, the importance of providing written corrective feedback on learners' writing, and what types of WCF teachers use when correcting their learners' written productions/work. The data gathered were treated quantitatively in order to answer the two research questions

"Does direct written corrective feedback improve middle school learners'writing accuracy?

"Does indirect written corrective feedback improve middle school learners' writing accuracy?

The respondents' answers (teachers) were turned into numbers, percentages and tables. In order to compare answers between items and find out tendencies in the participants' responses, we calculated the average response for each closed-ended item in the questionnaire. These data are presented in tables, piecharts and percentages.

We selected the quantitative approach to treat the data gathered from the close-ended questions from teachers' questionnaire because it was an easy method which allowed us to quantify and draw conclusions about the research problem under investigation.

The aim of learners'questionnaire is to explore whether middle school learners face problems in writing, in what way they prefer their errors in writing to be corrected (direct corrections or just indications of errors without the correct form), how they perceive their errors in writing and in what ways they believe direct and indirect written corrective feedback can help them to enhance their writing accuracy.

The researcher treated the gathered data quantitatively in form of tables, percentages and numbers that willbe presented in the next section (data presentation).

4.2 Presentation of the Data

4.2.1 Presentation of the Quantitative

Data A/ Data from Learners'

Questionnaire

The quantitative data comes from part one and part two of learners' questionnaire. This gathered data is aimed at answering the research questions:

"Does direct written corrective feedback improve middle school learners' writing accuracy?"

"Does indirect written corrective feedback improve middle school learners' writing accuracy?"

Part one consists of fourteen (14) close-ended items. Learners are required to answer by selecting strongly disagree, disagree, agree or strongly agree. The researcher invited thirty (30) learners of 4th year middle school to complete the questionnaire. Learners responded to the questionnaire that was translated to Arabic. The data gathered from every item is to be presented below:

Part two consists of six (6) questions. Learners are required to freely express themselves and answer the questions. The data gathered from the two parts will be presented below:

Part one (close-ended items)

Item 1: I face problems in writing in English.

Options	Number of Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	2	6.25%
Agree	**14**	**43.75%**
Strongly Agree	**14**	**43.75%**
Total	32	100%

Table1: Learners' Problems in Writing in English
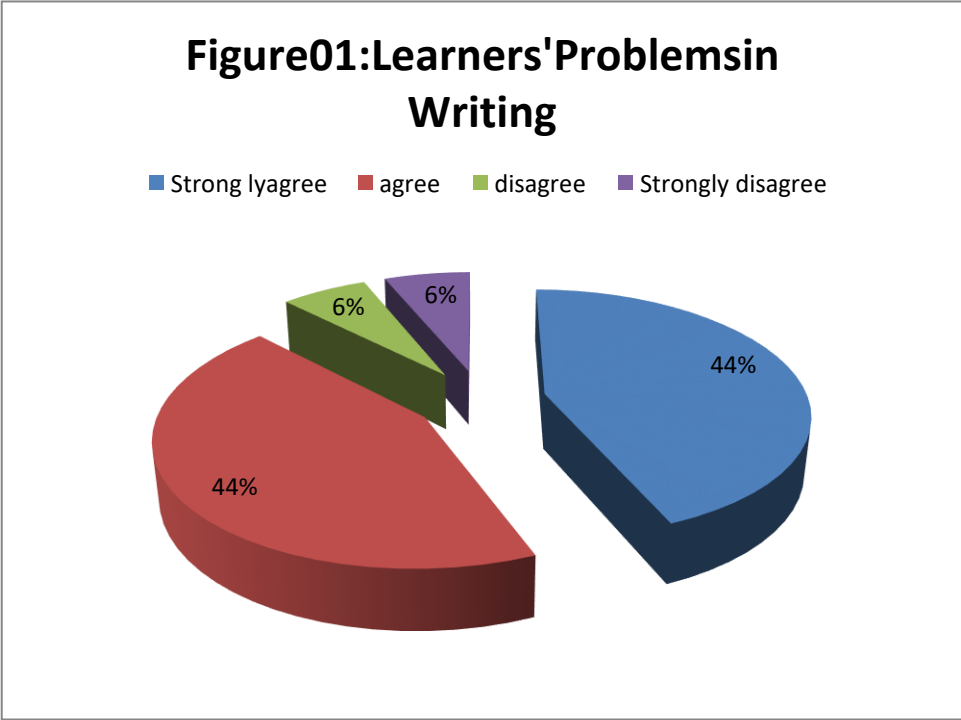
Figure 01: Learners' Problems in Writing in English

Question 1 intended to explore whether learners of fourth year face problems when they write in English. Table (1) above showed that twenty-eight learners **(28)** agree and strongly agree that they face problems when they produce in English (**43.75% agree, 43.75% strongly agree).**

Item 2: I feel frustrated when I commit errors in writing.

Options	Numberof Participants	Percentages (%)
Strongly disagree	4	12.5%
Disagree	10	31.25%
Agree	**12**	**37.5%**
Strongly Agree	**6**	**18.75%**
Total	32	100%

Table 2: Learners' Attitudes when Committing Errors in Writing

Figure 02:Learners' Attitudes when Committing Errors
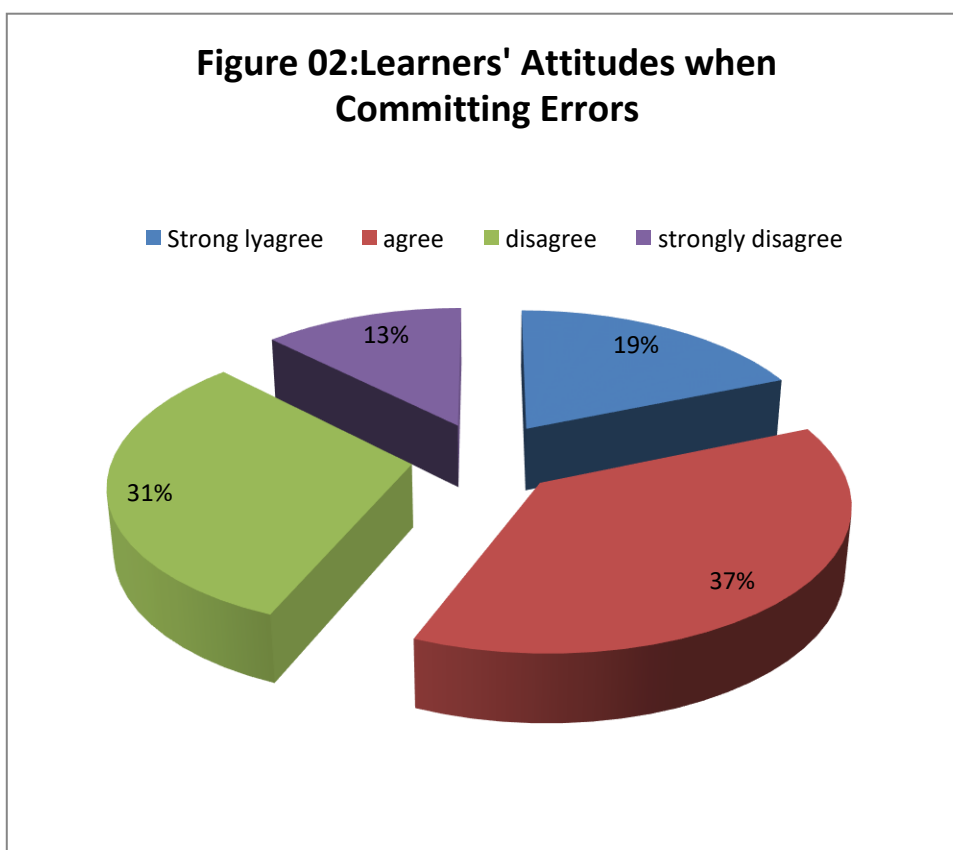
Figure 2: Learners' Attitudes when Committing Errors in Writing

Question 2 was targeted to explore learners' perceptions and attitudes towards making errors in writing. Table (2) above showed that twelve (12) students agreed and six (06) students strongly agreed on the fact that they felt frustrated when they made errors in writing in English.

Item3: I do consider errors in my writing as a sign of weakness

Options	Numberof Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	4	12.5%
Agree	**12**	**37.5%**
Strongly Agree	**14**	**43.75%**
Total	32	100%

Table 3: Learners' Thoughts about their Errors in Writing
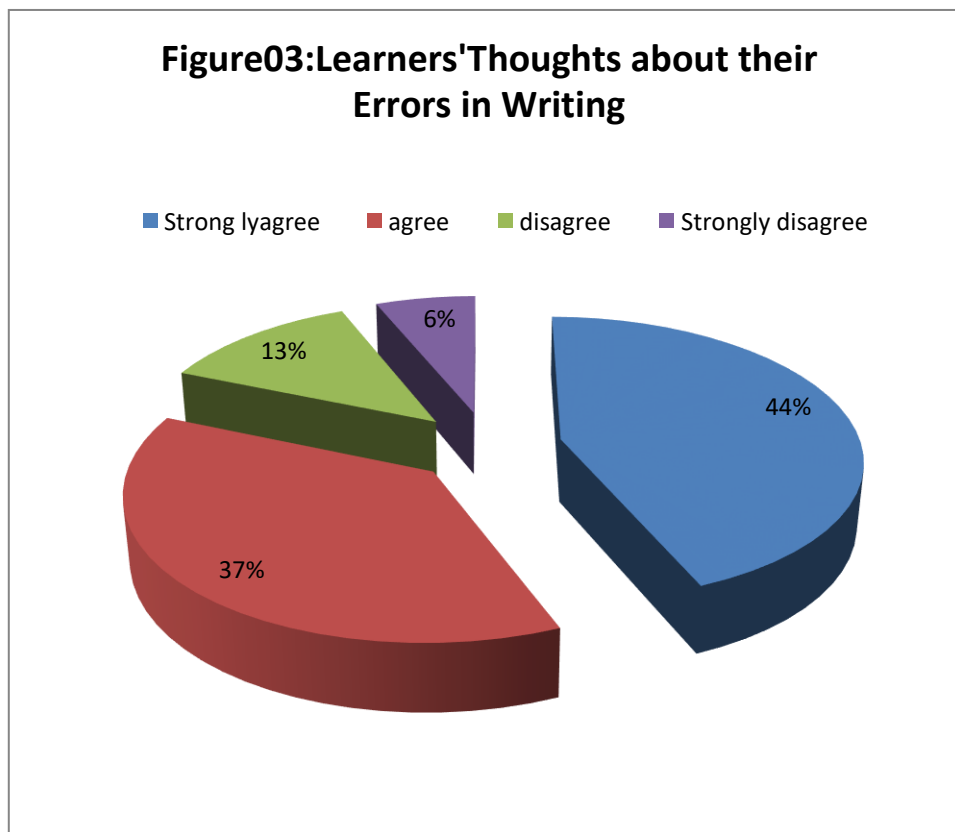
Figure 3: Learners' Thoughts about their Errors in Writing

Question (3) aimed at determining what learners thought of their errors in writing and how they saw and perceived their mistakes in writing. Table (3) showed that **37.5%** and **43.75%** of students agreed and strongly agreed on considering their errors as a sign of weakness.

Item 4: I do not consider errors in my writing as a sign of weakness

Options	Number of Participants	Percentages (%)
Strongly disagree	**14**	**43.75%**
Disagree	**12**	**37.5%**
Agree	4	12.5%
Strongly Agree	2	6.25%
Total	32	100%

Table 4: Learners' Views towards their Errors in Writing
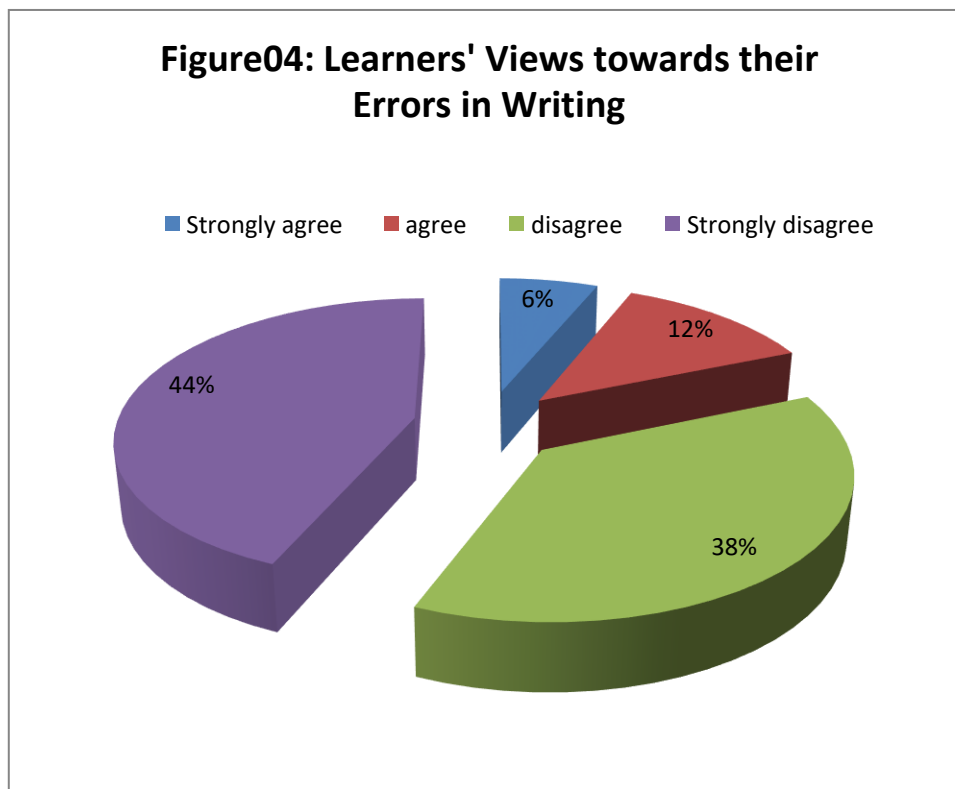
Figure 4: Learners' Views towards their Errors in Writing

Question (4) attempted to explore how learners view and consider their errors in writing. Table (4) above was showing that most of learners **(43.75% & 37.5%)** did not agree on the fact that they saw their errors as a sign of weakness.

Item 5: Errors in my writing are part of learning.

Options	Number of Participants	Percentages (%)
Strongly disagree	3	9.37%
Disagree	1	3.12%
Agree	**13**	**40.62%**
Strongly Agree	**15**	**46.87%**
Total	32	100%

Table 5: The Importance of Errors in Writing
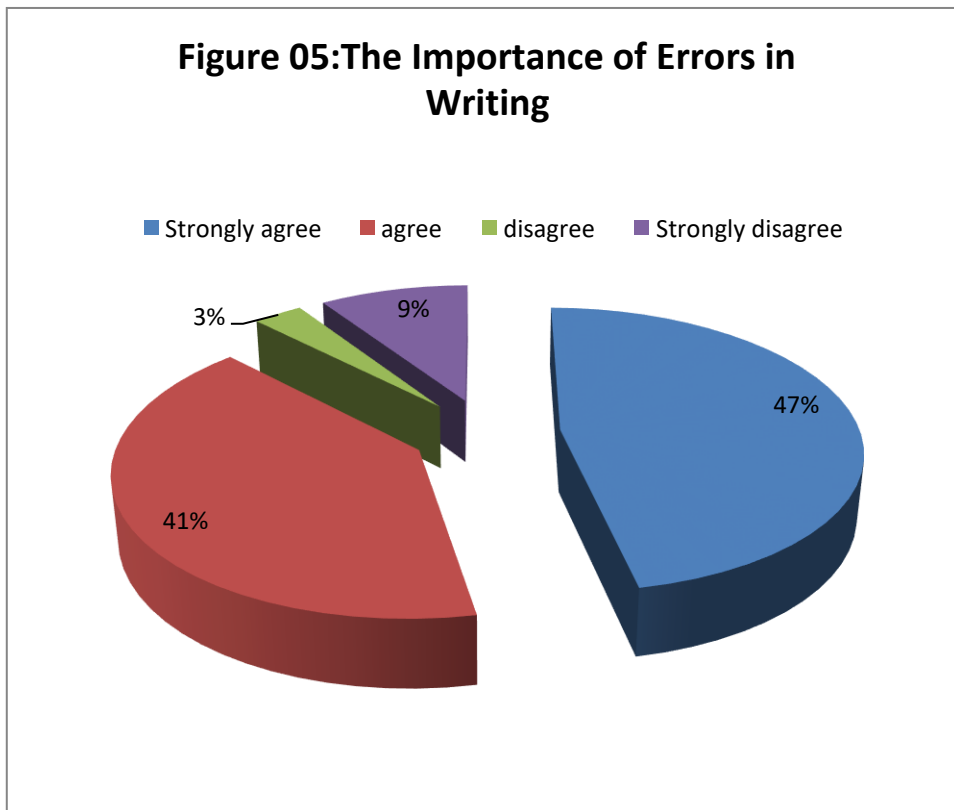
Figure 5: The Importance of Errors in Writing

Question (5) intended to explore whether learners considered making errors in writing as an inseparable part of learning or not. Table (5) showed that most twenty-eight (28) students agreed and strongly agreed **(40.62% & 46.87%)** that making errors was important for learning how to write in English

Item 6: Writing is a requirement in middle school for academic achievement.

Options	Number of Participants	Percentages (%)
Strongly disagree	0	0%
Disagree	0	0%
Agree	**14**	**43.75%**
Strongly Agree	**18**	**56.25%**
Total	32	100%

Table 6: The Importance of Writing for Academic Achievement
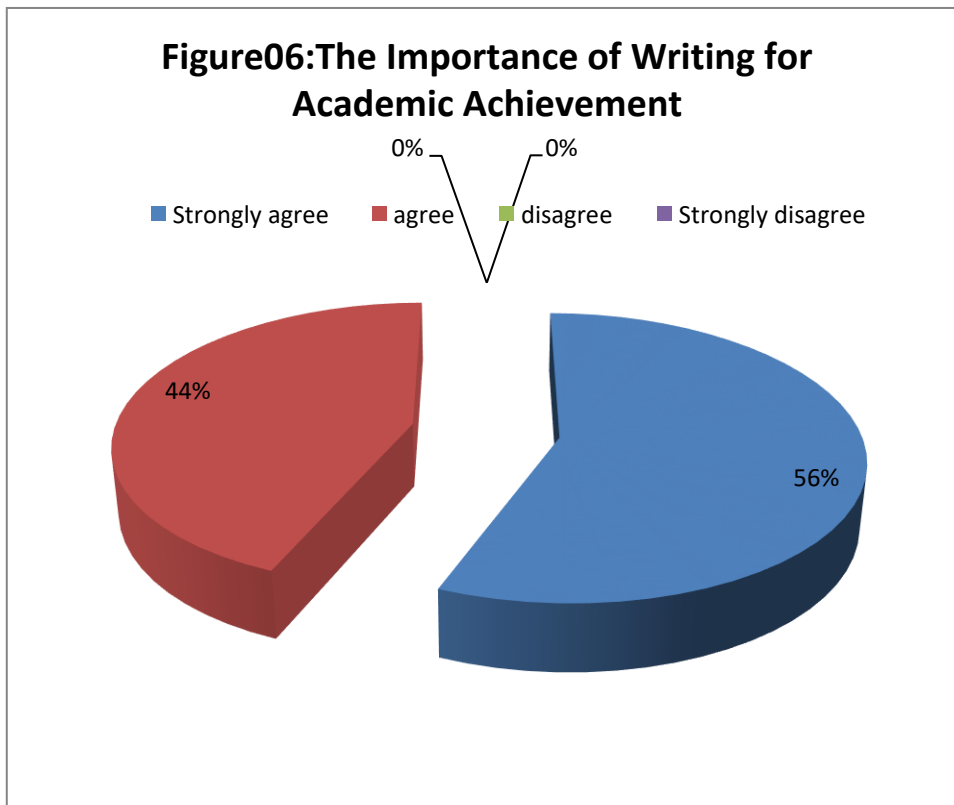
Figure 6: The Importance of Writing for Academic Achievement

Question (6)'s main objective was to explore if learners considered the writing skill as an important skill for their academic achievement. Table (6) clearly showed that **43.75%** and **56.25%** of learners agreed and strongly agreed that writing was crucial for their performance and achievement.

Item 7: Teacher's written correction on my writing is important.

Options	Number of Participants	Percentages (%)
Strongly disagree	1	3.12%
Disagree	2	6.25%
Agree	**10**	**31.25%**
Strongly Agree	**19**	**59.37%**
Total	32	100%

Table 7: Learners' Perceptions on their Teachers' WCF
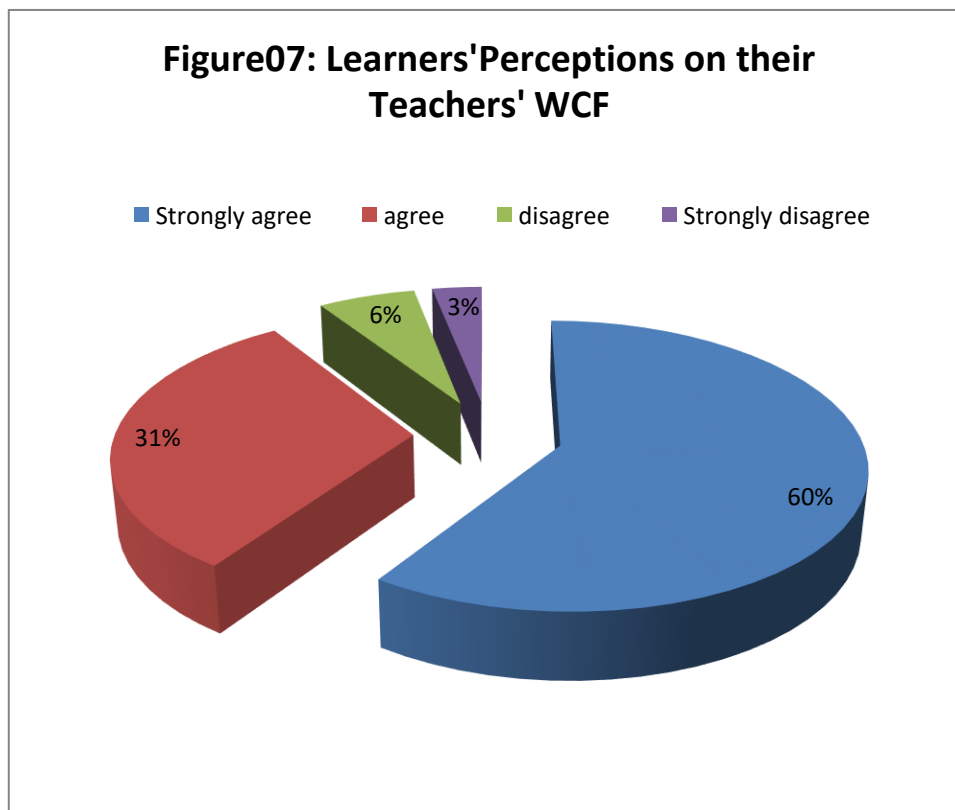
Figure 7: Learners' Perceptions on their Teachers' WCF

Question (7) attempted to investigate learners' views towards their teacher's written corrective feedback on their writing and whether they considered it as beneficial in improving their writing or not. Table (7) clearly stated that twenty-nine **(29)** of learners agreed and strongly agreed that the teacher's written corrective feedback is beneficial and effective in helping them to improve on their writing.

Item 8: I prefer when the teacher indicates my errors and corrects them

Options	Number of Participants	Percentages (%)
Strongly disagree	6	18.75%
Disagree	4	12.5%
Agree	**10**	**31.25%**
Strongly Agree	**12**	**37.5%**
Total	32	100%

Table 8: Learners' Preferences of Direct WCF
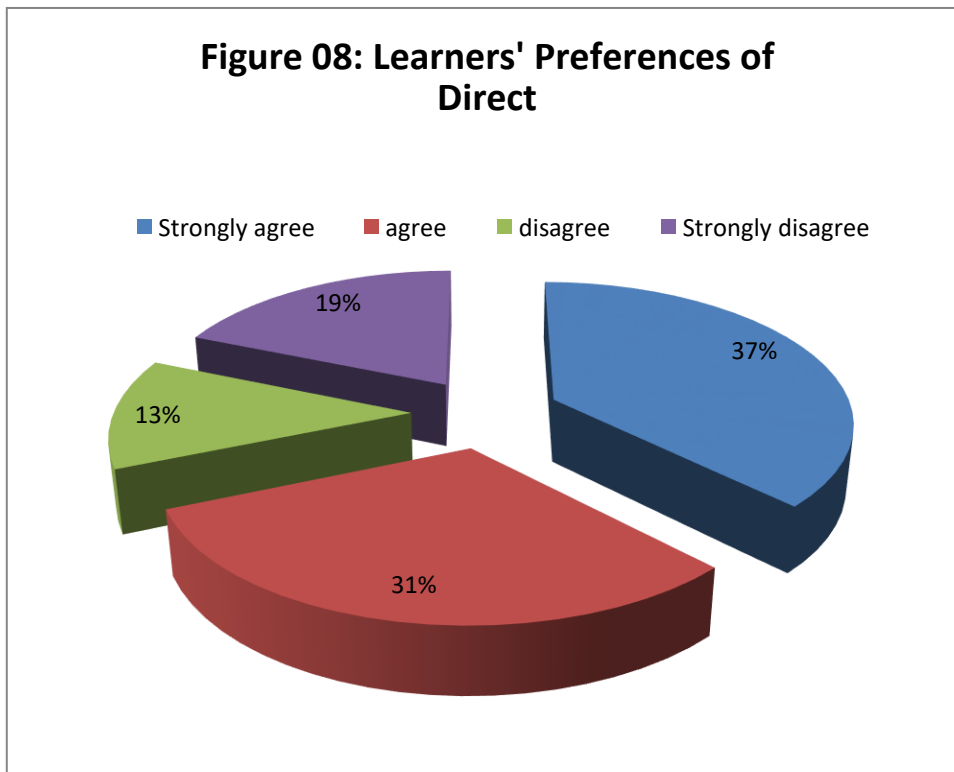
Figure 8: Learners' Preferences of Direct WCF

Question (8) accentuated learners' preferences of direct WCF and whether they liked teacher's direct correction on their writing or not. Table (8) stated that ten (10) learners agreed while twelve (12) learners strongly agreed that they prefered when their teachers indicated their errors and corrected them.

Item 9: I like when the teacher only indicates my errors without correcting them

Options	Numberof Participants	Percentages (%)
Strongly disagree	**10**	**31.25%**
Disagree	**10**	**31.25%**
Agree	8	25%
Strongly Agree	4	12.5%
Total	32	100%

Table 9: Learners' Preferences of Indirect WCF
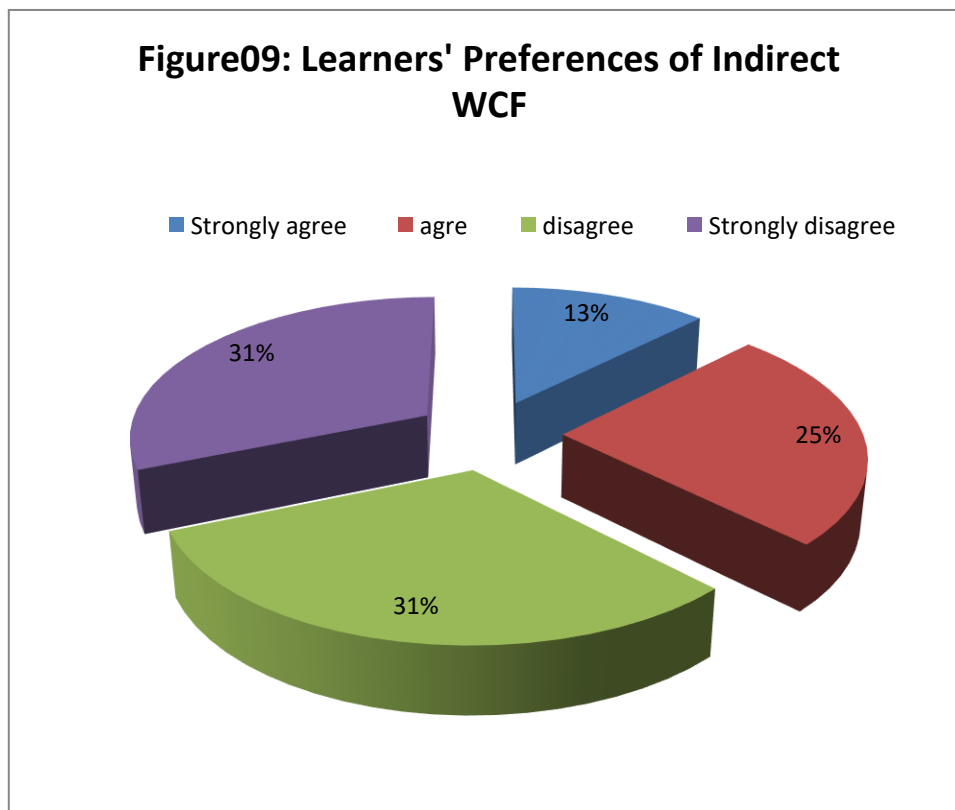
Figure 9: Learners' Preferences of Indirect WCF

Question (9) attempted to determine whether learners had a tendency or a preference towards their teacher's indirect WCF on their writing. Table (9) showed that twenty (20) learners did not like when the teacher only indicated their errors without correcting them **(stronglydisagree=31.25%; disagree=31.25%).**

Item 10: Teacher's indirect corrections motivate me to correct my errors by myself.

Options	Number of Participants	Percentages (%)
Strongly disagree	4	12.5%
Disagree	5	15.62%
Agree	**14**	**43.75%**
Strongly Agree	**9**	**28.12%**
Total	32	100%

Table 10: Promoting Learners' Motivation in Correcting their Errors in Writing through Indirect WCF

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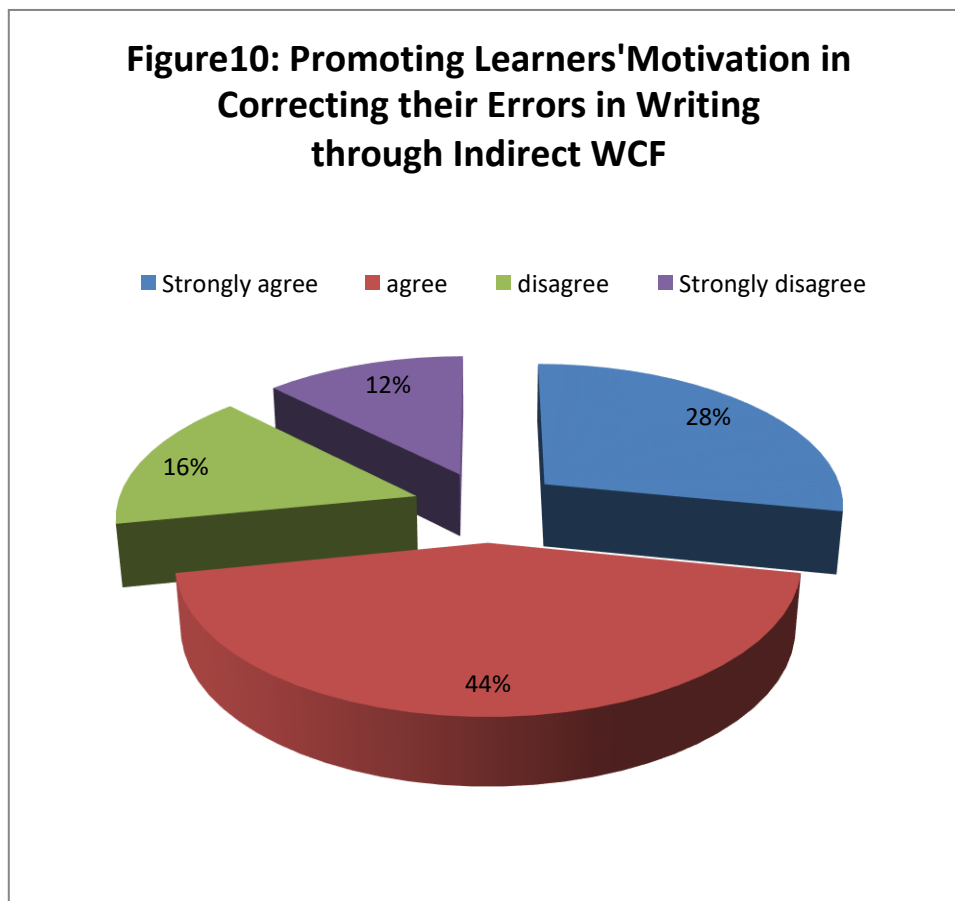
Figure 10: Promoting Learners' Motivation in Correcting their Errors in Writing through Indirect WCF

Question (10) aimed at exploring whether indirect learners' motivation was promoted when the teacher corrected their writing using the indirect WCF. Table (10) stated that 43.75% and 28.12% of the participants agreed on the idea that the indirect feedback motivated them and encouraged them to self-correct their errors in writing.

Item 11: Teacher's indication of errors without correcting them challenges me to find the correct form of the error

Options	Number of Participants	Percentages (%)
Strongly disagree	7	21.87%
Disagree	**9**	**28.12%**
Agree	**8**	**25%**
Strongly Agree	8	25%
Total	32	100%

Table 11: Challenging Learners' and Boosting their Confidence to Self-Correct their Errors via Indirect WCF
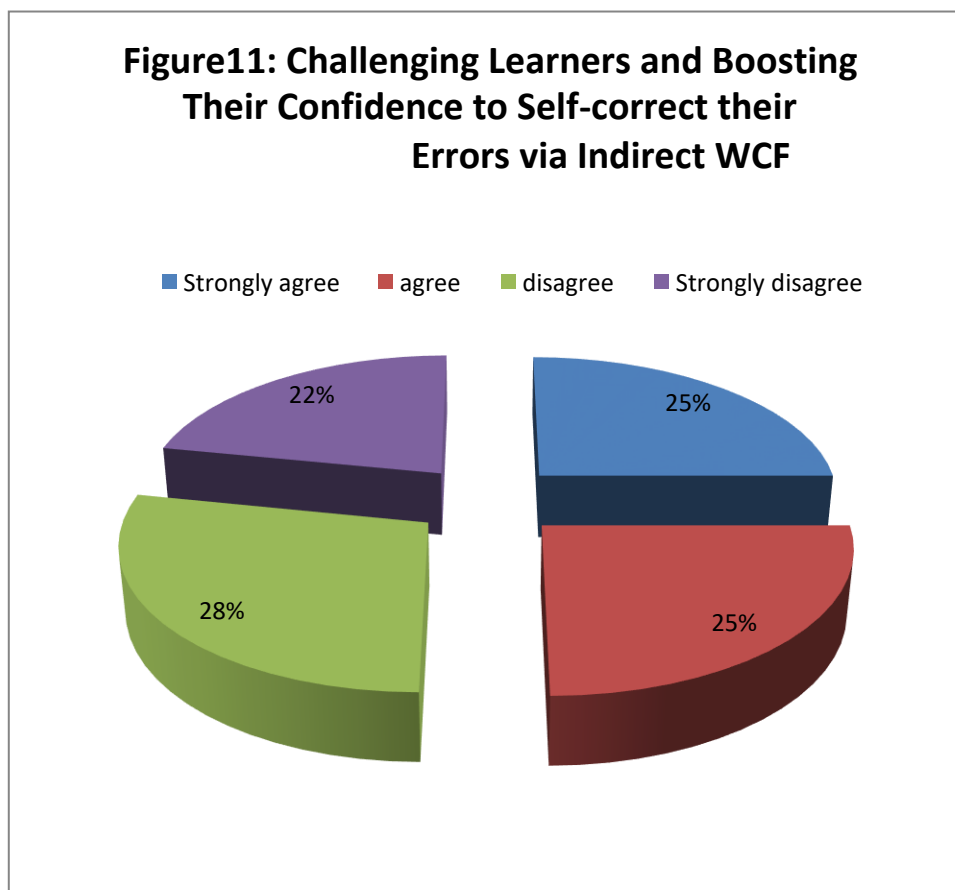
Figure 11: Challenging Learners' and Boosting their Confidence to Self-Correct their Errors via Indirect WCF

Question (11) was targeted to determine whether indirect WCF could challenge learners and boost their self-confidence in finding the correct form and correcting their own errors in writing through teacher's indirect WCF. Table (11) showed that **28.12%** of learners disagreed on the effect teacher's indication of the error without giving the correction could challenge them to find the correct form while **25%** of students agreed on the effectiveness of indirect WCF in challenging them to find the correct form.

Item 12: Teacher's indication of my errors without the provision of the correct form increases myself-confidence and self-esteem in my ability to correct errors.

Options	Number of Participants	Percentages (%)
Strongly disagree	5	15.62%
Disagree	8	25%
Agree	**10**	**31.25%**
Strongly Agree	**9**	**28.12%**
Total	32	100%

Table 12: Increasing Learners' Self-esteem and their Ability in Correcting their Writing Errors via Indirect WCF
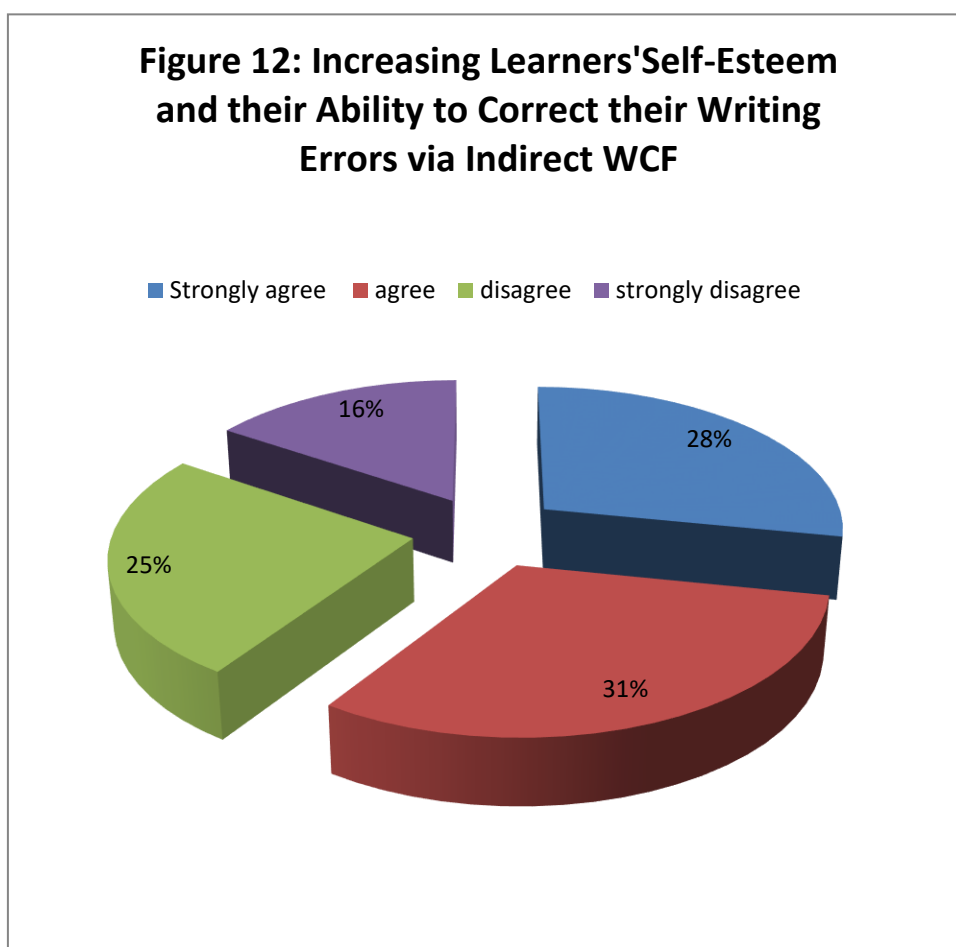
Figure 12: Increasing Learners' Self-esteem and their Ability in Correcting their Writing Errors via Indirect WCF

Question (12) was intended to explore the **efficacy of the provision of indirect WCF** and whether it was fruitful and effective in increasing learners' self-esteem and their ability to self-correct their errors in writing. Table (12) stated that nineteen (19) learners agreed and strongly agreed on the fact that indirect written corrective feedback could raise their self-confidence and self-esteem in

attempting to correct their errors and find the correct form on their own **(31.25% & 28.12%**

Item 13: Teachers' indication and correction of the error helps me to learn effectively new structures.

Options	Number of Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	1	3.12%
Agree	**16**	**50%**
Strongly Agree	**13**	**40.62%**
Total	32	100%

Table 13: The Role of Direct WCF in Helping Learners to Effectively Learn New Structures or Forms
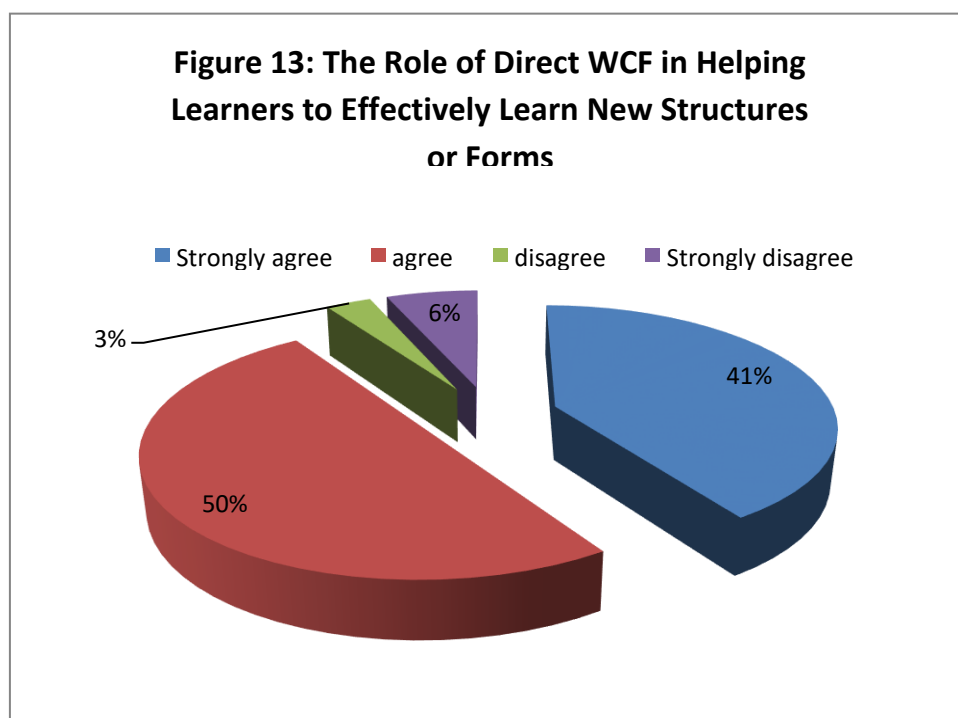
Figure 13: The Role of Direct WCF in Helping Learners to Effectively Learn New Structures or Forms

Question (13) aimed at investigating whether teacher's indication and correction of the error via the direct WCF could help learners to learn from errors in writing without feeling confused or forming wrong hypothesis concerning their errors. Table (13) showed that **50%** and **40.62%** of the participants **agreed** and **strongly** agreed on the efficacy of direct feedback and that it helped them to effectively

learn new structures

Item 14: Teacher's direct correction on my errors reduces my confusion in finding the correct form.

Options	Number of Participants	Percentages (%)
Strongly disagree	3	9.37%
Disagree	4	12.5%
Agree	**15**	**46.87%**
Strongly Agree	**10**	**31.25%**
Total	32	100%

Table 14: The Effectiveness of Direct WCF in Reducing Learners' Confusion in Finding the Correct Form.
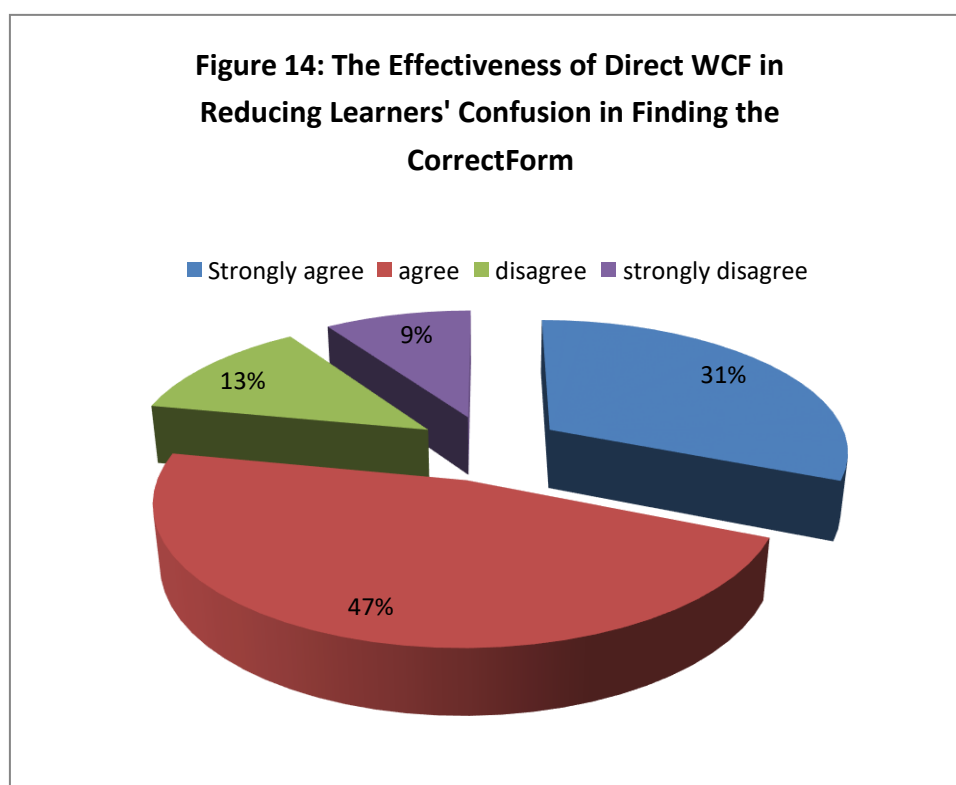
Figure 14: The Effectiveness of Direct WCF in Reducing Learners' Confusion in Finding the Correct Form.

Question (14) aimed at determining the efficacy of direct WCF, the role it played and whether teacher's direct indication and correction of the error and the provision of the correct form could contribute in reducing learners' confusion in finding the correct form. Table (14) showed that **46.87%** and **31.25%** of learners

agreed and **strongly agreed** that direct WCF helped them to avoid confusion in attempting to find the correct form.

Part Two (open-ended items)

Questionnaire data obtained from part two **(Q1, Q2, Q3, Q4, Q5& Q6)** are used to answer the main formulated research questions:

"Does direct written corrective feedback improve middle school learners' writing accuracy?"

"Does indirect written corrective feedback improve middle school learners' writingaccuracy?"

Item 1: Is writing in English important?

Options	Number of Participants	Percentage (%)
Yes	**32**	**100%**
No	0	0%

Table 1: Learners' Perceptions on the Importance of Writing in English
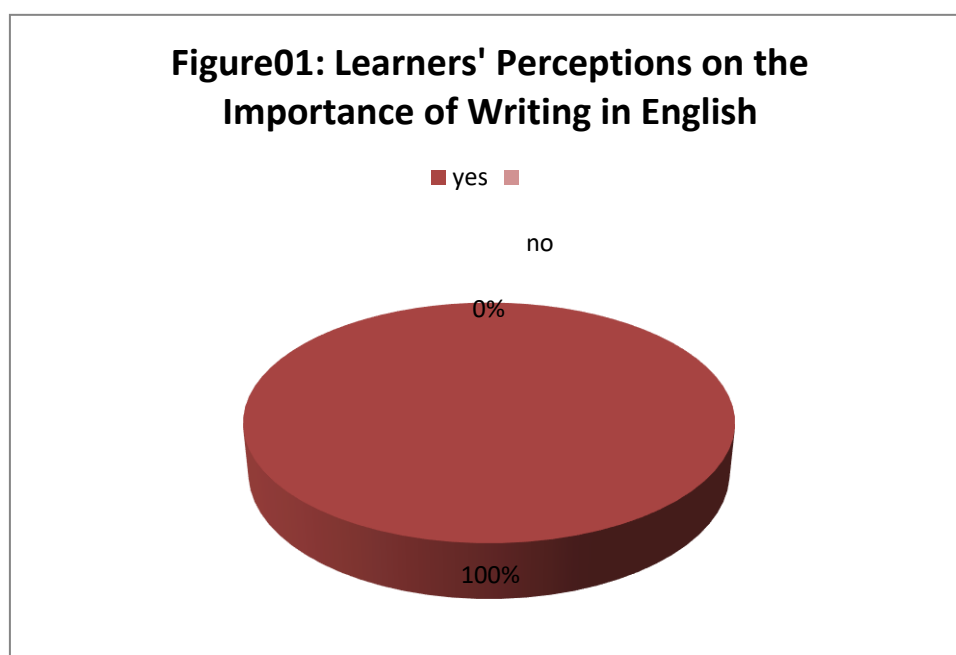
Figure 1: Learners' Perceptions on the Importance of Writing in English

Question (1) was intended to explore learners' views and whether they perceived writing in English as an important educational requirement. Table (1) showed that all learners at middle school agreed on the importance of writing in English.

Item 2: Do you commit errors in writing?

Options	Number of Participants	Percentage (%)
Yes	**29**	**90.62%**
No	3	9.37%

Table 2: Learners Committing Errors in Writing
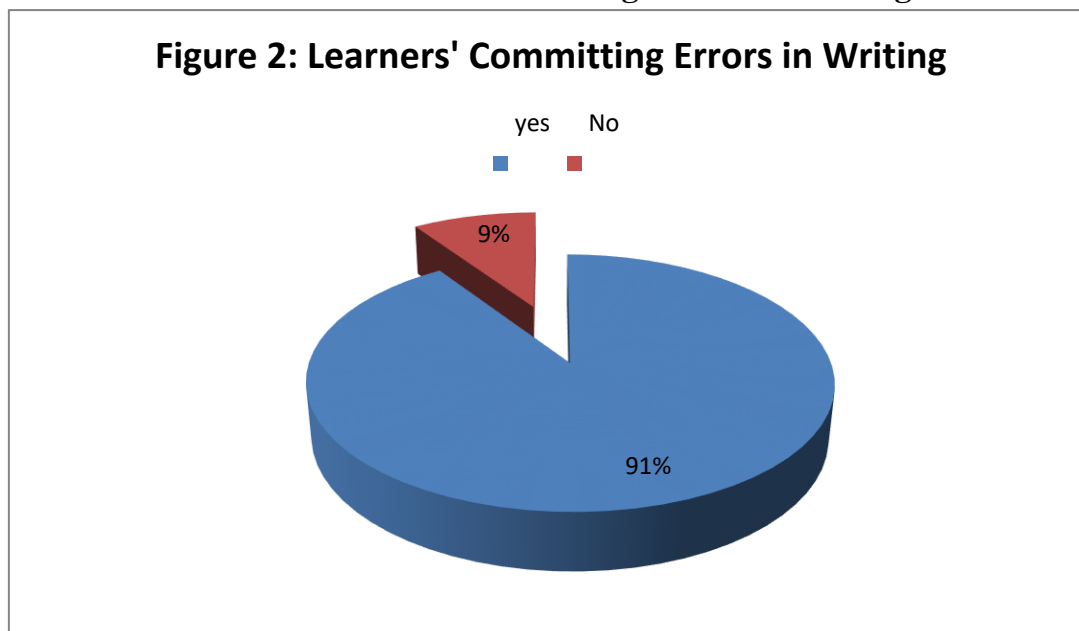
Figure 2: Learners Committing Errors in Writing

Question (2) was targeted to investigate whether learners of middle school committed errors in writing or not. Table (2) stated that most of learners (90.62%) committed errors when they wrote in English.

Item 3: Why do you commit errors in writing?

Question 3	Number of Participants	Percentage (%)
1. I do not know the word or the sentence in English (vocabulary problem)	14	43.75%
2. I do not possess the Linguistic competence (how it's written)	**18**	**56.25%**
Total	32	100%

Table 3: Reasons behind Committing Errors in Writing
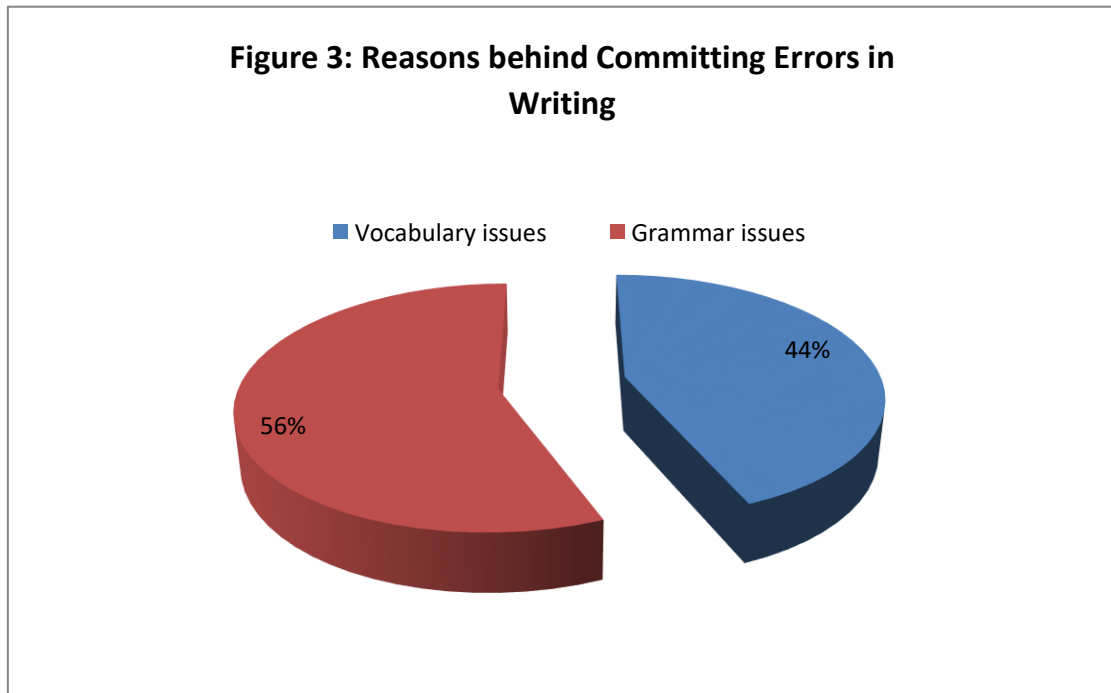
Figure 3: Reasons behind Committing Errors in Writing

Question (3) aimed at exploring the reasons behind learners' errors in writing.Table (3) showed that **(43.75%)** of learners explained that they made errors in writing due to thefact that their vocabulary was insufficient while most of learners **(65.25%)** explained that they made errors in writing because they did not possess the linguistic ability and they did not know how to write a given word correctly.

Item 4: Do you prefer teacher's direct OR indirect written corrective feedback?

Options	Number of Participants	Percentages (%)
Direct WCF	**19**	**59.37%**
Indirect WCF	13	40.62%
Total	32	100%

Table 4: Learners' Preferences of Direct OR Indirect WCF

Figure 4:Learners' Preferences of Direct OR Indirect WCF

Direct WCF ■ Indirect WCF

41%

59%
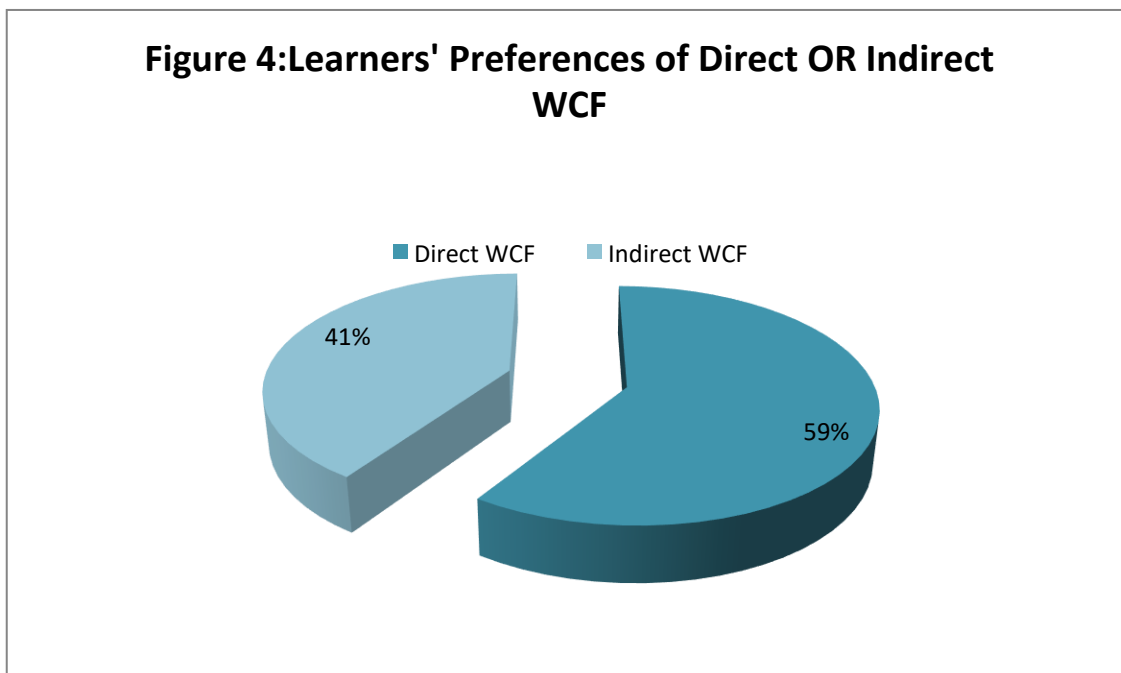
Figure 4: Learners' Preferences of Direct OR Indirect WCF

Question (4) intended to investigate whether learners of English at middle school prefered their teachers to correct their writing through direct or indirect WCF. Table (4) showed that most of learners **(59.37%)** prefered when their teachers used direct WCF while some learners **(40.62%)** liked when their writing was corrected through indirect WCF.

Item 5: If direct written corrective feedback, why?

Reasons	Number of Participants	Percentages (%)
It helps me to effectively learn new Structures	6	18.75%
It helps me to reduce confusion in Finding the right correct from	6	18.75%
It assists me to know here is my error And prevents me fromf orming wrong hypotheses	**8**	**25%**
It draws my attention and raises my Awareness to the error and its correction	12	37.5%
Total	32	100%

Table (5):Reasons behind Learners' Preferences of Direct WCF

Figure 5: Reasons behind Learners' Preferences of Direct WCF

Item (5) aimed at investigating thee reasons why learners liked their teachers to use direct WCF in correcting their writing. Table (4/a) showed that learners explain their preference towards direct WCF because it helped them to effectively learn news tructures (18.75%). Also, it helped them to reduce confusion in finding the right correct from and prevented them from forming wrong hypotheses **(25%).** In addition, direct WCF drew learners' attention and raised their awareness to the error and its correction **(37.5%).**

Item (6): If indirect written corrective feedback, why?

Reasons	Number of Participants	Percentages (%)
It motivates me to correct my errors	8	25%
It challenges me to find the correct Form	8	25%
It increases my self-confidence and self-esteem to correct my errors in Writing	10	31.25%

It makes me responsible in correcting My own errors in writing.	6	18.75%
Total	32	100%

Table 6: Reasons behind Learners' Preferences on Indirect WCF
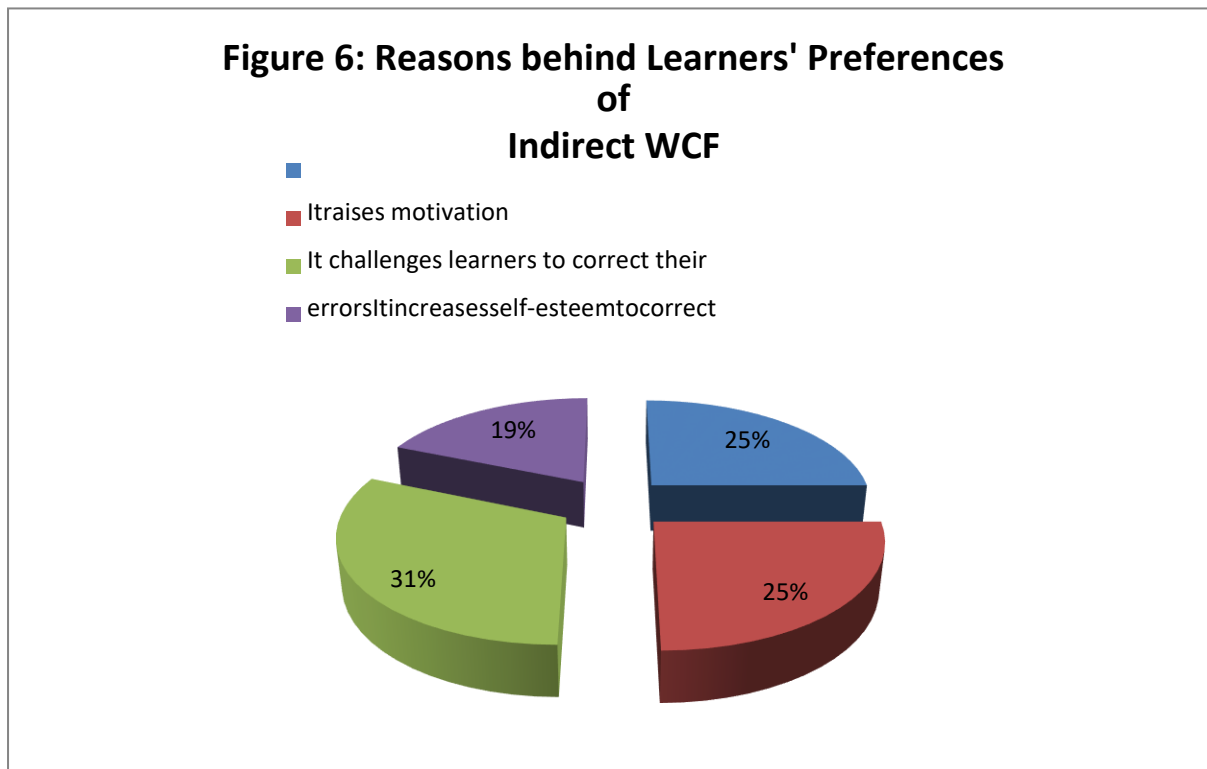
Figure 6: Reasons behind Learners' Preferences on Indirect WCF

Question (4/b) attempted to explore the reasons why learners prefered teachers' indirect WCF on their writing. Table (4/b) showed that most of learners (31.25%) prefered indirect WCF because it increased their self-confidence and self-esteem to correct their errors in writing. It also motivated them to correct their errors and challenged them to find the correct form (50%). Learners had a tendency towards indirect WCF because it made them responsible in correcting their own errors in writing (18.75%).

Item 7: How can direct teacher's correction on your errors helps you to improve your writing?

Ways of the effectiveness of direct WCF	Number of Participants	Percentages (%)

It helps me to effectively learn new Structures	8	25%
It helps me to reduce confusion in Finding the right correct from	8	25%
It assists me to know where is my error and prevents me from forming wrong Hypotheses	8	25%
It draws my attention and raises my Awareness to the error and its correction	8	25%
Total	32	100%

Table 7: Ways of the Efficacy of Direct WCF
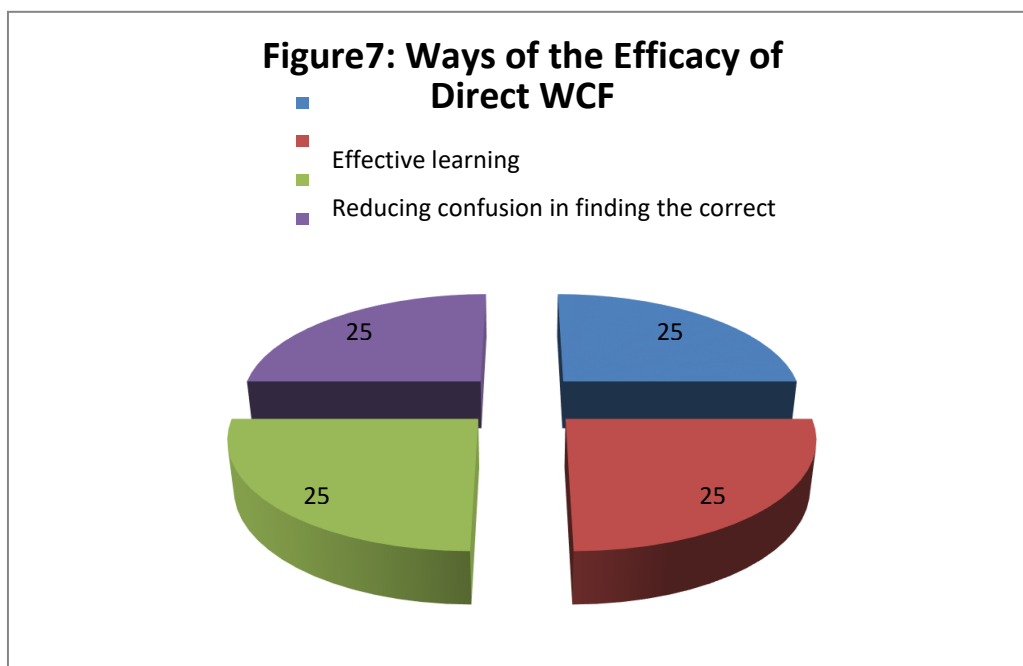
Figure 7: Ways of the Efficacy of Direct WCF

Question (7) aimed at showing the ways in which direct WCF could help learners to enhance their writing accuracy. Table (7) showed direct WCF could be effective in many ways: it helped effectively in learning new grammar structures (25%). It helped to reduce the confusion of finding the right form (25%). It also assisted to know where the error was and prevented forming wrong hypotheses (25%). It drew learners' attention and raised their awareness to the error and its correction (25%).

Item 8: How can indirect teacher's correction on your errors help you to improve your writing?

Ways of the Effectiveness of Indirect WCF	Number of participants	Percentages (%)
It motivates me to correct my errors	6	18.75%
It challenges me to find the correct form	9	28.12%
It increases my self-confidence and self-esteem to correct my errors in writing	7	21.87%
It makes me responsible in correcting my own errors in writing.	10	31.25%
Total	32	100%

Table 8: Ways of the Efficacy of Indirect WCF

Figure8: Ways of the Efficacy of Indirect WCF

- Motivating learners to correct their errors
- Challenging them to correct their errors
- Increasing theirself-confidence and self-esteem to correct their errors
- Increasing responsibility in learning and correcting their errors

28% 26% 26% 20%
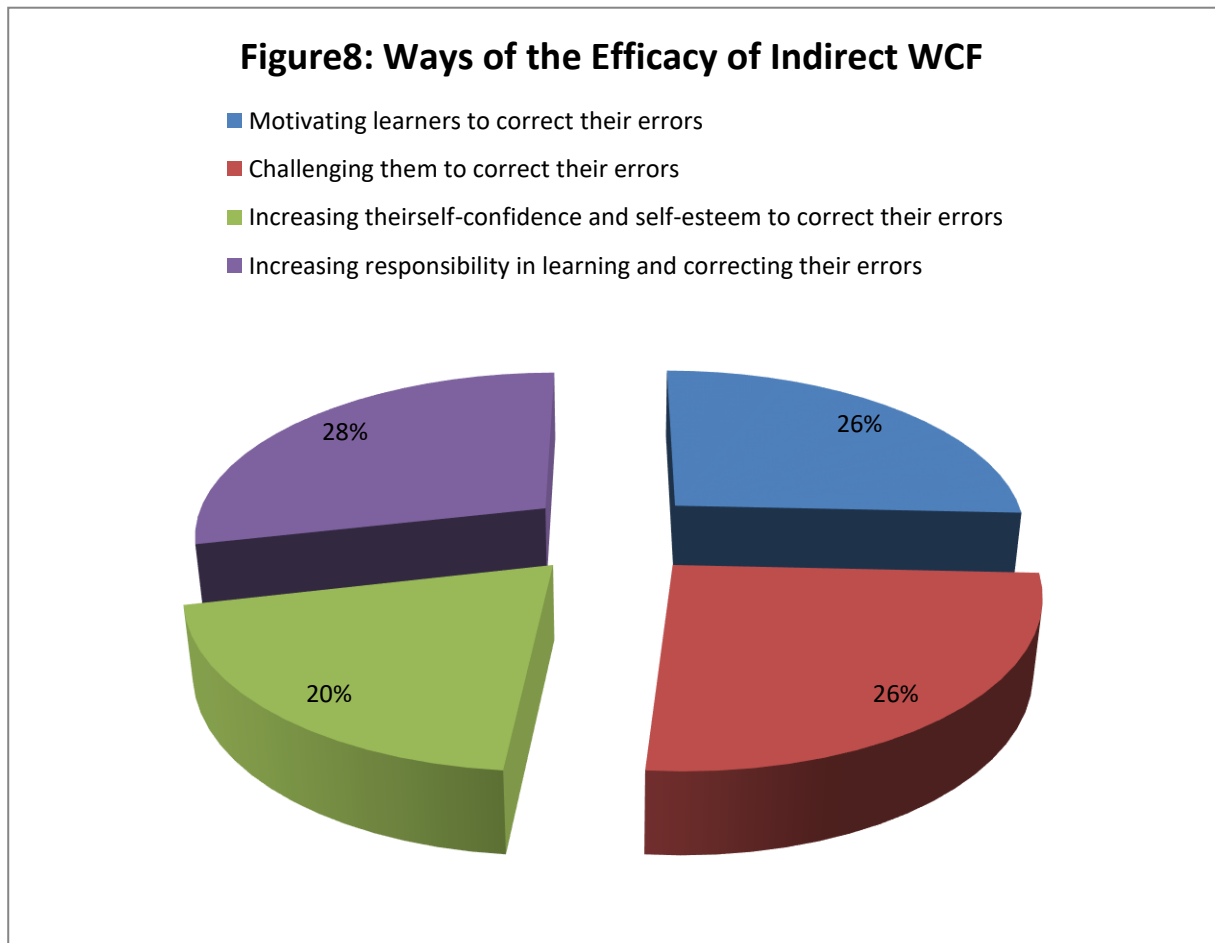
Figure 8: Ways of the Efficacy of Indirect WCF

Question (8) aimed at exploring the ways in which indirect WCF was effective in improving learners' writing accuracy. Table (6) showed that **18.75%** of learners interpret the efficacy of indirect WCF in the sense that it motivated them to correct their errors by themselves. **28.12%** of learners saw that indirect WCF was effective as it challenged them to find the correct answer. **21.87%** of learners also believed in the fruitfulness of indirect WCF because it increased their self-confidence and self-esteem to correct their errors in writing. **31.25%** of learners reported that indirect WCF was useful for them as it made them responsible in correcting their own errors in writing.

B/ Data from Teachers' Questionnaire

The quantitative data comes from section one of teachers' questionnaire. This gathered data attempts to answer the research questions:

"Does direct written corrective feedback improve middle school learners' writing accuracy?"

"Does indirect written corrective feedback improve middle school learners' writing accuracy?"

Teachers' Questionnaire was submitted to thirty-two (32) teachers of English at middle school. Four (4) teachers from the same school that researcher (the teacher) works in and the remaining teachers from other middle schools in Tipaza. Teacher questionnaire consists of twenty (20) items which are close-ended. Teachers or the respondents are required to read the items then select: strongly disagree, disagree, agree or strongly agree.The data gathered of each item is presented below:

Item 1: Committing errors in writing is an inevitable circumstance in learners' process of language learning.

Options	Number of Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	3	9.37%
Agree	8	25%
Strongly Agree	19	59.37%
Total	32	100%

Table 1: Teachers' Perceptions on the Occurrence of Errors in Learners' Writing
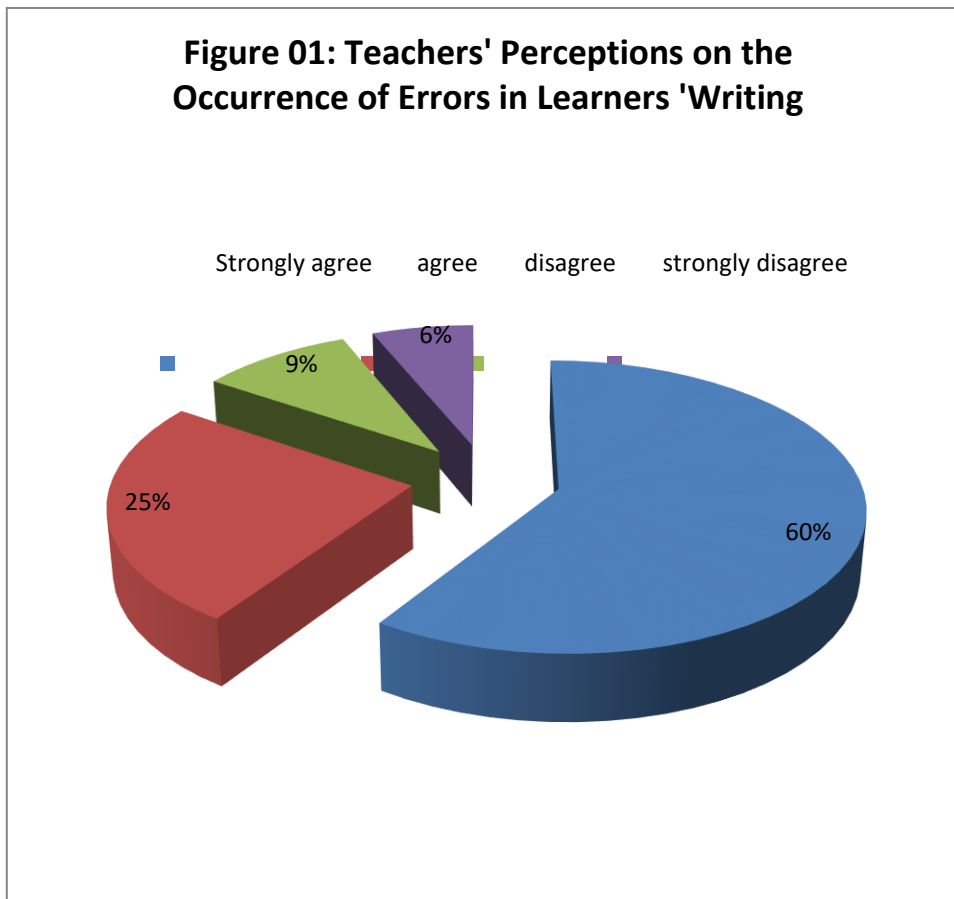
Figure 1: Teachers' Perceptions on the Occurrence of Errors in Learners' Writing

Item (1) aimed at exploring teachers' perceptions and views towards the occurrence of errors in learners' writing and whether they believed that committing errors were inevitable and that they were an integral part of learning. Table (1) showed that most of teachers **(59.36%)** strongly agreed on the idea that making errors is natural inevitable process in learning.

Item 2: Learners' errors in writing are considered as a sign of incompetence.

Options	Number of Participants	Percentages (%)
Strongly disagree	20	62.5%
Disagree	9	28.12%
Agree	2	6.25%
Strongly Agree	1	3.12%
Total	32	100%

Table 2: Teachers' Views towards Committing Errors in Writing

Figure 02: Teachers' Views towards Committing Errors in Writing

■ Strongly agree ■ agree ■ disagree ■ strongly disagree
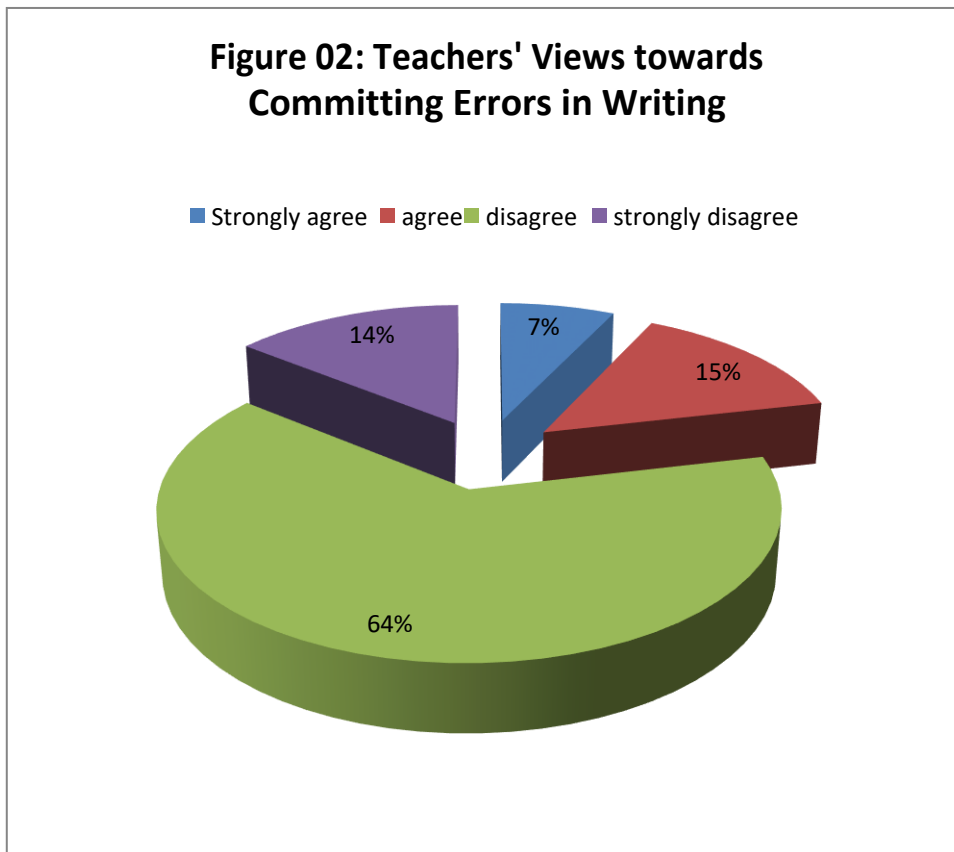
Figure 2:Teachers'Views towards Committing Errors in Writing

Item (2) was addressed to investigate whether teachers perceived errors in learners' writing as a sign of incompetence. Table (2) showed that most of teachers strongly disagreed **(62.5%)** and disagreed **(28.12%)** that learners' errors in writing are viewed as a sign of incompetence.

Item 3: Errors in learners' writing indicate the insufficient performance of the teacher.

Options	Number of Participants	Percentages (%)
Strongly disagree	30	93.75%
Disagree	2	6.25%
Agree	0	0%
Strongly Agree	0	0%
Total	32	100%

Table 3: Teachers' Perceptions on the Correlation between the Occurrence

Figure 03: Teachers'Perceptionson the Correlation between the Occurrence of Errorson Learners' Writing and their Insufficient Teaching/Performance in Classroom
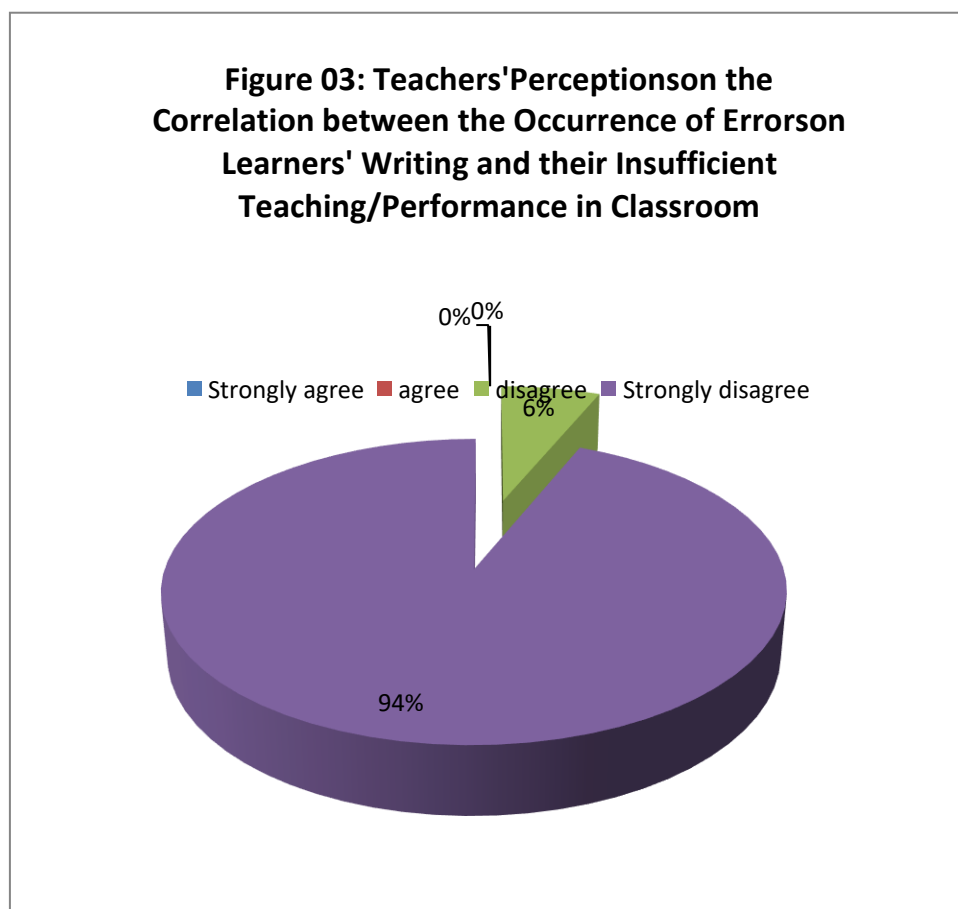
Figure 3: Teachers' Perceptions on the Correlation between the Occurrence of Errors in Learners' Writing and their Insufficient Teaching/Performance in Classroom

Item (3) attempted to explore whether teachers agreed that the occurrence of errors in learners' writing is the result of teachers' insufficient performance or ineffective teaching. Table (3) stated that most of teachers strongly disagree **(93.75%)** and disagree **(6.25%)** that learners' errors were correlated with teachers' performance and that teachers'performance was the reason behind learners'committing errors.

Item 4: Providing feedback on learners' errors isone of the core responsibilities of the teacher.

Options	Number of Participants	Percentages (%)
Strongly disagree	0	0%
Disagree	0	0%
Agree	8	25%
Strongly Agree	24	75%
Total	32	100%

Table 4:Teachers' Opinions on the Importance of Teacher's Provision of WCF
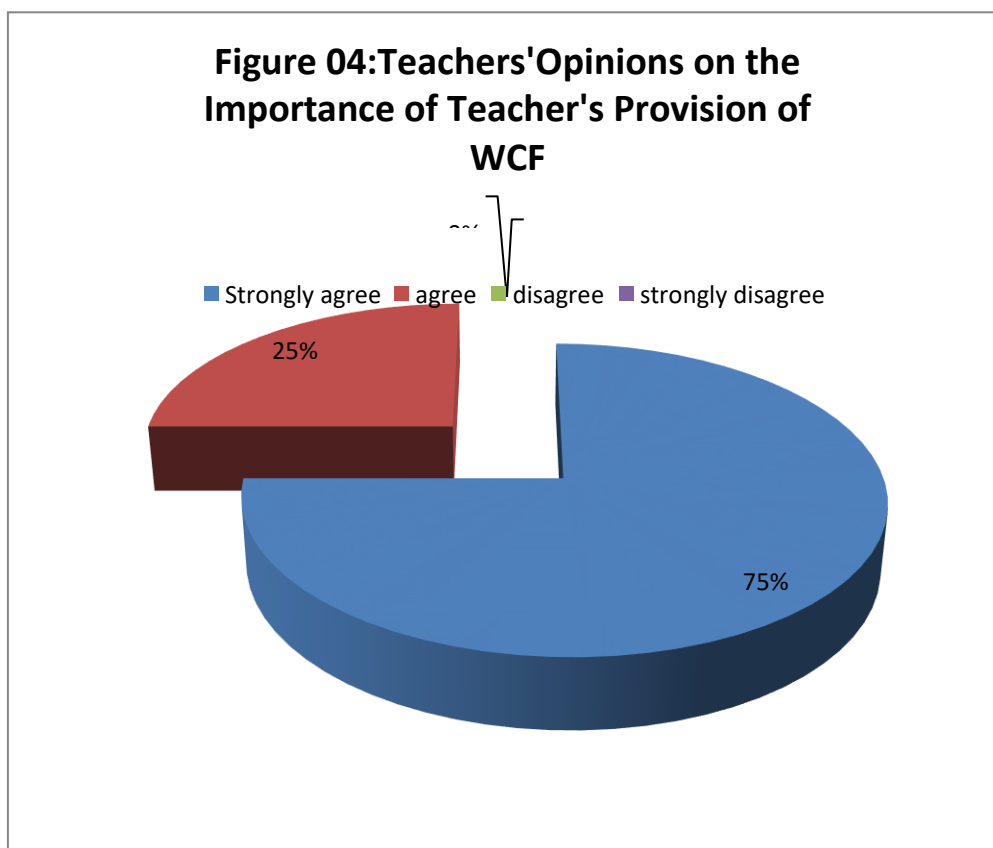
Figure 4: Teachers' Opinions on the Importance of Teacher's Provision of WCF

Item (4) aimed at determining whether teachers' WCF on learners' writing was a core responsibility for the teacher. Table (4) showed that teachers (75%) strongly agreed and agreed (25%) on the fact that WCF was an instructional tool.

Item 5: Correcting learners' grammatical errors is part of teaching.

Options	Number of Participants	Percentages (%)
Strongly disagree	0	0%
Disagree	0	0%
Agree	8	25%
Strongly Agree	24	75%
Total	32	100%

Table 5: "Teachers' Views towards the Importance of Correcting Learners' Grammatical Errors"
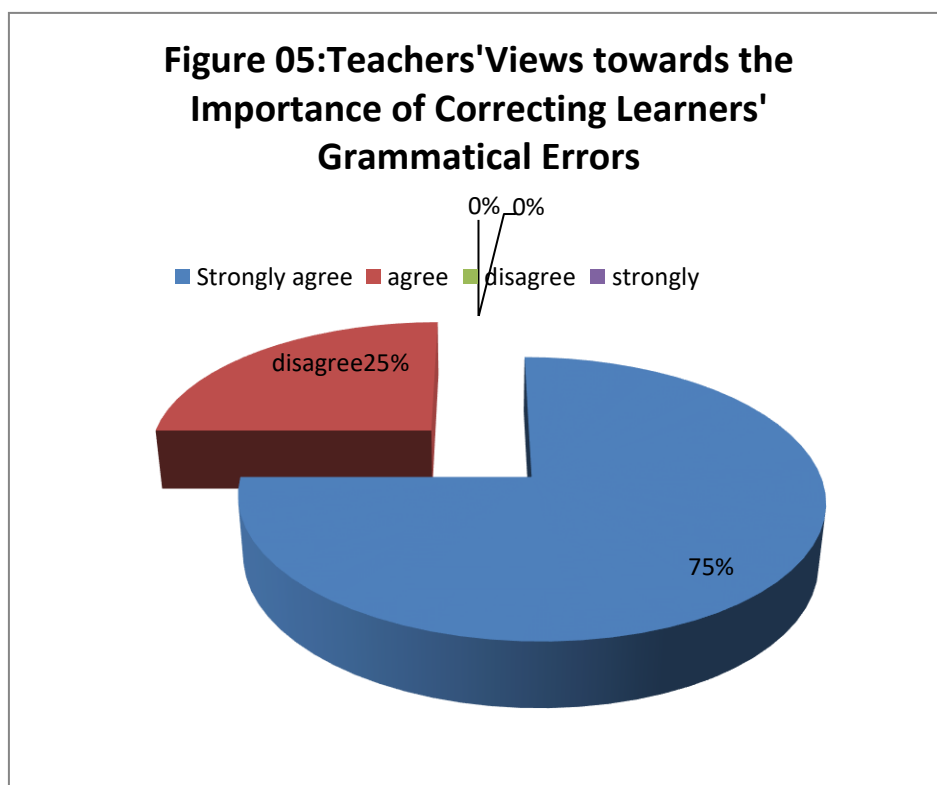
Figure 5 Teachers' Views towards the Importance of Correcting Learners' Grammatical Errors"

Item (5) was intended to explore whether teachers at middle school considered correcting learners' grammatical errors as part of their teaching. Table (5) stated that that teachers (75%) strongly agreed and agreed (25%) on the idea that to correct learners' errors in writing was an inseparable part of teaching.

Item 6: I indicate the error (by circling or/and underlying) and I provide the correct form of learners' grammatical errors.

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Options	Number of Participants	Percentages (%)
Strongly disagree	0	0%
Disagree	0	0%
Agree	18	50%
Strongly Agree	18	50%
Total	32%	100%

Table 6: Teachers' Provision of Direct WCF on Learners' Errors in Writing
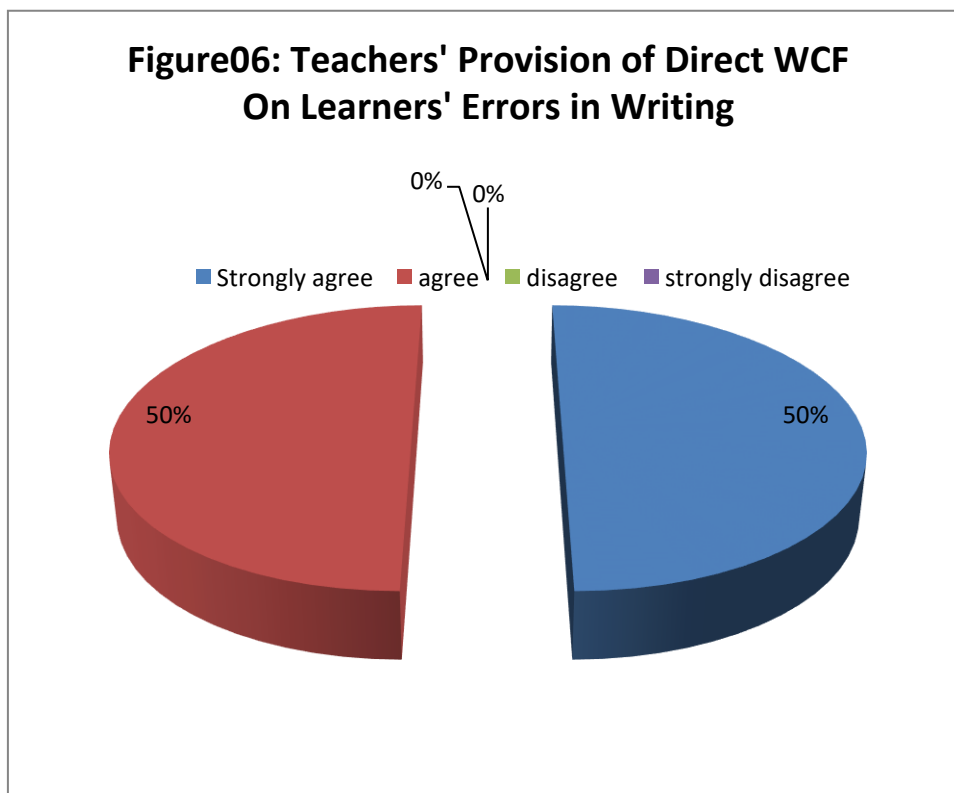
Figure 6: Teachers' Provision of Direct WCF on Learners' Errors in Writing

Question (6) was targeted to determine whether teachers of English at middle school provided direct WCF on learners' errors in writing. Table (6) showed that some teachers (5%) s**trongly agreed** in indicating the error by circling and underlying and providing its correct form while other teachers (50%) **agreed** in indicating the error and correcting it through circling and underlying.

Item 7: I indicate learners' errors by only deleting excessive wrong answers.

Options	Number of Participants	Percentages (%)
Strongly disagree	9	28.12%
Disagree	8	25%
Agree	8	25%
Strongly Agree	7	21.87%
Total	32	100%

Table 7: Providing Indirect WCF on Learners' Writing
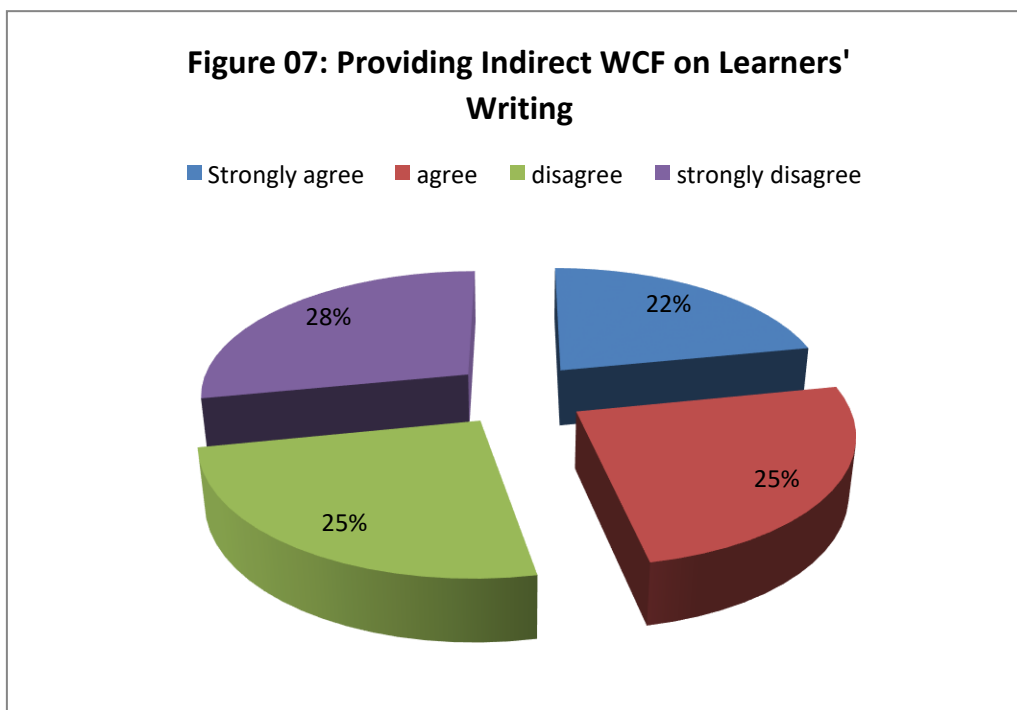
Figure 7: Providing Indirect WCF on Learners' Writing

Item (7) attempted to know whether teachers deleted or crossed learners' excessive wrong answers without correcting them. Table (7) showed that some teachers strongly disagreed (28.12%) and disagreed (25%) that they indicated their learners' errors by only deleting excessive wrong answers while other teachers agreed (25%) and strongly agreed (21.87%) that they indicated learners' errors by deleting excessive wrong answers.

Item 8: I indicate errors but I do not provide the correct form of errors.

Options	Number of Participants	Percentages (%)
Strongly disagree	8	25%
Agree	8	25%
Agree	8	25%
Strongly Agree	8	25%
Total	32	100%

Table 8: Teachers' Provision of Indirect WCF
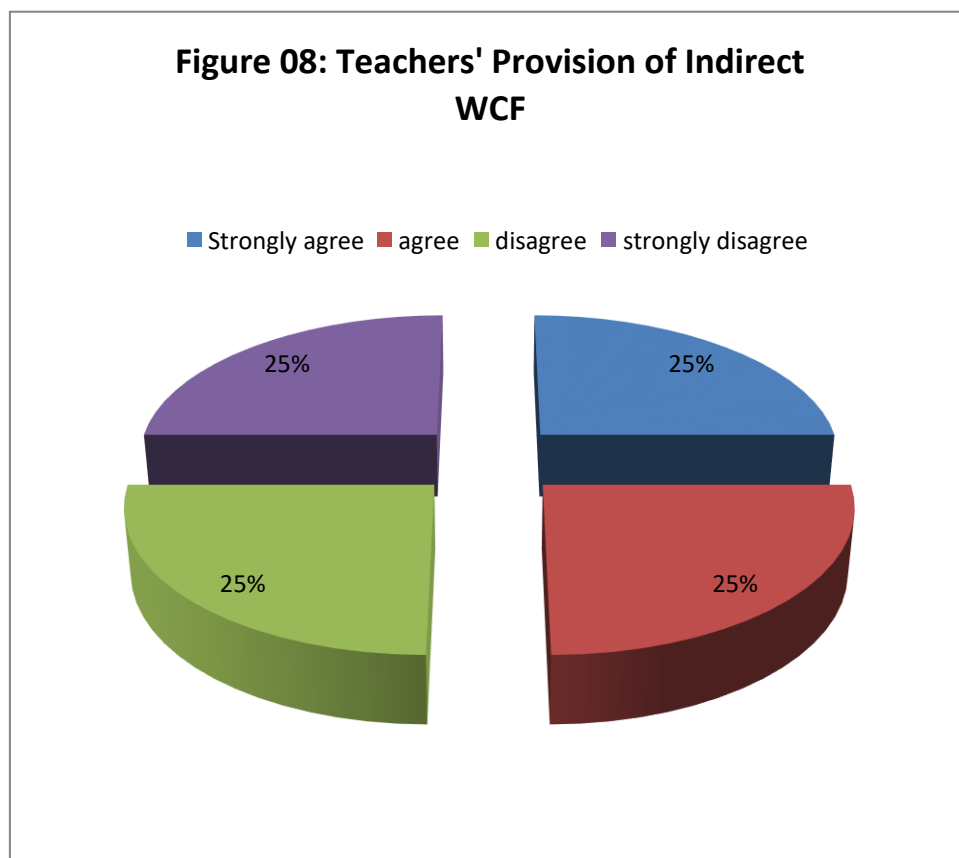
Figure 8: Teachers' Provision of Indirect WCF

Item (8) targeted to explore whether teachers provided indirect WCF to correct their learners' writing. Table (8) stated that (50%) of teachers provided indirect WCF while (50%) of teacher do not.

Item 9: I indicate my learners' errors, number them and provide their correction in the margin.

Options	Number of Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	2	6.25%
Agree	12	37.50%
Strongly Agree	16	50%
Total	32	100%

Table 9: Correcting Learners' Writing through Direct WCF
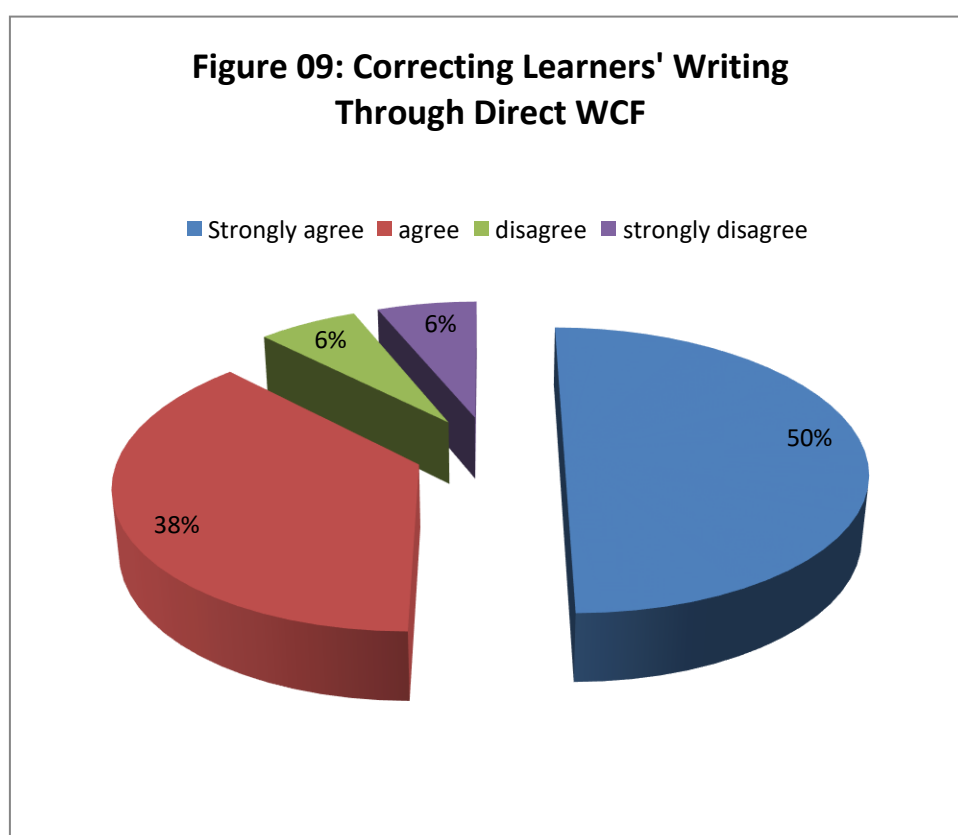
Figure 9: Correcting Learners' Writing through Direct WCF

Item (9) aimed at investigating whether teachers of English at middle school actually used the direct WCF in order to correct their learners' writing. Table (9) showed that (50%) of teachers strongly agreed and agreed (37.50%) on providing direct WCF on learners' writing by indicating the errors, numbering them and providing their correct form.

Item 10: Learners learn better when their grammatical errors are indicated (by circling or/and underlying) and corrected.

Options	Number of Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	2	6.25%
Agree	10	31.25%
Strongly Agree	18	56.25%
Total	32	100%

Table 10: The Fruitfulness of Direct WCF in Contributing to Effective Grammatical Knowledge
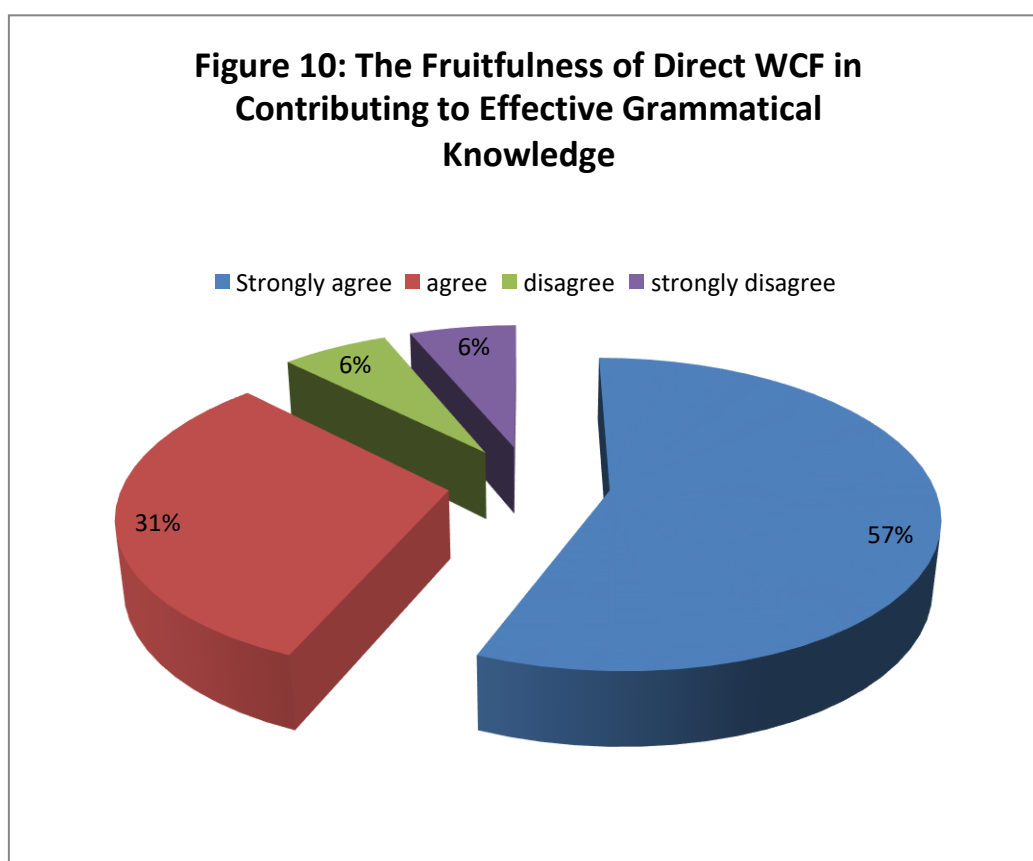
Figure 10: The Fruitfulness of Direct WCF in Contributing to Effective Grammatical Knowledge

Item (10) aimed at exploring whether teachers agreed on the fact that direct written corrective feedback could contribute to effective learning of grammatical forms. Table

(10) showed that teachers strongly agreed (56.25%) and agreed (32.25%) that

direct feedback led to effective learning of grammar knowledge.

Item 11: No false hypotheses on language learning will be formulated by learners when explicit corrections are provided.

Options	Number of Participants	Percentages (%)
Strongly disagree	8	25%
Disagree	5	15.62%
Agree	10	31.25%
Strongly Agree	9	28.12%
Total	32	100%

Table 11: The Role of Direct WCF in Contributing to Straightforward learning of Grammatical Accuracy
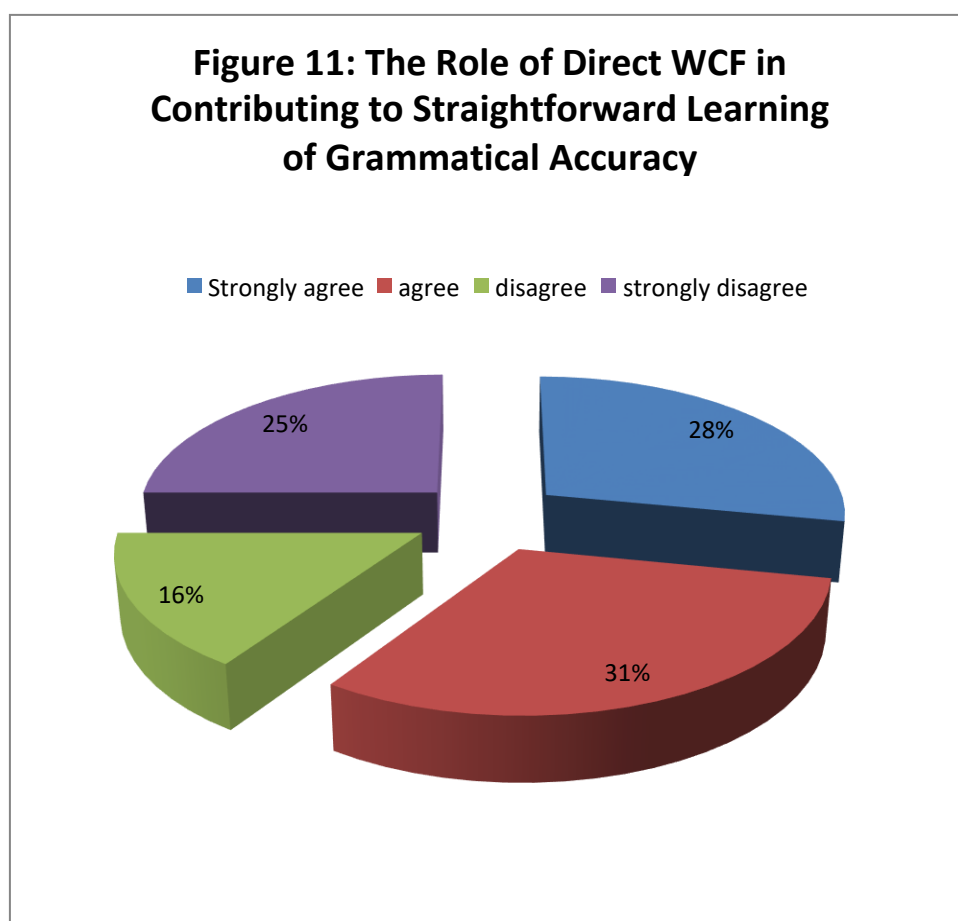
Figure 11: The Role of Direct WCF in Contributing to Straightforward learning of Grammatical Accuracy

Item (11) intended to explore whether teachers agreed on the idea that direct WCF could help learners to learn grammatical accuracy without forming any

wrong hypothesis. Table (11) showed that (31.25%) of teachers agreed that direct WCF could help learners in avoiding hypotheses formulation while (25%) of them strongly disagreed on such claim.

Item 12: Direct corrections on learners' writing compositions can minimize learners' confusion about the correct form

Options	Number of Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	4	12.50%
Agree	12	37.50%
Strongly Agree	14	43.75%
Total	32%	100%

Table 12: The Advantages of Direct WCF in Reducing Learners' Confusion and Anxiety in Finding the Correct Form
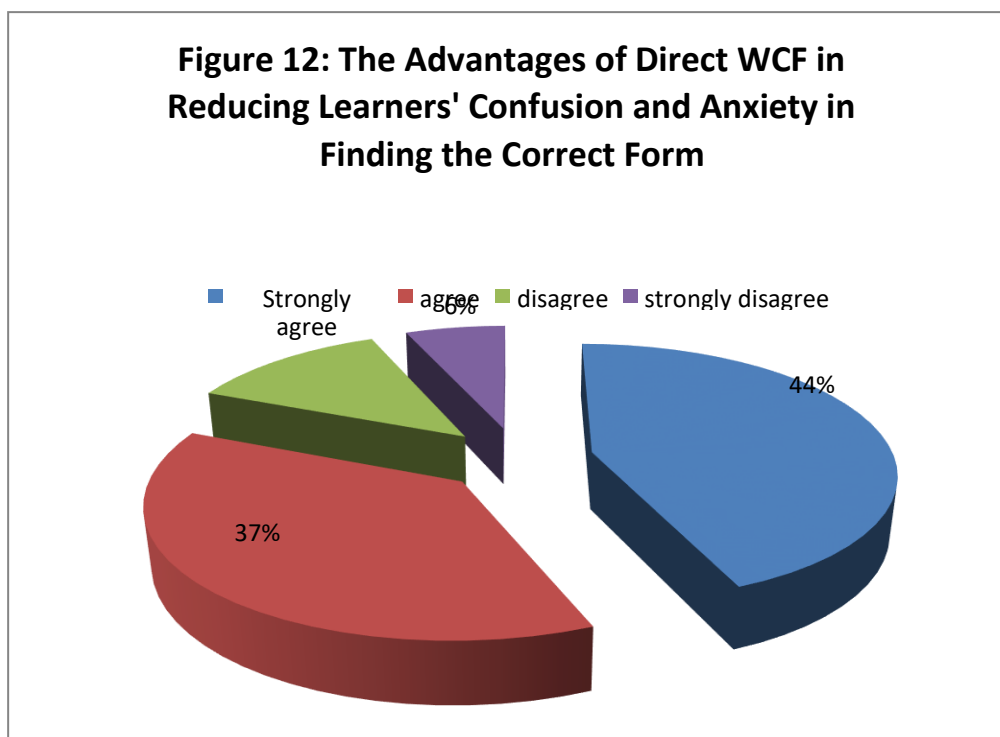
Figure 12: The Advantages of Direct WCF in Reducing Learners' Confusion and Anxiety in Finding the Correct Form

Item (12) aimed at investigating whether teachers agreed on the idea that when they provided direct WCF on their learners' writing, they helped learners to learn

from their errors and avoided any confusion or anxiety. Table (12) showed that most of teachers agreed (37.50%) and strongly agreed (46.75%) that direct WCF helped learners to reduce confusion and anxiety in finding the right form.

Item 13: Teacher's direct written feedback can reduce language fossilization.

Options	Number of Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	4	12.50%
Agree	15	46.87%
Strongly Agree	11	34.37%
Total	32%	100%

Table 13: The Efficacy of Direct WCF in Reducing Language Fossilization
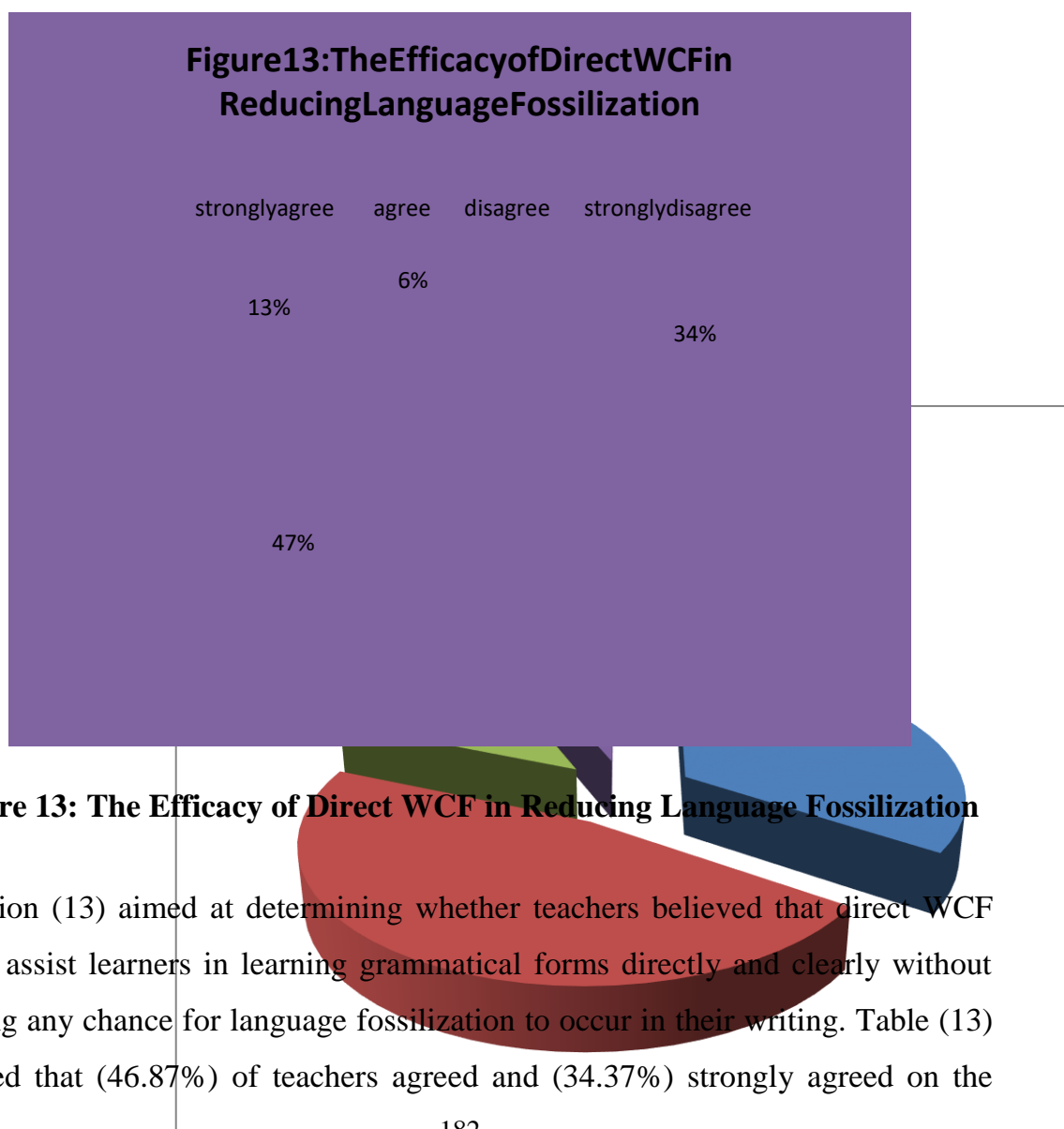
Figure 13: The Efficacy of Direct WCF in Reducing Language Fossilization

Question (13) aimed at determining whether teachers believed that direct WCF could assist learners in learning grammatical forms directly and clearly without leaving any chance for language fossilization to occur in their writing. Table (13) showed that (46.87%) of teachers agreed and (34.37%) strongly agreed on the

fact that direct WCF could reduce language fossilization.

Item 14: Direct written corrective feedback is effective because it helps learners to apply the rule that teachers provide and using it for similar error situations.

Options	Number of Participants	Percentages (%)
Strongly disagree	6	18.75%
Disagree	6	18.75%
Agree	10	31.25%
Strongly Agree	10	31.25%
Total	32	100%

Table14: The Fruitfulness of Direct WCF in Helping Learners to Apply the Rules in Similar Error-Situations
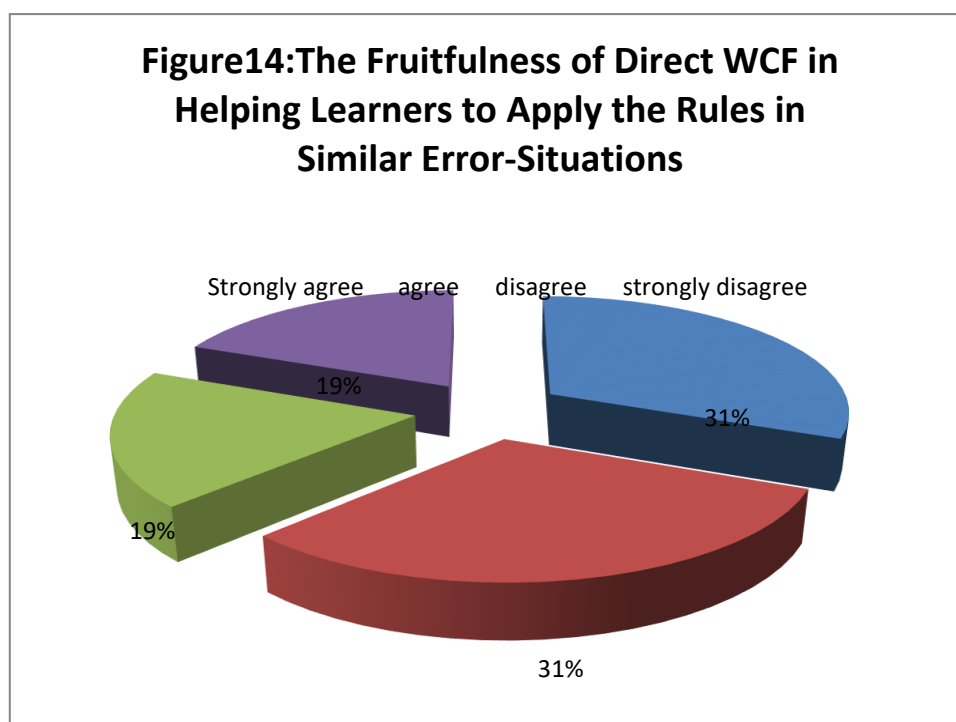
Figure 14: The Fruitfulness of Direct WCF in Helping Learners to Apply the Rules in Similar Error-Situations

Item (14) was targeted to explore whether teachers believed in the efficacy of WCF in helping learners to apply the rules on similar error situations. Table (14) showed that most teachers agreed (31.25%) and strongly agreed (31.25%) that direct WCF could assist learners to apply the rule for similar error situations.

Item 15: The indication of errors by circling or/and underlying without the provision of the correct form of the error challenges learners to correct the errors by themselves.

Options	Numberof Participants	Percentages (%)
Strongly disagree	4	12.50%
Disagree	3	9.37%
Agree	14	43.75%
Strongly Agree	11	34.37%
Total	32	100%

Table 15: The Advantages of Indirect WCF in Challenging Learners to Find the Coorect form by thems
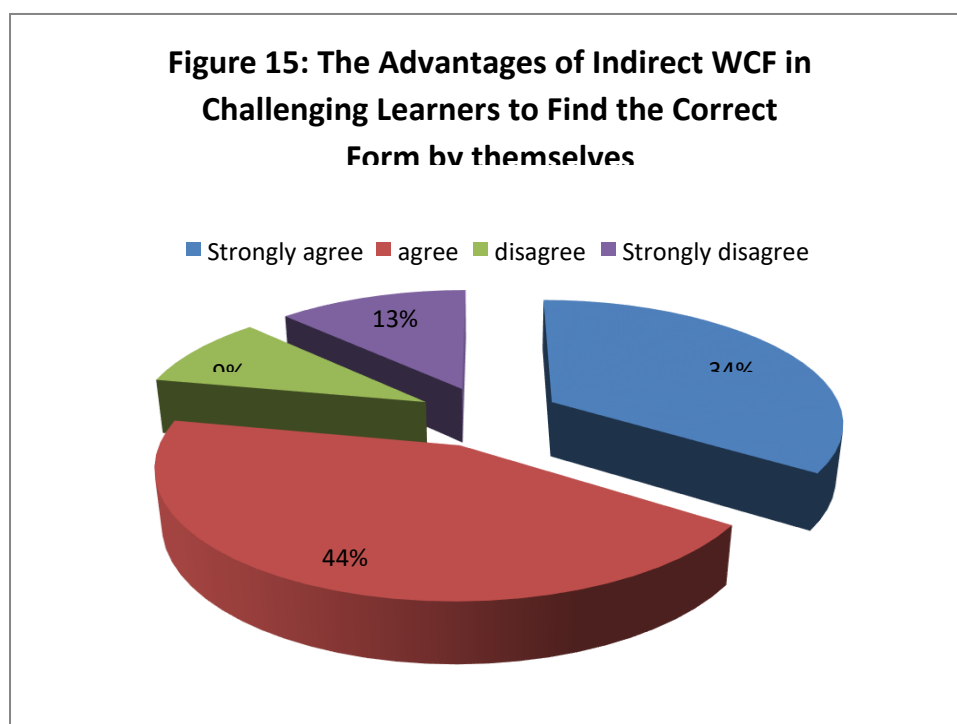
Figure 15: The Advantages of Indirect WCF in Challenging Learners to Find the Coorect form by themselves

Item (15) intended to investigate whether teachers agreed on the premise that indirect WCF could challenge learners to self-correct their errors. Table (15) showed that most of teachers agreed (43.75%) and strongly agreed (34.37%) that

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indirect WCF challenged learners to find the correct form of the errors they make in writing.

Item 16: Indirect written correctivefeedback engages learners in aproblem-solving situation and activates them to think deeply about the error.

Options	Number of Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	3	9.37%
Agree	12	37.50%
Strongly Agree	15	46.87%
Total	32	100%

Table 16: The Role of Indirect WCF in Engaging Learners in Problem-Solving Situations to Correct their Errors in Writing
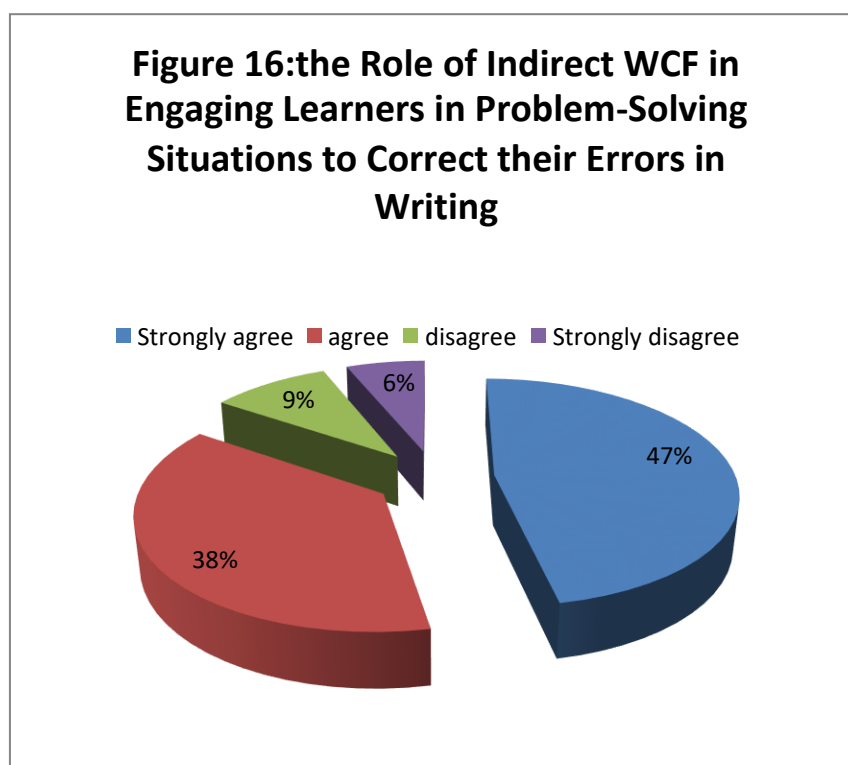
Figure 16: The Role of Indirect WCF in Engaging Learners in Problem-Solving Situations to Correct their Errors in Writing

Item (16) aimed at shedding light on whether teachers considered indirect WCF as effective in encouraging learners to be in a problem-solving situation to self-correct their errors in writing. Table (16) stated that most teachers agreed (37.50%) and strongly agreed (46.87%) that indirect WCF engaged learners in a

problem-solving situation and activated them to think about the error.

Item 17: Indirect written corrective feedback helps learners to be responsible to self-correct their errors.

Options	Number of Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	4	12.50%
Agree	12	37.50%
Strongly Agree	14	43.75%
Total	32	100%

Table 17: The Efficacy of Indirect WCF in Promoting Autonomy and Responsibility in Learning and Correcting Errors in Writing
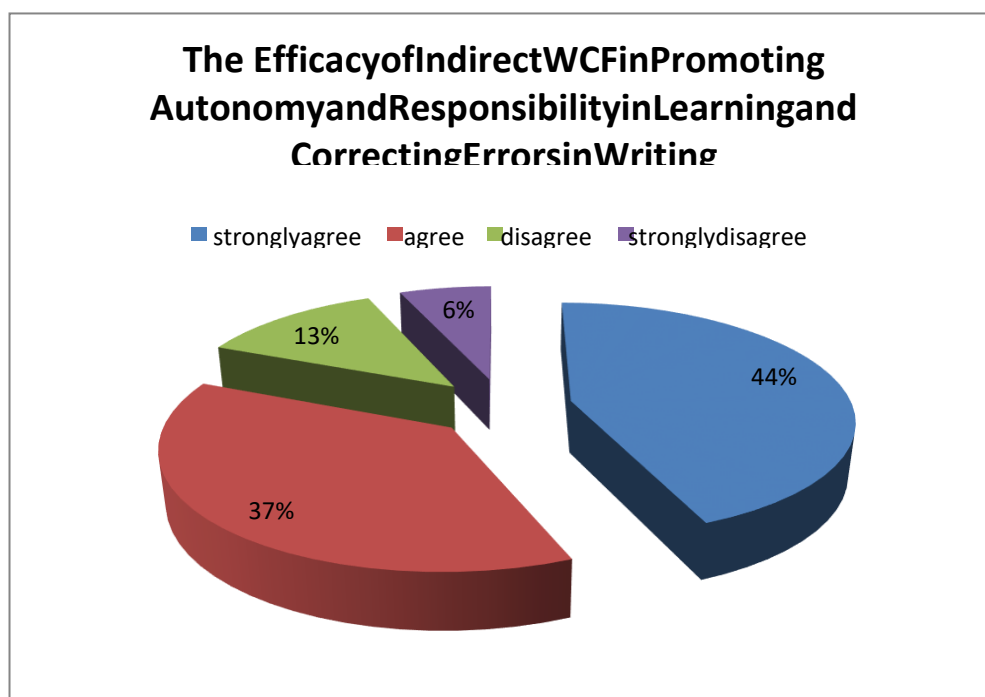
Figure 17: The Efficacy of Indirect WCF in Promoting Autonomy and Responsibility in Learning and Correcting Errors in Writing

Item (17) emphasized on whether teachers considered indirect WCF effective in helping learners to be responsible for their own correction of errors in writing and

develop certain degree of autonomy and responsibility in learning in general and writing in particular. Table (17) showed that most of teachers agreed (37.50%) and strongly agreed (43.75%) that indirect WCF could promote autonomy and responsibility in learning and correcting errors in writing.

Item 18: Indirectwritten correctivefeedback promotes a reflection that is likely to foster life-long learning.

Options	Number of Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	3	9.37%
Agree	15	45.87%
Strongly Agree	12	37.5%
Total	32	100%

Table 18: Promoting Reflection and Life-Long Learning via the Indirect WCF

Figure 18: Promoting Reflection and Lifelong Learning via Indirect WCF

Strongly agree ■ agree ■ disagree ■ strongly disagree

6%
10%
46%
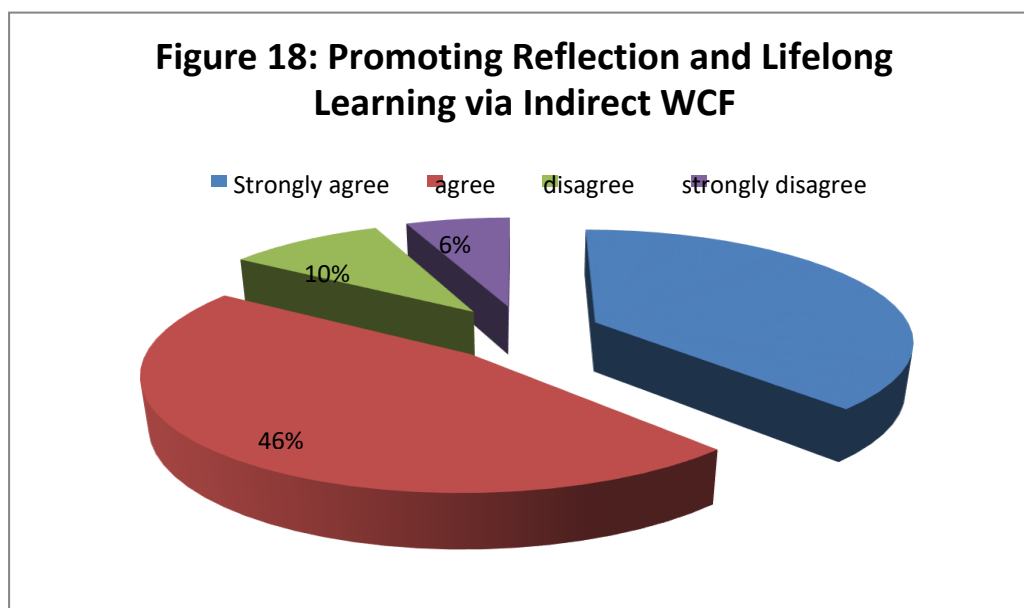
Figure 18: Promoting Reflection and Life-Long Learning via the Indirect WCF

Item (18) focused on exploring whether teachers considered indirect WCF important and fruitful in promoting learners' reflection on their errors in writing. Table (18) stated that most of teachers agreed (45.87%) and strongly agreed (37.5%) that indirect WCF promoted reflection and life-long learning.

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Item 19: Direct written corrective feedback is more beneficial for learners with low proficiency level as their ability to correct their writing errors is limited

Options	Number of Participants	Percentages (%)
Strongly disagree	1	3.12%
Agree	2	6.25%
Agree	15	46.87%
Strongly Agree	14	43.75%
Total	32	100%

Table 19: The Suitability of Direct WCF for Low – Proficiency Learners in Treating their Writing Errors
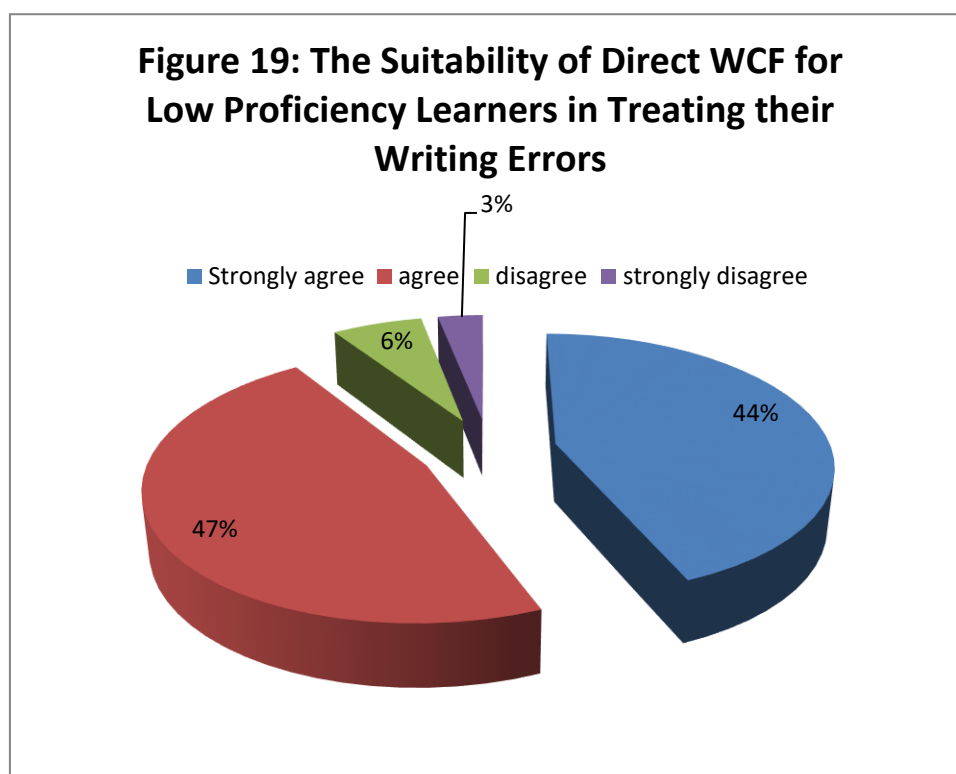
Figure 19: The Suitability of Direct WCF for Low – Proficiency Learners in Treating their Writing Errors

Item (19) was targeted to determine whether teachers agreed on the idea that direct WCF was more suitable for learners with limited proficiency level which did not qualify them to self-correct their errors in writing. Table (19) showed that

most of teachers agreed (46.87%) and strongly agreed (43.75%) that direct WCF was more suitable for low-proficiency learners.

Item 20: Indirect written corrective feedback works better for learners with high proficiency level because they cans elf-correct their errors.

Options	Number of Participants	Percentages (%)
Strongly disagree	2	6.25%
Disagree	3	9.37%
Agree	13	40.62%
Strongly Agree	14	43.75%
Total	32	100%

Table 20: The Suitability of Indirect WCF for High–Proficiency Learners
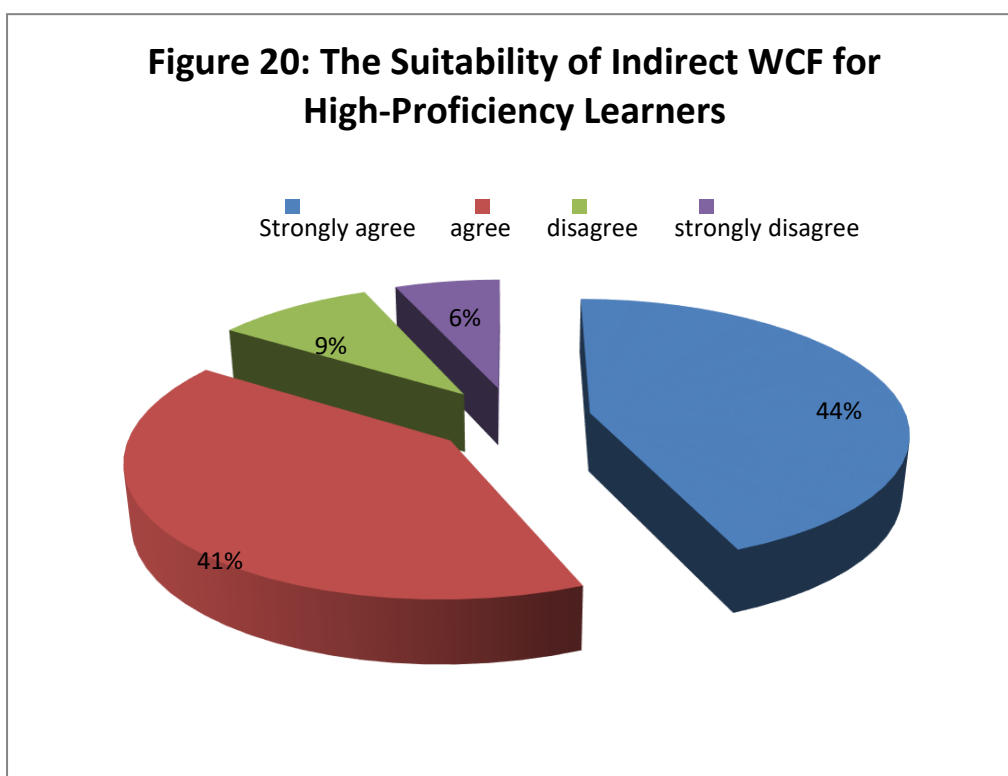
Figure 20: The Suitability of Indirect WCF for High–Proficiency Learners

Item (20) attempted to explore whether teachers considered that indirect WCF was more suitable for learners who hadhigh proficiency level which qualify them to self-correct their errors in writing. Table (20) showed that most of teachers agreed (40.62%) and strongly agreed (43.75%) that indirect WCF was more for high proficiency level.

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Conclusion

The aim our research is to investigate the effects of direct and indirect written corrective feedback in improving learners' writing skill. Throughout this chapter, the researcher treated and presented the gathered data from both students' questionnaire, teachers' questionnaire and teachers' interview. The gathered data were treated and presented quantitatively. First, the data gathered from students' questionnaire mainly part one and two were treated quantitatively and presented in form of numbers, percentages, pie-charts and tables.

This chapter attempted to show how quantitative data were treated. Data obtained from learners' questionnaire were presented in tables, numbers, percentages and pie-charts. Data gathered from document analysis were treated through commenting on learners' writing compositions before teachers' written corrective feedback (direct and indirect) and after teachers' feedback provision in order to investigate whether learners benefited from teachers' written feedback and whether they comprehended it and used it to improve their writing skill and reach correctness in grammar.

Chapter Five: Data Discussion, Interpretation and Implications for theUse of Direct and Indirect Written Corrective Feedback

Chapter Five: Data Discussion, Interpretation and Implications for the Use of Direct and Indirect Written Corrective Feedback

Introduction

The aim of this research is to explore the effects of direct and indirect written corrective feedback in improving learners' writing accuracy. In this chapter, we attempt to discuss and interpret the data gathered about in what ways direct and indirect written corrective feedback can enhance learners' writing skill and reduce their errors. This chapter also aims to answer the four research questions. This study is based on quantitative and qualitative data. Quantitative data comes from learners'questionnaire and teachers' questionnaire. Qualitative data is derived from the analysis of learners' written productions and teachers'interview.

For learners' writing to be improved, there are some aspects that we should take into consideration. The aim of this chapter is to present some suggestions that may develop learners' writing and contribute to enhanced accuracy. These suggestions aim at lifting learners' level in writing and enhance their academic achievement. This chapter attempts to discuss the following aspects: the importance of writing at middle school and how it is given an educational value, importance of providing written corrective feedback and the role it plays to enhance learners' noticing factor towards their errors, teachers' awareness towards WCF, learners' proficiency level and the type of WCF it dictates and finally classroom size and mixed ability classes as two factors that may influence the process of providing WCF on learners' writing skill.

Each research tool was targeted to answer specific research question (s). The following table summarizes the research questions and the research instruments that are intended to answer them:

Research Questions	Research Tools
What errors do learners at middle school make in writing?	Document analysis of learners 'written productions Learners'Questionnaire

	Teachers' Questionnaire
Do middle school teachers of English provide written corrective feedback on learners' writing?	Learners' Productions Learners' Questionnaire Teachers'Questionnaire Teachers'Interview
Does direct written corrective feedback improve middle school learners' writingaccuracy?	Learners' Productions Learners' Questionnaire Teachers'Questionnaire Teachers' Interview
Does indirect written corrective feedback improve middle school learners' writing accuracy?	Learners' Productions Learners' Questionnaire Teachers'Questionnaire Teachers' Interview

All the research instruments are structured and formulated to answer the four research questions.

5.1 Limitations of the study

Before discussing the finding of the current study, it is necessary to shed light on the following limitations. First, the researcher could not conduct experimental research which would contribute to greater reliability for data collection.

Experimental designs require more time than what was available for this research.Also, due to worldwide pandemic Corona Virus, we could not enroll experimental research. COVID has drastically and dramatically reshaped the way education is delivered. Millions of learners were affected by educational institution closures due to pandemic. It has led to greater degree of social distance and isolation among university staff. High schools and middle schools were also affected by the closure. All learning contexts have been affected.

In addition, changes, adjustments and modifications in the curriculum and being trained on how to teach via these new educational trends have prevented the researcher from conducting experimental research. As a teacher, we have been received on line trainings and seminars by practitioners and inspectors. Those trainings aimed at

equipping and training teachers to be knowledgeable and aware about the new changes in the curricula that COVID dictated and imposed. All these drastic changes in education have prevented the researcher from conducting experimental research.

The second limitation of this research was our inability to enroll greater number of participants in the current study. The researcher was assigned to teach two groups of fourth year middle school learners; the two groups have a total number of thirty-two (32) learners. Therefore, the data obtained in this research cannot be generalized to other population of EFL learners because large number of informants is required to ensure more reliable convincing results.

5.2 Discussion of Key Findings

In this section, we attempt to answer the four main questions on the light of the dataobtained on the effects of direct and indirect written corrective feedback in improving learners' writing skill. The present discussion is targeted to answer the four main research questions. On the basis of the key findings, we have reached to the following conclusions:

5.2.1 Learners' Committed Errors in Writing (research question 1)

This section attempts to answer the first research questions

 "What are the errors that learners at middle school make in writing?"

 Data on use of direct and indirect written corrective feedback and its role in improving learners' writing skill is obtained from learners' questionnaire. It indicated that most of learners at middle school **(87.5 %)** face problems when they write in English and that they commit errors **(item 1).** Learners admitted that they commit errors when they write and that their piece of writing always contains wrong grammatical expressions.

This is clearly presented in learners' written productions (see document analysis of learners 'writing in **chapter 3**). Learners 'writings were characterized by the occurrence of some errors such as: punctuation, capitalization, tenses ... Since they admitted that they have difficulties in writing, the majority of them **(agree=31.25 % &**

strongly agree=59.37 % - 90.62 %) believed that teacher's written corrective feedback on their writing is important and necessary for reducing their errors **(item 7)**. Their belief and awareness on the importance of teachers'written corrective feedback and the role it plays to enhance their writing have shown that all of them **(100%)** consider writing as an important requirement for their academic achievement **(item 6).** All teachers **(100%)** also share the same point of view in the sense that they believe that WCF is their core responsibility and error correction is an instructional tool that is necessary in the learning process **(item 4)**.

 The findings showed that teachers are completely knowledgeable and aware concerning the provision of written corrective feedback. Their awareness is shown in their ability to claim that written corrective feedback is not affected by factors such as: their gender, degree, or their teaching experience. All the ten teachers (who where interviewed) indicated that gender is not an indicative of the effectiveness of WCF on learners' writing; being a male or a female teacher does not indicate how well a teacher corrects his/her learners' errors in writing **(question 2).**

Concerning the degree, all teachers (ten teachers) reported that their obtained degree whether it is BA or MA, does not impact the provision of written corrective feedback **(question 4).** They explained that the teacher's degree cannot tell how well a teacher provides correctionon learners'errors in writing.

Three (3) teachers **(T01, T02)** reported that the teaching experience cannot affect how well teachers provide written corrective feedback on learners' writing.

T01

 "No, the teaching experience cannot affect the way teachers provide WCF; we as teachers know that correction is a basic instructional tool"

T02

"I don't think that the teaching experience can influence how a teacher, whether it is a male or a female, provides written corrections on their learners' writing because error correction is not something that is determined by the number of years that we teach; I tis a core instructional tool that is part of teaching"

However, two teachers **(T03 & T04)** assumed that the teaching experience can influence the way teachers give written corrective feedback to correct their learners' written productions **(Question 6)**. Their responses have shown that the teaching experience can maximize teachers' awareness, knowledge and skills in the process of giving feedback and correcting learners' errors in writing. A teacher who has taught English for ten years is not as a teacher who has taught for two years.

T03

"Well, I believe that the number of years or the teaching experience doesn't affectthe way teachers give corrections on their learners' writing but it can show teachers' performance; that is to say, teaching experience of someone who taught 3 years is different from a teacher who teachers 6 or more years. Teaching experience maximizes teachers' knowledge in many areas: classroom management, being aware of learners'differences, lesson plan and error correction ....."

T04

"Yes, the teaching experience plays a role in the way teachers provide written corrections on their learners' writing. Teachers in their first year of teaching lack some basics in teaching. Those basics develop through years; error correction needs teachers to be aware of it and how to give feedback to learners and which correction strategy suits learners than other error correction strategies"

The respondents (learners) further added that although they make errors in writing, they **agree (37.5%)** and **strongly agree (43.75%)** that they do not consider the errors they make as a sign of weakness. Learners do not perceive errors as a sign of language incompetence; they are aware that committing errors in writing is something natural.

They also reported through the findings that their committed errors are an integral part of learning **(item 3 & 4)**. Similarly, teachers as well **agree (25%)** and **strongly agree (59.3%)** on the fact that errors are inevitable in learners'writing **(item 1).**

However, **65.26%** of learners stated that they feel frustrated when they commit errors in writing **(item 2).** Learners think that making errors should not happen when they write. They are misled by the idea of perfection in writing. Teachers on the other hands

share different point of view. They reported **(strongly disagree=93.5 % and disagree=6.25%)** that learners' errors are NEITHER a sign of incompetence **(item 2 from teachers' questionnaire)** NOR an indicative of teachers' insufficient performance **(item 3).** Teachers are completely aware that errors are natural and they can be viewed as the base for learning to occur.

To answer the first research question, we corrected learners' written productions to explore what errors they make in writing. Learners' written productions were corrected through direct and indirect WCF. The first way is that the teacher indicated the error by underlying, crossing or circling the error and giving its correct form (direct WCF). The second way consists of showing or indicating that an error has been committed with no correction or correct form being given (indirect WCF).

When learners' productions were corrected, we have noticed that learners committed different errors. For instance, learners committed punctuation and capitalization errors. They sometimes did not supply a given word or sentence with punctuation markers and capital letters. Also, they committed grammatical errors such as mixing between articles or forgetting to insert an article in its right position. Learnersalso make errors concerning tenses; they do not write the verb in its right tense or theygive the wrong tense to the verb. Through the samples of learners' written productions, we observed that some preposition errors appeared. Learners either insert the wrong preposition or they do not insert any preposition. Analyzing learners' written productions provided a clear view on the difficulties that learners face when they write in English. We noticed that they either miss a word or add an extra unnecessary word or a sentence.

To answer the first research question, we conclude by saying that learners do make errors and they make errors in the following areas:

→Punctuation
→Capitalization
→Prepositions
→Tenses
→Articles
→Adding an extra unnecessary word/sentence or missing a word/sentence

In this research, "accuracy in writing" especially at middle school context is understood and defined as learners' ability to produce a correct piece of writing that does not contain the types of errors that appeared in learners' writing productions. Thus, the first research question "what are the errors that learners make?" is answered and the main errors that learners (at middle school) make are clearly showed in learners'written productions.

Learners at middle school have problems in spelling. In writing, spelling is defined as the correct arrangement of letters that form words. To enhance learners's pelling, teachers can expose learners more to the target language. They can use flashcards, pictures, videos, drilling and repetition. Teachers can also help their learners to reduce their spelling problems by encouraging reading. Also, as a solution for learners' spelling problems, teachers can make a list of common words learners often misspell or mark words in a dictionary that seem to give them trouble repeatedly.

5.2.2 Teachers' Provision of Written Corrective Feedback on Learners' Writing Skill (research question 2)

The second research question "Do middle school teachers of English provide written corrective feedback on learners' writing?" is answered through the data gathered from document analysis of learners' written productions, learners'questionnaire, teachers'questionnaire and teachers' interview.

The researcher had a look at samples of learners' written productions who where taught by other teachers of English.We could not present samples of learners'written productions (corrected by other teachers) for some reasons. We have not been allowed to scan some samples due to confidential administration purposes. However, we had been approved to see (but not to take pictures) learners' productions and explore whether teachers actually provide written corrective feedback on learners' writing and whether they correct their errors. Teachers in fact provide direct and indirect written corrective feedback.

All teachers believe that WCF is beneficial for improving learners' writing

skill.They explained that WCF is helpful as it makes learners aware about their errors **(question 4).** Teachers' awareness about written corrective feedback is shown in their knowledge about it and especially direct and indirect written corrective feedback **(question 1 from teachers' interview, part2).** Their responses from the interview have indicated that they know what direct and indirect WCF is, whether they are beneficial and in what ways these two types of WCF can improve learners' writing **(question 2, 3, 4, 5, & 6 from teachers' interview part 2)**

Teachers have shown that they **(agree=25%; strongly agree=75%)** consider correcting grammatical errors of learners as part of teaching **(Item 5 from teachers' questionnaire)** but they opposed **(disagree=6.25%; strongly disagree=93.75%)** the idea that the occurrence of learners' errors in writing is correlated with their teaching performance and that the existence of those errors show their insufficient teaching performance **(item 3 from teachers' questionnaire).**

Teachers at middle school provide direct and indirect written corrective feedback on learners' writing. This was clearly apparent on learners' writing productions that were presented on the previous chapter and from the samples of corrected written productions by other teachers. Teachers have used both types of feedback. They corrected errors and they provide the correct form; they also showed the error and indicate its position but with no correction or correct form being provided. The analysis of learners' written productions has proved that teachers give feedback and they believe in its fruitfulness in enhancing learners' writing skill in general and accuracy in particular.

Teacher of English at middle school demonstrated that they have an awareness concerning the fact that the provision of written corrective feedback and its effectiveness may be influenced by some factors. Their answers from the interview have shown that they have a solid background on what can hinder their process of giving feedback. They reported that time and classroom size can impact them to correct learners' writing. Also, they stated that a class that consists of different individual learners can affect them in providing either direct or indirect WCF. Learners are different in their level; some are low while other are quick learners. For teachers,

this is a factor that must be taken into consideration. Investigating learners' preferences regarding direct or indirect WCF is another affecting factor from the perspective of the teacher. They indicated that we as teachers should have a clear idea on how learners like to be corrected as their preference can influence their academic achievement **(teachers'responses from teachers' interview, question 7)**.

The second research question "do middle school teachers of English provide written corrective feedback on learners' writing?" was answered and teachers' responses from questionnaire and interview indicated that they (teachers) corrected their learners' writing compositions using direct and indirect written corrective feedback.

5.2.3 The Effects of Direct Written Corrective Feedback in Improving Learners' Writing Skill

The third research question "Does direct written corrective feedback improve middle school learners' writing accuracy?" is answered through learners'questionnaire, teachers'questionnaire, teachers' interview and learners' written productions.

The results indicated that direct written corrective feedback is effective and useful in helping learners to reach correctness and accuracy in writing in many ways. Beforewe discuss the advantages of direct WCF, it is essential to say that teachers **agree** and **strongly agree (agree=50%, strongly agree=50%)** that they actually indicate the error (by circling or/and underlying) and provide the correct form of learners'grammatical errors **(item 6 from teachers' questionnaire)**. Similarly, responses of the interviewed teachers **(on question 2)** reported similar views; all the four teachers know what direct written corrective feedback consists of. Throughout their explanations of what direct WCF is, they explained that they use this type of feedback and they first indicate the error by circling or crossing or numbering the errors then they provide the correct form of the error **(item 9 from teachers' questionnaire).**

Direct written corrective feedback is effective in many ways. **67.30 %** of learners prefer when their teachers correct their errors and indicate them through direct WCF **(item 8).** Such claim is due to the fact that most of them **(agree=50%; strongly agree=40.62%)** learn effectively when their teachers shows the error and corrects it

(item 13). Responses from teachers' interview showed similar findings; the four teachers clearly reported that direct WCF can lead to effective learning of grammatical accuracy **(question 5 from teachers' interview)**.

T01

"Direct feedback can help learners to know their errors and learn grom their correction of the error"

T02

"When the teacher shows the errors and corrects them this can help learners in reducing their anxiety in finding the correct form"

T03

"Direct correction can help learners to learn effectively without making them feel lost in finding the correct form"

T04

"This type of feedback can help my learners to avoid any formation of wrong hypothesis since the correction of the error is there"

Those teachers agree that their direct correction can help learners to know where the error and its correction are. They stated that learners can benefit from their teachers'direct corrections in a way that they can notice the errors, observe them and learn from the corrections.

Teachers share similar views; they **(87.50%) agree** and **strongly agree** that learners learn better when their grammatical errors are indicated (by circling or/and underlying) and corrected **(item 10).**

Learners **(agree=46.87%; strongly agree=31.25%)** explained their preference towards direct written corrective feedback in that it reduces confusion in finding the correct form **(item 14).** Teachers' responses from the interview reported that four teachers **(T01, T02, T03 & T04)** had similar claims **(Question 5)**

80.80% of teachers **agree** and **stronglyagree** on such claim by saying that direct WCF

minimizes confusion and anxiety from the part of learners and that it assists them to learn **(item 12 from teachers' questionnaire)**. They further added that they **(59.37%)** prefer direct WCF **(item 4 learners' questionnaire-part 2)** for many reasons: it helps them to know where their error is. It prevents them from forming wrong hypotheses. This finding is correlated with teachers'interview findings in which teacher **(T04)** clearly argued that direct WCF reduces learners' wrong hypotheses and language fossilization **(question 5)**

T04 says: "*this type of feedback can help my learners to avoid any formation of wrong hypothesis since the correction of the error is there*"

Learners reported that direct WCF draws their attention and raises their awareness to the error and its correction **(question 4/a from learners' questionnaire)**. Teachers' interview responses also showed similar findings; one teacher (T01) quoted that:

"*Direct written corrective feedback has this advantage of enhancing and triggering learners' noticing factor; that is to say, showing the error and correcting it can make learners observe and notice their errors and learn from them*"

5.2.4 The Effects of Indirect Written Corrective Feedback in Improving Learners' Writing Skill

The fourth research question "Does indirect written corrective feedback improve middle school learners' writing accuracy? was answered through the data gathered from learners' questionnaire, teachers' questionnaire and teachers' interview.

As far as teachers' and learners' preferences are concerned, the results indicated that most learners **(strongly disagree & disagree = 62.50%) (Item 9)** do not like when their teachers indicate **ONLY** the errors without correcting them. This explains the reason why most of them have shown a preference towards direct WCF **(68.30%**
=strongly agree & agree) (item 8 from learners' questionnaire). For more reliability of this claim, **(59.37%)** of learners reported that they like teachers'direct WCF on their writing **(question 4 from learners' questionnaire; open-ended items)**.

Although the four teachers **(T01, T02, T03 & T04)** demonstrated their awareness and knowledge about what indirect WCF is and how they can provide it **(teachers'**

interview, question 3), the results obtained from teachers' questionnaire suggested that some teachers strongly disagree **(28.12%)** and disagree **(25%)** that they indicate their learners' errors by only deleting excessive wrong answers while other teachers agree **(25%)** and strongly agree **(21.87%)** that they indicate learners' errors by deleting excessive wrong answers. It is clearly apparent that most of teachers **(53.12%)** do not provide indirect written corrective feedback when correcting learners' writing productions **(item7).**

It is important to say despite the fact that learners prefer direct WCF over indirect WCF; they acknowledged that indirect WCF is beneficial in many ways.

As far as the effect of indirect written corrective feedback in helping learners to reach correctness in writing is concerned; the findings indicated that indirect WCF is beneficial in many ways. Teachers reported that indirect WCF challenges learners to find the correct form of the error **(agree & strongly agree = 78.12) (item 15 from teachers' questionnaire)** and **(question 5 from learners' questionnaire part 2; open-ended items)**.

Similarly, **(50%)** of learners agree and strongly agree that teachers' indirect WCF can challenge them and boost their confidence and self-esteem to self-correct their committed errors **(item 11).** This finding is also aligned with teachers' interview responses where three (3) teachers **(T01, T02, T03 & T04)** agree on the fact that indirect WCF can help learners to think critically in correcting their errors and encourage then to be responsible and autonomous in finding the correct form **(question 6).**

T01 says:" *indirect written feedback can help learners to think critically and try toself-correct their errors"*

T02 says: "*when the teacher just indicates the error without giving the correcting it; this would encourage learners to question what would be the correction of that error; learnes' curiosity is activated and this may be the path towards responsibility in learning"*

T03 says: "*Teachers use the indirect correction to help the learners to be responsible*

for their own learning and to help them to be at least autonomous in the sense they feel certain degree of responsibility and independence to try to correct their own errors in writing"

T04 says: *"this kind of error correction helps the learners to reach accuracy in writing by putting them in problem-solving situation; they start questioning what the correct form of the indicated error is and how to correct it".*

Results have also shown that **84.37%** teachers believe that indirect WCF canengage learners in a problem-solving situation to correct their own errors **(item 16).** They further explained in the interview that *"this kind of error correction helps the learners to reach accuracy in writing by putting them in a problem-solving situation; they start questioning what the correct form of the indicated error is and how tocorrect it"* **(Teacher 04).**

Indirect WCF is beneficial in the sense that it encourages learners in correcting their errors in writing **(agree = 43.75% & strongly agree = 28.12%) (Item 10).** This result is correlated with teachers' interview responses **(on question 6)** in which teacher 02 reported *"when the teacher just indicates the error without giving the correcting it; this would encourage learners to question what would be the correction of that error; learnes' curiosity is activated and this may be the path towards responsibility in learning"*

Similarly, **25%** of learners reported that indirect WCF makes them feel motivated in self-correcting their errors in writing **(question 5 from learners' questionnaire part2; open-ended items**).

Indirect WCF on the light of the current study's findings is effective in helping learners to be responsible for their own learning and to be autonomous **(question 6 from learners' questionnaire part 2; open-ended items**). Teachers also shared the same opinion. They reported that autonomy in target language learning can be developed via indirect WCF **(question 6).**

T03 says: *"Teachers use the indirect correction to help the learners to be responsible for their own learning and to help them to be at least autonomous in the sense they feel*

certain degree of responsibility and independence to try to correct their own errors in writing"

They believe by just indicating the error and not giving its correct form, learners will be trained to rely on themselves in finding the correct form. Teachers assume that by indirect written corrections on learners' errors we can gradually train learners and prepare them to detach themselves from teachers' spoon-feeding. They explained that indirect WCF can trigger learners to try to look for the correct form; they added that when learners are given the opportunity to look for the correction of the errors by themselves, they start to make decisions concerning their learning.

5.2.5 Comparison of the Effects of Using Direct and Indirect Written Corrective Feedback in improving Learners' Writing Skill

The question of whether teachers should provide feedback on grammar in the writing assignments of ESL/EFL learners, and if so how, has been a matter of considerable debate in the field of SLA. Some researchers (e.g., Kepner, 1991; Sheppard, 1992; Truscott, 2007) claim that grammar corrections do not have a positive effect on the development of L2 writing accuracy. According to the most extreme views, such as Truscott (2007), corrective feedback (CF) is seen as not only ineffective but also potentially harmful. In contrast, other researchers (e.g. Ferris, 1999, 2006; Ferris & Roberts, 2001; Bitchener& Knoch, 2008; Chandler, 2003) claim that CF is of value in promoting grammatical accuracy. What makes this issue even more controversial is the variety of strategies for carrying out written CF. It is not just a question of whether CF is effective but also which type of written corrective feedback is effective.

The findings of the current study yielded positing positive effects of direct and indirect WCF. Both teachers and learners prefer direct WCF. Teachers of English at middle school practise the direct feedback; they indicate the error by underlying, circling, crossing … and they provide the correct form. Learners prefer to be shown the error and its correction.

The current research's findings are related to the literature. For instance, the study of Islami (2014) reported that both groups of learners (group receiving direct WCF and group receiving indirect WCF) benefited from direct and indirect written corrective

feedback. However, learners benefited more from teachers' indirect written corrections on their writing.

Similarly, our study's results are relevant to the study of Housseiny (2014). His study showed that both types of written corrective feedback have contributed to an enhanced accuracy in writing. Our study concluded that both direct and indirect WCF play a fundamental role in helping learners to improve on their writing skill. Through our research, we were able to show that learners actually commit errors and that through teachers' direct and indirect WCF, those errors did not completely disappear but their occurrence was reduced.

In addition, the study of Hashmnezhad &Mohmmadnejad (2012) revealed that both types of WCF (direct and indirect WCF) can assist learners to reach correctness and accuracy in writing. However, direct teacher's corrections proved to be more effective for learners.

At last, the study of Alizera & Karimian (2014) reported that both types of WCF helped learners to improve on their writing but indirect WCF has proved to be more effective. This was explained by the fact that learners' proficiency level was advanced which allows them to self-monitor and self-correct their errors without their teachers' direct corrections.

When comparing the data of the questionnaire and the interview, we can note that they yielded a positive effect of direct and indirect written corrective feedback in improving EFL students' writing accuracy. The data gathered indicates that **direct** and **indirect** feedback help students to improve their writing accuracy in many ways. **The former** provides them with explicit corrections of their errors; it either confirms or refutes their hypotheses on their writing especially when they are unable to correct their errors; it also helps them to acquire the correct grammatical forms. **The latter** draws their attention to their errors through circling and underlying; it develops students' autonomy; it engages them in a more active role when repairing their errors and it raises their reflection and thinking skills.

 The findings of the present study are in line with those of some studies such as Islami

(2014) & Hosseiny (2014) who show that the indirect correction encourages learners to be autonomous learners. They are also consistent with those of Hashmnezhad & Mohmmadnejad (2012) and Bitchener et al. (2005) who concluded that through the direct feedback, students' spelling writing errors are decreased. Also, Lee (2003) indicates that indirect feedback reinforces learning since students' errors are only marked; Jalaluddin (2015) indicated that the direct written corrective feedback is more preferable than the indirect feedback mainly because it provides explicit correct forms of students' errors.

A range of studies has investigated the extent to which different types of written CF may have an effect on helping L2 writers improve the accuracy of their writing. One of the much discussed contrasts is that between direct and indirect error correction. The main factor distinguishing these two types of CF is the learner's involvement in the correction process. Whereas direct CF consists of an indication of the error and the corresponding correct linguistic form, indirect CF only indicates that an error has been made. Instead of the teacher providing the target form, it is left to the learner to correct his/her own errors. Indirect correction methods can take different forms that vary in their explicitness (e.g. underlining of errors, coding of errors) (e.g. Bitchener & Knoch, 2008; Ferris, 1995)

Advocates of direct CF (e.g. Chandler, 2003) claimed that the indirect approach might fail because indirect CF provides learners with insufficient in formation to resolve complex errors (e.g. syntactic errors). Chandler (2003) furthermore argued that, whereas direct CF enables learners to instantly internalize the correct form asprovided by their teacher, learners whose errors are corrected indirectly do not know if their own hypothesized corrections are indeed accurate. This delay in access to the target form might level out the potential advantage of the additional cognitive effort associated with indirect CF. Additionally, Bitchener and Knoch (2010) suggested that only direct CF offers learners the kind of explicit information that is needed for testing hypotheses about the target language.

In contrast, there is research evidence to indicate that indirect feedback (i.e., indicating errors without correcting them) brings more benefits to students' long-term writing

development than direct feedback (Ferris, 2003; Frantzen, 1995; Lalande, 1982). Ferris (2002) suggested that indirect feedback is generally more appropriate and effective than direct feedback. The danger of direct feedback is that teachers may misinterpret students' meaning and put words into their mouths. Direct feedback is appropriate (Ferris, 2002), however, (1) for beginner students; (2) when errors are 'untreatable',i.e., errors not amenable to self-correction such as sentence structure and word choice and (3) when teachers want to draw students' attention to other error patterns which require student correction.

5.3 Implications on the Useof Direct and Indirect Written Corrective Feedback in Improving Learners' Writing Skill

The use of direct and indirect written corrective feedback suggests some requirements for improving students' writing accuracy. The aim of this chapter is to present some suggestions that may raise EFL teachers' awareness about the role of direct and indirect written corrective feedback in improving EFL students' writing accuracy. It also aims at highlighting the importance of writing accuracy that can be enhanced through encouraging teachers to use written corrective feedback. Furthermore, this chapter intends to show the role of the proficiency level of students in determining the type of written corrective feedback to be used (either direct or indirect). At last, some other factors influencing the provision of direct and indirect WCF are stated.

5.3.1 The Importance of Writing in Middle School Learning Context

Writing is one of the most sophisticated productive skills which is considered an inevitable dimension of the learners' preparation in all levels and stages. It is a significant skill which cannot be neglected as it is utilized for expressing thoughts and ideas in a written from to a large audience. However, writing is considered by the majority of learners as the most complex skill to be mastered. Furthermore, the students who are studying English as a foreign language find writing more difficult than those students who are writing in their native language. Writing is necessary and needed in all educational contexts and it is considered as one of the target competencies that a learner should have.

Teaching writing and encouraging learners to learn it is important for many reasons. Learners should learn writing as writing enhances communication skills. The ability to effectively communicate is an essential content creation skill for every student. Hence, they will need it to succeed in academics and every aspect of their life. Without this competence, they cannot efficiently interact and communicate with the people around them. For this reason, schools at all levels require and encourage learners to enhance and develop their communication skills. When they write, they start to learn and acquire of grammar and language syntax. Theycan be able to organize thoughts, ideas, and information. Likewise, their spelling ability, knowledge of words, and use ofpunctuation get betterwhentheykeepdevelopingtheirwritingskills.

Writing skill is crucial for learners because it increases knowledge. Apart from learning about words, consistent writing maximizes learners' knowledge regardless of which topic they write about. At the time they produce and write, they will discover that they need to read about certain concepts. Also, they can make some research and maximize their knowledge. As a result, learners will improve their research skills along the way. After years of experience in writing they should become competent in writing or talking about a wide range of domains.

Working on improving learners' writing skill is crucial in the sense that it raises their confidence and self-esteem. Lack of confidence is related to lack in knowledge. When learners write, they must read several contents to develop quality writing. With time, they will become competent and proficient in a few topics. In the long run, their confidence improves, which allows them to interact with other students and professors. Overall, they will get a sense of fulfillment after completing each task.

It is necessary for teachers to encourage learners to write and develop their writing skills. This is due to the fact that writing assists in academic success. Learners all around the world, in all educational contexts require specific writing skills to succeed, regardless of the language they use. The process of possessing these competences improves imagination and creativity. In addition, it enhances their communication skills. The more content learners create, the more they increase and improve their knowledge and confidence. Finally, having writing skills will assist learners on their

way to becoming successful academically.

The difficulty and the complexity of writing lies in the number of tasks required to be done by students to make the final product meets the requirements of the target audience. With this in mind, grammar and writing are linked together and studying writing means studying grammar and vice versa. As such, the piece of writing cannot communicate the intended meaning without being grammatically accurate as grammar accuracy is an aspect that cannot be neglected as it is essential to the piece of writing

Moreover, the studying of contextualized grammar in the writing context is a trend favoured by a plethora of educationists concerned with writing as a productive skill. In other words, grammar can be studied contextualized when studying writing as the manifestation of studying grammar. With this in mind, studying grammar contextualized in writing is an important chance for practicing grammar in authentic contexts and it enables producing accurate written product

Students'writing that is marred by errors can make their intended message meaningless. Therefore, writing accuracy is valued in students' academic achievement. Thus, teachers should use the available strategies that may enhance students' writing accuracy. The use of written corrective feedback can be one of the most important strategies that can contribute in enabling EFL learners to produce writing without mistakes.

Writing skill is important in all learning contexts. It is even more important in middle school learning context. This is due to the fact that middle school is considered as the first step for learners to write. Learners are first introduced to English at middles chool from their first (1st) year till fourth (4th) year. They are trained to write as it iscrucial for their academic achievement. Their success in the test or in the exam is measured by their ability to write and produce a written passage that needs to be error-free or contains few errors.

The value of writing is apparent in the curriculum. It necessitates that learners should be equipped with the target writing skills which contribute to their achievement. The need for teaching writing skills and transmitting the competence of writing is

highlighted throughout the curriculum in the exit profile of each school year (or level) starting from 1st year to 4th year. The exit profile is about the global competence that learners should have mastered and each exit profile of each level stresses on writing and the need to develop it.

The accompanying document is also another official document or resource which encourages teachers to develop learners' writing and contribute to correctness in grammar. It represents a framework for teachers in order to make them aware about the value of shaping a learner who is able to communicate in written forms without errors or with few errors.

Writing is indeed crucial. This is shown in the writing activity in the test or the exam which is scored out of six points (6 points) for all levels (1st, 2nd, 3rd& 4th year). This activity is usually the last activity in the test or the exam in which learners are asked to write acommunicative message ona certain topic that is part of the program.

The importance of writing at middle school is also shown in the lesson. Every lesson in English ends with writing or production stage. If a lesson is not concluded by a writing activity, then the lesson is not successful ore ffective. Teachers teach grammar lessons and use various techniques and strategies so as learners produce a written passage at the end of the lesson. The lesson itself is conducted for one purpose that is enabling learners to write and reach correctness and accuracy in writing.

The value of writing also appears in projects and assignments. Learners are assigned with projects to do. These projects are related to the program. The program of each level contains projects which require learners to write about a topic that is related to the program or the syllabus. Learners are asked to prepare a written message or a passage which requires the use o fall what have been learned and taught.

Writing is necessary for middle school learners for many reasons. Writing is crucial aspect in becoming a good reader. It prepares learners for future careers. Writing is the primary basis upon which one's work, learning, and intellect will be assessed during final examinations, it is a condition for academic achievement. Writing provides learners especially beginners at middle school with communication

and thinking skills.

5.3.2 The Importance of Written Corrective Feedback in Enhancing the Noticing System of Learners towards their Errors and Teachers' Awareness of it

Feedback is a key element which ensures ongoing learning and assessment. Providing frequent and ongoing feedback is a significant means of improving achievement in learning. It involves the provision of information about aspects of understanding and performance and can be given by practitioners, peers, oneself and from learners to practitioners. Effective feedback assists the learner to reflect on their learning and their learning strategies so they can make adjustments to make better progress in their learning. Feedback is also one of the most effective teaching and learning strategies given by the teacher and has an immediate impact on learners' learning progress. High-quality feedback is specific and ongoing. When delivered on time.

Giving learners written feedback on their writing productions will help them to:

➢ focus on the quality of their work product,
➢ be motivated and being challenged to further develop their knowledge and skills,
➢ recognize that what has been misunderstood or not understood in their written product,

Effective feedback is designed to determine a learner's level of understanding and skill development to plan the next steps towards achieving the learning intentions or goals.Teachers give feedback because it provides them and learners with evidence about current knowledge and skill development. Understanding the learner's progress and level of achievement enables the practitioner to make decisions about the next steps to plan in the learning program. It enables the learner to reflect on their learning strategies to confirm them or make changes to improve their learning.

Writtencorrectivefeedbackonstudents'errorsservesasafacilitatingtoolforteachers.   It helps them to identify students' strengths and weaknesses in writing and determines the area of difficulty; whether it is punctuation, spelling or grammar.

Therefore, teachers may consider written corrective feedback as an assessment tool that assists them to teach writing in order toimprove students'writing accuracy.

Feedback is an indispensable part for fruitful learning. It assists learners and guides them to understand the subject taught and provides them with guidance on how to improve their learning. Feedback is more strongly and consistently related to achievement. Feedback can build the learners' character; it can gradually shape student's confidence, self-awareness, motivation and enthusiasm for learning. Effective feedback during the first year of English learning can help the transmission of effective writing skills and may encourage learners' retention of writing. Providing students engage with feedback, it should enhance learning and improve assessment performance. Teachers' feedback on students' writing can play a vital role in triggering students' noticing of their errors. The error correction or the indication of the error helps students to notice their errors and reflect on them. Therefore, they can detect their weaknesses and strengths in writing and they may avoid making the same errors in their future writings.

Written corrective feedback is an effective educational tool because it makes the learner less defensive. That is to say, the student is more likely to receive the feedback as a means to help to him/her, instead of criticism. WCF is not given to criticize learners or to make them feel less competent about their writing skills but rather it is provided to help learners develop their writing.

It gives the student behaviour to focus on. This type of feedback can change learners' mindset in the sense it puts them in a thinking situation where they start shifting from "how others perceive me because of my errors" to "what to do to improve my writing skill". It gives them options on how to correct their skills. They can focus on their replacement behaviour instead of how they appear to their peers or you.

Written corrective feedback gives solutions to learners. It is solution-based. Corrective feedback focuses on the solution, rather than the individual. It focuses on what the learners *can* do, not on what they *should have done*.

It is likely to produce the desired result without trouble. When the learner begins to try and make some attempts to remedy and correct their errors; it is self-esteem, self-confidence, and trust in their effort as well.

Encouraging learners to write correctly is one of the target objectives of the curriculum. To reach this aim, it is important for teachers to recognize the importance of written corrective feedback as a noticing system that can trigger learners to notice and observe their errors. Error correction or error treatment is one way to improve competence of language learners in a second or foreign language. It is a strategy that is practiced by language teachers in order to help learners reach conscious knowledge of a second or foreign language, and in learning the target language's rules.

Students are expected to develop awareness of feedback features like form, content, and organization. In doing so, they should undergo three main stages: (I) students notice a particular form, content, or organization in their writing, (II) they start to compare the features in their original drafts to their revised ones to identify a gap or problem in their drafts, and (III) they improve their written drafts. After receiving feedback from their teachers, students need to notice gaps or problems found in their pieces of writing. These processes suggest that promoting noticing through feedback tasks in EFL writing classrooms can help students observe or notice the targeted features of writing such as form, content, and organization, which in turn helps improve their writing learning.

Error correction or written corrective feedback provides the necessary information to understand the correct linguistic rule. Thus, a better analysis of the incorrect structures (errors) that learners commit when writing gives account of what the learner knows and what he/she does not know.

Correcting learners' errors is necessary in order to help them improve their skills. Teachers should know their learners in order to gauge what kind of error correction should be used. Some learners want their teachers to correct all their written errors and really expect explicit correction; some students prefer their errors to be just shown but

not corrected.

Written corrective feedback serves as a noticing factor which triggers and leads learners to observe that they have performed errors in their writing. WCF does not only detect learners' errors but also makes them think of the error and try to find a solution for the error (if the correction is not provided).

This study was oriented towards investigating in what ways direct and indirect written corrective feedback can improve learners' writing accuracy. The findings yielded positive results. That is to say, through learners' written productions we have observed that learners' errors have been minimized and that learners have benefited from their teachers' written corrective feedback (direct and indirect WCF).

Learners have observed and noticed their teachers' direct and indirect written corrections on their errors. Their errors did not disappear at once but they have been reduced. The teacher has used the direct error correction technique to correct learners'written productions. This error correction method operated as follows: as a first step, the teacher showed where the error is by underlying, circling or crossing out the error. Asa second step, the teacher corrects the errors and provides their correct form.

This type of written corrective feedback is effective for learners because it is helpful in many ways. It assisted learners to know the place of the committed errors. It provided them with the correct form of the error. Direct correction method also helped learners in reducing their confusion to look for the error and its correct form. Through direct written corrective feedback, learners can learn straightforward. Learners of middle school are young beginner learners. They need to be shown in a direct way where their errors are and how to correct them. They need to learn new grammatical structures in a direct way. The direct correction strategy also helps to avoid language fossilization. If learners' errors are not shown and corrected, there can be a risk in acquiring fossilized grammar structures.

WCF is a complex process for both teachers and learners. It is not just putting red ink on a paper. Teachers should train their learners to process the corrections they provide

on their learners' written productions. This is through introducing the error correction codes to learners, making learners familiar with those error correction codes and helping them to retain them before the correction process takes place.

When learners are introduced to different error codes, they will be able to process them and understand them. Processing the error codes is the initial step towards correcting the error itself. If learners do not understand the codes that teachers use when showing and highlighting the error, the learner cannot make use of teachers'corrections as a means of learning from errors.

Teachers' feedback onstudents'writing canplaya vital role in triggering students' noticing of their errors. The error correction or the indication of the error helps students to notice their errors and reflect on them.Therefore, they can detect their weaknesses and strengths in writing and they may avoid making the same errors in their future writings.

5.3.3 Learners' Proficiency Level as an Indicative Factor of which Type of Written Corrective Feedback Learners' Writing should be corrected

Students' proficiency level can be a determinant factor in ensuring the effectiveness of written corrective feedback. This effectiveness depends on the type of feedback provided on students' written compositions whether it is direct or indirect WCF. Therefore, teachers should know the students' level before the provision of written corrective feedback.Teachers should know that students with low proficiency level should receive the direct error correction. This is due to their limited linguisticcapacity which inhibits them from self-correcting their errors in writing. Therefore, teachers' explicit correction is inevitable for students with limited linguistic bility.

Unlike direct WCF, the indirect error correction can be effective when it isaddressed to high proficiency students. Teachers should be aware that students with ahighlinguisticcapacitytendtobemoreautonomousincorrecting theirerrorsinwriting. Therefore, they may and should take an active role in repairing their errors in particular and monitoring their learning process in general.

Learners' proficiency level can inform teachers about many things. It can indicate

what type of written corrective feedback that is more suitable for them. Learners can be divided into two categories: slow learners who learn in a slow pace and quick learners who grasp the knowledge quickly. Slow learners need more elaborations, explanations and reformulations when they learn. They ask for and expect their teachers to simplify learning for them. This category of learners also expects the teachers to provide written direct corrections on the errors they make in writing.

For them, it is necessary to know the place/location of the errors and their corrections. It is important for the teachers to know that if they do not provide explicit clear corrections of the errors, learners cannot effectively learn. They are slow learners and their proficiency level does not qualify them to find the error and correct it. Thus, teachers' direct WCF can be a suitable technique to help them to learn and reach grammatical accuracy in writing. Teachers should be aware of and informed about their learners' proficiency level and which type of written corrective feedback (direct or indirect WCF) is more suitable for them.

Learners with high proficiency level (or quick learners) can process and understand their teachers' written feedback; we can say that they may have the accurate proficiency level which enables them to understand and process teachers' written feedback on their writing. Teachers should be informed that this kind of learners are better to be given indirect WCF on their writing. They can understand that their teachers highlighted their errors by means of underlying, circling, crossing out unnecessary word/sentence….

They can process this type of feedback and attempt to correct the errors. Teachers should be aware that what is crucial is not only learners reaching the final stage of correcting their own errors in writing but rather what is more effective is the cognitive processing that can take place in learners' mind when they encounter teachers' indirect WCF. This type of WCF can contribute to learners being in a state of thinking, reflecting, analysing, adjusting, refining and reformulating their errors. Learners, through teachers' indirect WCF, can make decisions concerning the errors they make when they write. It is an urgent need for teachers to take a different way of thinking regarding WCF. They should be aware that WCF is an instructional tool that the

curriculum emphasizes on. It does not only consist of "a red ink on a paper" but rather, they should think of it as a method that can train learners to reconsider the errors they make in their written productions.

Taking into consideration learners' differences in general and learners' proficiency level in particular can be one factor that will contribute to positive changes in learners' academic achievements. Teachers should start thinking of dividing learners into slow learners and quick learners so as to make some decision making concerning which type of WCF (either direct or indirect WCF) is more suitable for them. Whether learners are quick or slow learners, WCF can be an effective strategy that helps them to improve on their writing and reach accuracy and correctness in writing.

5.3.4 Classroom Size and Mixed Ability Classrooms as Factors that may decide which type of Written Corrective Feedback to use in correcting Learners' Writing Compositions

Teaching a large class of students can be a challenge for any teacher because it is hard to provide individual attention to students who need it. When these students do not get direct feedback from their teacher, they can feel discouraged or confused in the class. As a solution, teachers can give quick, effective feedback through:

- Returning student's work with personalized comments or suggestions and an invitation to review the work during the teacher's office hours.
- Break the class into small groups to study the daily lesson; visit each group and respond to student questions and concerns in written form.
- Give short, simple tasks that require learners to write short passages. Written feedback on short concise written productions would be easier when it is given

Classroom size means that a given class can have small or large number of learners. Class size can have an effect regarding the provision of error correction in the sense that the smaller the group is, the better teachers can correct learners' written productions without any pressure. Large groups on the other hand can cause stress for teachers for it takes time and energy to correct each learners' written errors. Teachers should be informed that classroom size is not obstacle but rather, it is a chance to

rethink, reconsider and re-do things. That is to say, classroom size and especially if it is a large class, can enable teachers to be creative in finding new innovative way in correcting learners' writing.

Teachers should also know that they may find themselves combining both direct and indirect written corrective feedback in correcting their students' errors for two main reasons: classroom size and mixed-ability classes. Correcting written compositions in large classes may cause teachers' tiredness from providing explicit corrections. As a result, they may combine both direct and indirect WCF in the same class for good time management. EFL classes are not homogeneous; students may display a variety of learning abilities. Therefore, teachers can combine both direct and indirect written feedback to match students' different linguistic abilities to ensure the effectiveness of the provided feedback.

For instance, if the class is large, teachers can collect data concerning learners' proficiency level. Once the proficiency level is known, the teacher can decide the typeof WCF to be provided. If learners are quick learners, teachers can give indirect corrections such as verbal written comments or descriptions of the errors. Learners can read and process those written comments and use them to self-correct their written errors. If learners are slow learners, teachers can show wherethe error is and then gives its correct form. Learners will pay attention and notice that an error is made and then they use teachers' direct corrections to correct their errors.

If the class is small in terms of learners' number, teachers can feel less pressure. They can provide both types of WCF taking into account some factors like proficiency level, multiple intelligences, learning styles ... They can give direct WCF to learners who are not able to correct themselves. They can also provide indirect WCF to learners who can process and understand their teachers' indirect comments and indications of the errors.

Mixed ability classes means that language classes are not homogeneous. Mixed ability classes are characterized by: multiple intelligences, different learning styles (VAKT), language attitude and aptitude, cultural background, and motivation for foreign language learning….Learnersare different inthe way they learn a foreign language and they display a variety of learning abilities. Teachers should possess the knowledge and the awareness about learners' differences. They should think of simple effective ways in giving written corrective feedback to learners taking into consideration the differences of learners. When teachers are aware of their learners' different abilities, they can decide which type of feedback ismore suitable for the improvement of learners' writing.They can select an error correction technique that a learner can process and use to reach correctness and accuracy in writing.

5.3.5 Considerations on WCF

As teachers of English at middle school, we should be aware about many aspects when giving feedback on our learners' writing. Awareness to the following considerations will maximize our knowledge, skills and attitudes towards giving written feedback.

Written Corrective Feedback is educative and formative

Providing written corrective feedback is purely about showing and giving learners an explanation of what they are doing correctly *and* incorrectly. However, the focus of written feedback should bebasedonwhat the students are doing right. It is most productive to a student's learning when they are provided with an explanation and example as to what is accurate and inaccurate about their work. Consider using the concept of a 'feedback sandwich' to guide your feedback: Compliment, Correct, and Compliment.

Feedback should be given in a timely manner.

When feedback is given immediately and when learners are shown and given proof of their learning, they react and respond positively and remember the experience and retain it longer about what is being learned in a confident manner. If feedback is not given at the moment, learners may lose their interest and motivation to learn new

grammatical structures and they may also not be able to connect the feedback with the action.

Learners' individual learning needs are necessary

It is crucial that we teachers take into account each learner individually when giving feedback. The class is full of different learners. Some learners prefer to be supported and acaffolded to achieve at a higher level in writing and reach corrcetness and other learners excpect a cautious treatment from their teachers so as not to discourage or de-motivate learning and damage self-esteem and self-confidence. A balance between not willing to hurt a student's feelings and providing proper encouragement is essential and should be always taken into consideration. Learners' psychological health when learning is highly recommended. Learners are different and teachers' written corrective feedback provision should not neglect this matter.

Ask the four "4" questions.

Learners prefer to be assessed. They expect their teachers to correct their errors and show them the correct form. Providing answers to learners on the following four questions will contribute in good quality piece of writing. These four questions are also helpful when providing feedback to parents:

What can the student do?

What can't thestudentdo?

How does the student's work compare with that of others?

How can the student do better?

Giving feedback to keep learners 'on target' for positive achievement.

Regular 'checking' with learners let them know where they stand in the classroom and with you. Utilize the 'four questions' to guide your feedback.

Host a one-on-one conference.

Providing a one-on-one meeting with a student is one of the most effective means of providing feedback. This is to some extent a difficult task for teachers to do especially at middle school. That is because time does not allow them to host all learners individually. However, teachers actually do their best to specify some "alone-time" for learners to discuss their written work by adding extra-hour. The student will look forward to having the attention and allows the opportunity to ask necessary questions. A one-on-one conference should be generally optimistic, as this will encourage the student to look forward to the next meeting.

As with all aspects of teaching, this strategy requires good time management. Try meeting with a student while the other students are working independently. Time the meetings so that they last no longer than 10 minutes.

Concentrating on one ability or skill.

Learners at middle school are beginner learners. Teachers should be aware on what to focus on when treating their learners' written productions. They should focus on one aspect concerning their learners' writing. Learners better improve when their teachers follow "one-by-one"mode of correction.

Alternating due dates for your students/classes.

Teachers can organize extra-sessions with their learners for one-to-one conferencing. This allows deeper discussion of the written work. Using this strategy when grading papers or tests will provide effective feedback for learning. This strategy can give teachers the necessary time to provide quality, written feedback. This can also include using a rotation chart for students to conference with at a deeper more meaningful level. Learners will also know when it is their turn to meet with you and are more likely to bring questions of their own to the conference.

Educating learners on how to give feedback to each other.

Model for students and show them what appropriate feedback looks like and sounds like.As a middle school teacher, we call this 'peer conferencing.' Train learners togive each other constructive positive feedback in a way that is positive and helpful. Encourage students to usepost-it notes to record the given feedback. This is achievable in the last stage of the lesson. Learners exhibit their written work by reading it to the whole class (which is the writing phase). Teachers can make it a habit for learners to praise each others' work. This will help them more to be confident and share their work without being hesitant or afraid.

Training learners to do "Note-Taking"

Note-taking is a useful strategy. It is necessary for teachers to make it a habit and train their learners to write down their notes and make a journal for all their questions, opinions and suggestions regarding their writing productions and works. This will help them to be in track and gain a deeper thinking and reflection concerning what they have written.

Return tests, papers, or comment cards at the beginning of class.

Returning papers and tests at the beginning of class, rather than at the end, allows students to ask necessary questions and to hold a relevant discussion.

Providing a model or example

Communicate with your students the purpose of an assessment and/or feedback. Demonstrate to students what you are looking for by giving them an example of what a good piece of writing looks like. Provide a modal for a piece of writing that contains errors so that they become aware of the necessity of producing a good piece of writing. This is especially important to upgrade the learning of grammatical accuracy in writing.

5.3.6 The Necessity for Investigating Teachers' and Learners' Views towards Written Corrective Feedback

When written corrective feedback to student's writing, the teacher should select the types of written corrective feedback wisely which can be appropriate and efficient to meet the student's needs. To know the student's needs in the teaching-learning process, the teacher may know the student's preferences by submitting a questionnaire to have a clear idea concerning what types of the written corrective feedback learners prefer their writing to be corrected.Student preference refers to a student's own style or way of doing everything especially in education. In other words, students have their own desire, needs, and choices on the way they like to be corrected.

In addition, because a mismatch between the expectations and the realities of the student which they meet in the classroom can limit language acquisition development, teachers should understand the students' views about language teaching and learning. Therefore, to avoid the mismatch between student's preferences and the written corrective feedback provided by the teacher, it is important to consider the student's preferences. By knowing students' preferences, the teacher can provide more appropriate teaching methods and help the students in learning writing more effectively .As a result, maximum learning outcomes can be achieved.

Each student's preference for written corrective feedback is varied. Regarding students' preferences to type of written corrective feedback, the most students'preferred type of written corrective feedback is direct corrective feedback. This is related to the fact that learners like to be corrected and shown the errors. That helps them a lot in learning. Other students prefer indirect written corrective feedback. They like to be told that an error is committed without correcting it.

Feedback on writing is essential for developing learners' writing abilities. Feedback is one of the core instructional tools that the curriculum stresses on. The teachers' direct and indirect corrections on their learners' errors in writing can improve their accuracy.

Teachers can use direct WCF by highlighting the errors that learners commit by underlying, circling, crossing out and providing the correct form for the error.They

can also use indirect written corrective feedback in the sense that they only show the error without providing its correct form. Teachers should know their learners' views towards which type of WCF they prefer before any attempt to improve learners'writing skills. They should be aware on the error correction technique that best meets learners' needs and expectations.

Some learners favour their paper to be corrected and like to see all their committed errors corrected. For this category of learners who likes direct WCF, learning better occurs when the correct form of the error is provided. They do not feel anxious or confused since the correction is given. Thistype of WCF helps them to right new target grammatical structures straightforward and directly without forming wrong hypotheses in learning writing. This type of feedback can help them to avoid fossilization.

There are learners who like to be corrected through the indirect WC. They prefer when their teachers only show their errors by underlying or circling or crossing out any wrong sentences. They perceive this type of error treatment as an effective way of learning new structures in grammar and accuracy. Indirect written corrective feedback can help this category of learners in many ways: it challenges them to find the correct form of the error by themselves. It engages them in an active learning. It also build their self-esteem, self-confidence and ability to treat their own errors by themselves. It assists them to be autonomous in regulating and monitoring their own learning.

If learners are tested and corrected through the type of written corrective feedback they prefer, fruitful learning will take place. There are many advantages behind investigating learners' views and preferences towards WCF types. When learners are given the opportunity to express their preferences towards WCF types (direct & indirect), they will feel motivated to write. They will feel included in the process of learning how to write.

Teachers can assess learners' views and preferences towards WCF types by means of questionnaires.Teachers can deliver short questionnaires for learners about how they

want their errors in writing should be treated. Teachers can read learners' responses and maximize their knowledge on how to correct learners' writing errors.

Some learners prefer when their teachers show them the errors and provide their correct form. They prefer their errors to be corrected via direct WCF because they effectively learn from teachers' direct written corrections. Other learners like when the teacher only highlights the errors by underlying or circling without providing the correct form. This type of learners like when their teacher only indicates that an error has been made. This type of WCF captures learners' interests because they feel actively engaged in correcting their errors in writing by themselves.

Teachers can also know what type of written corrective feedback they prefer in correction their errors in writing by face-to-face-meeting. Teachers can discuss all learning matters with their learners especially they way they like to be corrected. This will give teachers some insights about learners' preferences in correcting their errors.

Conclusion

This chapter was about discussing and interpreting the data gathered on the effects ofdirect and indirect written corrective feedback in improving learners' writing. The obtained data have shown that there is a correlation between teachers' and learners'point of views concerning the ways in which direct and indirect WCF can contribute to learners' writing accuracy. Both teachers and learners' responses have suggested that direct written corrective feedback can be effective in the sense that it contributed to fruitful learning of grammatical accuracy. It is also effective in helping to learn without any confusion.

The responses of teachers and learners also have shown similar perceptions concerning the efficacy of indirect WCF and its role in enhancing learners' writing skill and accuracy. It is helpful in the sense that it encourages learners and motivates them to correct their errors in writing by themselves. It also engages them in the process of active learning and trains them to be autonomous in their learning. This chapter also provided some suggestions that can raise teachers' awareness on the use of direct and indirect written corrective feedback.

General Conclusion

General Conclusion

The purpose of this dissertation is investigating the effects of direct and indirect written corrective feedback in improving middle school learners' writing accuracy. This research contained six chapters. It started with general introduction which presented a clear view on the research problem.

To approach the research, we have dedicated the following sections: the statement of the problem, the background of the study, purpose and scope of the study, the significance of the study, the research questions, the rationale for the research questions, the objectives of the study and the thesis structure.

Chapter one was "theoretical perspectives on written corrective feedback".This chapter attempted to cover written corrective feedback and provide a clear understanding of it.

It consisted of eight sections: conceptualizing the term "error correction", corrective feedback in second language acquisition, studies on the effects of direct and indirect WCF in improving learners' writing accuracy, considerations towards WCF provision, learners' cognitive processing of teachers' written corrective feedback, factors affecting the provision of written corrective feedback, writing skill and errors in writing.

Chapter one also highlighted writing and its importance for learners' academic achievement. It shed light on writing skilland the fact that it is one of the four foundational language-learning skills that also include listening, speaking and reading. It is taught in colleges and high schools where learners find it as the most challenging skill when they attempt to express ideas and opinions in a piece of writing. This chapter defines the writing skill in general, its purpose, approaches, types, as well as the relation between writing and other skills.

This chapter also talked about the complexity of writing skill and how learners perceive it. Writing is the most difficult skill for learners because it requires conscious mental effort and takes time to learn it. Learners can face psychological

problems where they encounter lack of interaction and feedback between the writer and the reader. The second is a linguistic problem because learners have to express their ideas in a grammatical sense. The third is a cognitive problem in that writing has to be taught over formal instructions where the writer masters the organization of his or her ideas in written communication. Learners undergo all these cognitive process during writing. They tend to face many obstacles when they are placed in a writing task.

Chapter two was "research methodology and procedures". It was about how the study was conducted. It was structured around eight sections: the research design/paradigm, the research questions, the research objectives, the participants, the setting of the study, data gathering tool, data collection procedures and methods of data presentationan danalysis.

Chapter three was "treatment and presentation of qualitative data".This chapter tackled how to present and treat the obtained data (qualitative) on the effects of direct and indirect WCF in improving learners' writing skill and accuracy. It was structured around two sections: treatment of the data and presentation of the qualitative data.

Chapter four was "treatment and presentation of quantitative data".This chapter attempted the gathered quantitative data from teachers' and learners' responses. It was structured around two sections: treatment of the data and presentation of the quantitative data.

Chapter five was "data discussion and interpretation". It was about discussing andinterpretingthedataabouttheefficacyofdirectandindirectwrittencorrectivefeedbackonlea rners'writingaccuracy.

It contained five sections: learners'committed errorsin writing, Teachers' Provision of written corrective feedback on learners' writing, the effects of direct written corrective feedback in improving learners' writing skill, the effects of indirect written corrective feedback improving learners' writing skill and comparison of the effects of using direct and indirect written corrective feedback in improving learners' writing skill.

Chapter six was "some implications on the use of direct and indirect written corrective feedback in improving learners' writing skill". It contained five sections: the importance of writing in middle school learning context, the importance of written corrective feedback in enhancing the noticing system of learners towards their errors, learners' proficiency level as an indicative factor of which type of written corrective feedback learners' writing should be corrected, classroom size and mixed ability classrooms as factors that may decide which type of written corrective feedback to use in correcting learners' writing compositions and considerations on WCF.

 In this study we attempted to show the importance of writing and its value for learners' academic achievement. Accuracy is measured by learners' ability to write error-free piece of writing and to respect writing mechanisms. Learners are expected to produce a written message with few errors and teachers do their best to help them reach academic writing. Teachers assist their learners to develop writing skills and help them to improve on their writing abilities.

They use some techniques and strategies that gradually help learners to write effectively. One of those instructional tools that teachers use to improve learners'writing accuracy is the use of written corrective feedback. This study is oriented towards showing the benefits of direct and indirect written corrective feedback in improving learners' writing accuracy. Direct WCF is a correction technique in whichthe teacher corrects learners' errors in writing by underlying or circling. Indirect WCFis an error treatment strategy by which the teacher shows that error is made by meansof circling or crossing out the wrong grammatical form but without providing the correction of the error.

Our research is about investigating the effects of direct and indirect written corrective feedback in improving learners' writing accuracy. Our study also aims at showing the ways in which direct and indirect WCF helps learners to improve on their writing accuracy. Our research study proceeds as follows: it started with a general introduction, and then it moved to the theoretical aspect which is the literature review. After presenting the theoretical part of the dissertation, we described the methodology of the research and the research tools intended to answer our research questions. We

Presented and treated the data about the effects of direct and indirect WCF in developing learners' writing skills in general and accuracy in particular in data presentation and treatment. Data gathered from teachers' questionnaire and learners'questionnaire were presented in tables; percentages and pie-charts while data obtained from teachers' interview were qualitatively treated and analyzed. We provided some suggestions and implications concerning WCF provision.

Writing is an important skill in all learning contexts. It is a requirement for academic achievement especially at middle school contexts. Although writing is significant, learners still commit errors and produce a piece of writing that is incorrect. This has led teachers to use a variety of techniques and strategies that may help learners to minimize making errors during writing.

Writing is a very challengeable difficult skill for learners who need it as a tool for promotion and success. For many researchers writing accuracy is crucial for FL learners to achieve their educational and professional goals. Additionally, in many educational contexts, teaching writing is based on examination, with accuracy as the most significant criterion of assessment.

Therefore, writing accuracy is one of the important pillars for writing appropriate and acceptable texts. Improving students' writing accuracy is an essential factor in effective writing because the effectiveness of a piece of writing will be determined, in part, by its accuracy. That is why corrective feedback has received so much attention in the recent decades (Maleki & Eslami, 2013).

 Although it is not easy for EFL students to reach writing accuracy (many FL speakers may have similar difficulty), they should do their best to improve it to make their writing as readable as possible Therefore, many FL writing teachers try hard to help their students produce accurate writings.

Written corrective feedback namely direct and indirect written corrective feedback are considered as instructional tools that teachers use when treating and correcting their learners' written productions. The purpose of this research to explore the effects of direct and indirect written corrective feedback in improving middle school learners'

writing skill and accuracy. Four research questions were formulated and the seresearch questions were targeted to show the effects of direct and indirect WCF in enhancing WA of learners.

To sum up, this thesis was structured around six chapters. Each chapter was targeted toprovide a clear understanding of the problem under investigation. Chapter one was the literature review. It provided a theoretical backgroundand framework on written corrective feedback. It contained eight sections. Section one was dedicated for error treatment or/and error correction.

Section two discussed corrective feedback in SLA, definition of CF, types of CF and types of WCF and WCF and its types.

Section three was about some studies on direct and indirect WCF and their effects in enhancing learners' writing accuracy.

Section four was dedicated to discuss some considerations on the provision of WCF.That is to say, in this section presented some theories that are in favour and disfavor of providing WCF.

Section five aimed at discussing learners 'cognitive processing of WCF on their writing and what happens in their mind when they receive teacher's written feedback and how they process/understand it.

Section six was targeted to shed light on the factors that may intervene in the process of giving WCF.

Section seven was about the writing skill, modals of writing, modals of writing, the importance of grammar and grammatical accuracy in writing.

Section eight's purpose was to discuss the errors in writing, their sources and their types.

Chapter two and three were entitled respectively "research methods and procedures"and "data treatment and presentation". Chapter two was devoted to seek answers to the research questions.

In this section, we highlighted the research paradigm, the research design, the research questions, the objectives of the study, the participants, the setting of the study, the research instruments and how the study was carried out.

Chapter three described how the data gathered from the research tools on the effects of direct and indirect WCF in improving EFL writing skill. The data gathered was presented in tables and percentages (%).

Chapter four was "data discussion and interpretation". It answered the formulated research questions and explained how direct and indirect written corrective feedback improves learners' writing accuracy and skill.

Direct WCF can help learners to enhance on their writing in many ways. It can assist them to learn effectively from the direct corrections that the teacher provides. It can reduce confusion and anxiety in finding the correct form. It can also reduce fossilization and wrong hypotheses that learners form when they try to find the correct form of the errors they have made.

Indirect WCF on the other hand encourages learners and challenges them to find the correct form by themselves. It can also gradually help learners to be autonomous in finding the correction for the errors they make in writing. Indirect WCF also can influence learners' self-esteem, motivation and self-confidence to self-correct their errors.

Chapter five was "some implications on the use of direct and indirect written corrective feedback in improving learners' writing skill". It presented some implications for teachers in order to enhance learners' writing accuracy through the provision of direct and indirect WCF.

Those implications were summarized as follows: the importance of writing in middle school learning context, the importance of written corrective feedback in enhancing the noticing system of learners towards their error, learners' proficiency level as an indicative factor of which type of written corrective feedback learners' writing should be corrected, classroom size and mixed ability classrooms as factors that may decide

Which type of written corrective feedback to use in correcting learners' writing compositions.

This dissertation discussed the effects of direct and indirect written corrective feedback in improving learners' writing skills. It used both qualitative and quantitative data analysis to answer the formulated research questions. The research questions were answered and the ways in which direct and indirect written corrective feedback can improve learners' writing skill have been discussed.

Direct written corrective feedback is beneficial as it raises learners' noticing and awareness. It helps learners' to learn directly and effectively. It reduces confusion from the part of learners. It makes it easy for learners to learn from their errors (since the correct for provided by the teacher). It excludes any chance for learners to form wrong hypotheses that may contribute to fossilization.

Indirect written corrective feedback is effective as it encourages learners to self-correcttheir errors in writing. It increases learners' self-esteem and self-confidence in being responsible to correct their own errors. It also promotes responsibility in learning and it makes learners feel capable of being in control of their own learning.

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Appendices

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Appendix1

Learner Questionnaire

Dear students,

You are kindly invited to fill in the questionnaire that is about teacher's direct and indirect written corrective feedback and its role in reducing middle school learners'errors in writing and Improving their writing accuracy.

1. I face problems in writing in English.

   a. Strongly disagree

   b. Disagree

   c. Agree

   d. Strongly agree

2. I feel frustrated when I commit errors in writing.

   a. Strongly disagree

   b. Disagree

   c. Agree

   d. Strongly agree

3. I do consider errors in my writing as a sign of weakness

   a. Strongly disagree

   b. Disagree

   c. Agree

   d. Strongly agree

4. I do not consider errors in my writing as a sign of weakness

   e. Strongly disagree

   f. Disagree

   g. Agree

   h. Strongly agree

5. Errors in my writing are part of learning.

   a. Stronbgly disagree

   b. Disagree

   c. Agree

d. Strongly agree

6. Writing is a requirement in middle school for academic achievement.

    a. Strongly disagree

    b. Disagree

    c. Agree

    d. Strongly agree

7. Teacher's written correction on my writing is important.

    a. Strongly disagree

    b. Disagree

    c. Agree

    d. Strongly agree

8. I prefer when the teacher indicates my errors and corrects them

    a. Strongly disagree

    b. Disagree

    c. Agree

    d. Strongly agree

9. I like when the teacher only indicates my errors without correcting them.

    a. Strongly disagree

    b. Disagree

    c. Agree

    d. Strongly agree

10. Teacher's indirect corrections motivate me to correct my errors bymyself.

    a. Strongly disagree

    b. Disagree

    c. Agree

    d. Strongly agree

11. Teacher's indication of errors without correcting them challenges me to find the correct form of the error.

    a. Strongly disagree

    b. Disgree

    c. Agree

    d. Stronglyagree

12. Teacher's indication of my errors without the provision of the correct form increases myself-confidence and self-esteem in my ability to correct errors.
   a. Strongly disagree
   b. Disagree
   c. Agree
   d. Strongly agree

13. Teachers'indication and correction of the error helps me to learn effectively new structures.
   a. Strongly disagree
   b. Disagree
   c. Agree
   d. Strongly agree

14. Teacher's direct correction on my errors reduces my confusion in finding the correct form.
   a. Strongly disagree
   b. Disagree
   c. Agree
   d. Strongly agree

Part Two

Please justify your answer

1. Is writing in English important?

………………………………………………………………………………………

2. Do you commit errors in writing?

3. Why do you commit errors in writing?

………………………………………………………………………………………

4. Do you prefer teacher's direct OR indirect written corrective feedback?

a. If direct written corrective feedback, why?

………………………………………………………………………………………

b. If indirect written corrective feedback, why?

………………………………………………………………………………………

5. How can direct teacher's correction on your errors helps you to improve your writing?

………………………………………………………………………………………

6. How can indirect teacher's correction on your errors help you to improve your writing?

………………………………………………………………………………………

Appendix 2

Teacher Questionnaire

Dear respondents, thank youfor accepting to take part in this questionnaire.

With your consent, I would like to conduct this questionnaire as part of my PhD dissertation thatis under the title "Investigating the Effects of Direct and Indirect Written Corrective

1) Committing errors in writing is an inevitable circumstance in learners' process of language learning.

a) Stronglydisagree   **b)**disagree   **c)**agree   **d)** strongly agree

2) Learners' errors in writing are considered as a sign of learners' incompetence.

a) Stronglydisagree   **b)**disagree   **c)**agree   **d)** strongly agree

3) Errors in learners' writing indicate the insufficient performance of the teacher.

a) Stronglydisagree   **b)** disagree   **c)** agree   **d)** strongly agree.

4) Providing feedback on learners' errors is one of the core responsibilities of the teacher.

a) Strongly disagree   **b)** disagree   **c)** agree   **d)** strongly agree.

5) Correcting learners' grammatical errors is part of teaching.

a) Stronglydisagree   **b)** disagree   **c)**agree   **d)** strongly agree.

6) I indicate the error (by circling or/and underlying) and I provide the correct form oflearners' grammaticalerrors.

a) Strongly disagree   **b)**disagree   **c)**agree   **d)** strongly agree.

7) Iindicate learners' errors by only deleting excessive wrong answers.

a) Strongly disagree   **b)**disagree   **c)**agree   **d)** strongly agree.

8) I indicate errors but I do not provide the correct form of errors.

a) Strongly disagree   **b)**disagree   **c)**agree   **d)** strongly agree.

9) I indicate my learners' errors, number them and provide their correction in the margin.

   a) Strongly disagree   **b)**disagree   **c)**agree   **d)** strongly agree.

10) Learners learn better when their grammatical errors are indicated (by circling or/and underlying) and corrected.

a) Strongly disagree   **b)**disagree   **c)**agree   **d)** strongly agree.

11) No false hypotheses on language learning will be formulated by learners when explicit corrections are provided.

a) Strongl ydisagree   **b)**disagree   **c)**agree   **d)** strongly agree.

12) Direct corrections on learners' writing compositions can minimize learners'confusion about the correct form.

   a) Strongly disagree   **b)**disagree   **c)**agree   **d)** strongl yagree.

13) Teacher's direct written feedback can reduce language fossilization.

   a) Strongly disagree   **b)**disagree   **c)**agree   **d)** strongly agree.

14) Direct written corrective feedback is effective because it helps learners to apply the rule for the problems similar of the error they are provided with feedback.

a) Strongly disagree   **b)**disagree   **c)**agree   **d)** strongly agree.

15) The indication of errors by means of circling or/and underlying without the provision of the correct form of the error challenges learners to correct the errors by themselves.

a) Strongly disagree   **b)**disagree   **c)**agree   **d)** strongly agree.

16) Indirect written corrective feedback engages learners in a problem-solving situation and activates them to think deeply about the error.

a) Strongly disagree   **b)**disagree   **c)**agree   **d)** strongly agree.

17) Indirect written corrective feedback helps learners to be responsible to correct their errors.

a) Strongly disagree   **b)** disagree   **c)** agree   **d)** strongly agree.

18) Indirect written corrective feedback promotes a reflection that is likely to foster life-long learning.

  a) Strongly disagree   **b)** disagree   **c)** agree   **d)** strongly agree.

19) Direct written corrective feedback is more beneficial for learners with low proficiency level as their ability to correct their writing errors is limited.

a) Strongly disagree   **b)** disagree   **c)** agree   **d)** strongly agree.

20) Indirect written corrective feedback works better for learners with high proficiency level because they can self-correct their errors.

a) Strongly disagree   **b)** disagree   **c)** agree   **d)** strongly agree.

Appendix 3

Teachers' Interview

Section One: Background of Participants

1. What is your gender?
2. Does the provision of WCF differ from male to female teachers?
3. What is your current degree?
4. Can the degree influence the extent to which you provide WCF on learners' writing?
5. How many years have you been teaching as a teacher of English at middleschool?
6. Can the teaching experience of the teacher affect the way he/she provides WCF?

SectionTwo

1. What is WCF?
2. What is direct WCF?
3. What is indirect WCF?
4. Is WCF beneficial for improving learners' writing? Justify your answers
5. In what ways can teacher's direct WCF improve learners' writing accuracy?
6. In what ways can teacher's indirect WCF improve learners'writing accuracy?
7. What factors that can affect you as a teacher from providing direct and indirect WCF?
8. What type of WCF do you prefer to provide on learners' writing? Justify your answer

Appendix 4 extracts from the Accompanying document on the Importance of Writing

Curriculum of English for Middle School Education

By the end of middle school, the learner will be able to interact, interpret and produce oral and written messages/ texts of average complexity, of a descriptive, narrative, argumentative or prescriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.

Appendix1:Theimportanceofwritinginthecurriculum.

2.1.2 Exit Profile by Key Stage

Key Stage 3/ MS 4:

By the end of the middle school cycle(end of Key Stage 3), the learner will be able to interact, interpret and produce oral and written messages/ texts of average complexity, of a descriptive, narrative, argumentative or prescriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.

Key Stage 2/ MS2 + MS3

By the end of Key Stage 2 (end of MS3),the learner will be able to interact, interpret and produce oral and written messages/ texts of average complexity, of a descriptive, narrative, argumentative or prescriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.

Key Stage 1/ MS1

By the end of the Key Stage 1, the learner will be able to interact, interpret and produce oral and written messages/ texts of average complexity, of a descriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.

Key Stage	Target Competency 1	Target Competency 2	Target Competency 3
Key Stage 3 / MS4	In a situation of meaningful communication, using written, visual or oral support, , the learner will be able to **interact and produce** oral messages / texts of a descriptive , narrative , argumentative or prescriptive type	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to **interpret** oral or written messages / texts of a descriptive, narrative , argumentative or prescriptive type	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to **produce** written messages / texts of a descriptive, narrative , argumentative or prescriptive type.

Appendix: The Value of Writing in each Level

Curriculum of English for Middle School Education

4.1 Syllabuses Across the Years

1st year middle school

GLOBAL COMPETENCE/EXIT PROFILE

- At the end of level 1 (1st year middle school), the learner will be able to interact,interpret and produce short oral and written messages / texts of descriptive type, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests. The learner can:

-Understand simple messages related to concrete situations, his/her immediate environment and needs.

Ask and answer simple questions about topics related to their age and interest provided that the other person speaks clearly and is prepared to help

Use very basic phrases, short sentences to talk and write about personal experiences (family likes...)

VALUES	**National identity**
	the learner can use the markers of his identity when introducing himself to others: name, nationality , language, religion , flag, national currency ...
	National conscience:
	o He can speak about our school days, weekend and national public holidays (historic, religious, etc)
	Citizenship :
	o he shows respect for the environment and protects it continually
	Openness to the world :
	o He is keen on learning about others' markers of identity
Cross-ricularcompetences	**1.Intellectual competency:**
	o he can understand and interpret verbal and non-verbal messages
	o he can solve problem situations using a variety of communication means
	o he can show creativity when producing oral and writtenmessages
	o he can show some degree of autonomy in all areas of learning

Appendix 3:the value of writing in 1st 2 nd, 3rd, and 4th year Middle school

Curriculum of English for Middle School Education

2nd year middle school

GLOBAL COMPETENCE/EXIT PROFILE

At the end of MS2, the learner will be able to interact, interpret and produce short oral and written messages / texts of descriptive, narrative and prescriptive type, using written, visual or oral support, in meaningful situations of communication related to his environment and interests.

The learner can:

-Understand messages consisting of formulaic phrases and simple sentences related to frequently used expressions related to familiar topics or situations (personal, shopping, local places).

-Communicate limited information in simple everyday and routine situations by using memorised phrases and formulaic language.

-Use selected simple structures correctly but still systematically produce basic errors

National identity

Appendix 4: the value of writing in 2ⁿᵈ year middle school

GLOBAL COMPETENCE/EXIT PROFILE

At the end of MS3, the learner will be able to interact, interpret and produce simple oral and written messages / texts of descriptive, narrative, prescriptive and argumentative types, using written, visual or oral support, in meaningful situations of communication related to his environment and interests.

Can understand short texts consisting of phrases and simple sentences and frequently used expressions to familiar topics or situations.

Can communicate messages in simple tasks on everyday topics using simple sentences that are appropriate.

Can describe in short sentences some aspects of his/her background or environment and related to his/her needs.

Appendix 5: the value of writing in 3ⁿᵈ year middle school

Middle SchoolYear 4

GLOBAL COMPETENCE/EXIT PROFILE

At the end of MS4, the learner will be able to interact, interpret and produce simple oral and written messages / texts of descriptive, narrative, prescriptive and argumentative types, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests .The learner can:

-Understand the main points of a familiar text on personal and cross-curricular topics.

-Describe, in speech and writing, experiences and events giving some simple explanations for opinions or plans related to his/her background.

-Produce short simple connected speech on familiar topics or personal interest.

| National identity:

Appendix 6: the value of writing in 4ᵗʰ year middles chool

3. Les compétences terminales :

L'apprentissage de la langue anglaise s'appuie sur une compétence de communication qui se décline en trois compétences , à savoir :

Compétence 1 : 'interacting orally' interagir oralement .

Savoir réagir à un message oral ou écrit et dialoguer

Compétence 2 :' interpreting ' interpréter un message oral ou écrit, ou être capable de comprendre à l'écoute et savoir lire et comprendre un texte

Compétence 3 : 'producing' produire un message orale ou écrit, ou savoir parler en continu et savoir écrire

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Appendix 7: writing as one of the terminal competences

2. L'approche par compétences

Les attentes pressantes de la société et celles d'une clientèle scolaire de plus en plus exigeante nous incitent à mettre l'accent sur l'acquisition d'une langue fonctionnelle plutôt que sur l'apprentissage d'une langue littéraire. En effet, de nos jours, l'éducation doit répondre aux besoins réels des apprenants en créant un climat positif puisqu'il est question d'adolescents qui ont un besoin grandissant d'autonomie et d'encouragement. La conception cognitiviste et socio constructiviste qui sous-tend la méthodologie de l'enseignement / apprentissage de l'anglais permet de réaliser ces intentions et vise à installer chez l'apprenant des compétences essentielles telles **l'interaction**, **l'interprétation** et la **production** de messages variés et significatifs. L'approche étant centrée sur l'élève, il est indispensable de :

Appendix 8:competency based-approach

d-La production écrite

L'acquisition des habiletés langagières cible surtout le développement de la compétence de l'écrit(reading and writing). C'est une des difficultés majeures dans le processus d'apprentissage d'une langue. Elle passe nécessairement par l'acquisition des conventions de l'écrit , la familiarisation aux étapes de préparation , de production et d'évaluation du texte écrit (brainstorming , outlining, drafting , editing ,re-drafting.)

L'enseignant sera amené à entraîner les apprenants

- à produire des messages écrits de la longueur et de complexité moyenne pour exprimer leurs idées et opinions, décrire, raconter,…
- utiliser correctement la ponctuation, majuscules, construction de paragraphes
- utiliser une langue plus ou moins correcte, respectant cohérence et cohésion
- organiser leurs idées par rapport à un plan, une chronologie, une logique

Pour ce faire l'enseignant utilisera des techniques d'apprentissage à l'écrit telles que :

- la technique de "modélisation" (modelling the features of writing)
- la technique "d'échafaudage" (scaffolding)
- des procédés d'écriture selon les types de discours et de format

Appendix 9: The importance of written production

Learners' Written Productions

Learner1

Draf tone (with teachers' feedback)

The universe is a platfrom for many significant figures. In This message, I will be honoured to describe and talk about Abdelhamid Ibn Badis.

Abdelhamid Ibn Badis is figure. He was born on December 4th, 1889 and constantine Algeria. He is in Algerian is muslim and occupation He was Teacher, Achivements He was important figure and a leader of the Islamic reform movment in Algeria in April 16th, 1940 in constantine, Algeria.

This outstanding figure Abdelhamid I ben Badis I hope you liked it.

Draft 2(re-writing the draft on the basis of teachers' WCF)

The universe is a platfrom for many significant figures. In This message I wille be honoured to descrbe and talk abont Abdelhamid Jbn Badis.

Abdelhamid Ibn Badis is figure. was born on Desember 4^{TR}, 1889 and constanta is Algeria He is Algerian is muslim He was teacher, He was Important figure and a bader of the Islamic refom movement in Algeria in April 16Te, 1940 in constatine Algeria.

This, is the outstandig figure Abkhamid I Ben Badis I hope you liked it.

Learner 2

Draft 1

Abd El hamid Ben Badis

Abd EL Hamid Ben Badis is a famous outstanding figure in Algeria.

He was born on December 4th, 1889 in Constantine Algeria. He Abd. EL hamid was a teacher and the leader of the Islamic reform movement in Algeria. The Algerian famous outstanding figure Abd EL hamid Ben Badis died on April 16th, 1940 in Constantine.

where is the conclusion!

Draft 2

Abd El hamid Ben Badis

Abd EL Hamid Ben Badis is a famous outstanding figure in Algeria.

He was born on December 04th, 1889 in Constantine Algeria. ~~He~~ Abd, EL hamid was a teacher and the leader of the Islamic reform movement in Algeria. The Algerian famous outstanding figure Abd El hamid Ben Badis died on April 16th, 1940 in Constantine.

where is the conclusion

Abd ELhamid is one of the most well-kno figures in the world. I hope you like it

Learner 3
Draft 1

ABdelhamid Ibn Badis.

Today, I will glad to Be present an amazing Outstanding personality in the field of literaty and arts, his name is ABdelhamid Ibn Badis.

ABdelhamid Ibn Badis is an Algerian figure, he Was born on December 4th 1889 in Constantine he is a Muslim and of Algerian Origin. he is a Teacher and scholar he Was Important figure and a leader of the Islamic reform movement in Algeria. Ibn Badis died April 16th 1940 in Constantine, Algeria.

ABdelhamid Ibn Badis is a great man in Algerian and ARab World.

Draft 2

- Today, I will be glad to present an amazing Outstanding personality in the field of literatury and arts. his name is ABdelhamid Iben Badis.

- ABdelhamid Iben Badis is an Algerian figure. He Was born on December 4, 1889 in Constantine. He is a Muslim and from Algerian Origin. He is a Teacher and schola. He was important figure and a leader of the Islamic reform movement in Algeria. Iben Badis died April 16th, 1940 in Constantine, Algeria

- ABdelhamid Iben Badis is a great man in Algeria and the ARab world.

Learner 4
Draft 1

. Abdelhamid ibn badis

. Abdelhamid ibn badis . He was
born on December 4th 1889 in
constantine in Algeria Religion
Moslim . He is an Algerian
Muslim

-Abdelhamid ibn badis inpatient
person occupation teacher, scholar
He was a
A.chievements important figure and
was a leader of the Islamic reform
movement in Algeria.

. Date place of Death April 16th 1940
in constantine, Algeria .
He died on

Draft 2

Abdelhamid ibn badis

- Abdelhamid ibn badis, was born on December 4th 1889 in constantine in Algerian He y Religion Muslim.

- Abdelhamid ibn badis y impatant person He was a teacher, scholar He was achievements Important figure and a leader of the Islamic reform movement in Algeria

- He died on April 16th 1940 in constantine, Algeria.

Learner 5

Draft 1

Abdelhamid ibn Badis.

- Hi) my name is Amina, I am Happy to write a short article about portant figure.

about

important

- This name is Abdelhamid Ibn Badis he was born on December 4th 1889 in constantine, Algeria & this an muslim algeria Algerian muslim He was teacher and Scholar, he was important figure and Peader of the islamic reform movement in Algeria, he died on April 16th 1940 in constantine, Algeria.

He is

He

- Abdelhamid Ibn Badis a is King of Algeria also big figure in algeria.

Draft 2

then Abdelhamid Ibn Badis.

-Hi, my name is Amina. I am Happy to write a short article about important figure.

- His name is Abdelhamid Ibn Badis was born on December 4th 1889 in constantine, Algeria. Hi is Algerian muslim. He was teacher and scholar. He was important figure and leader of the is Pamic reform movement in Algeria. He died on April 16th 1940 in constantine, Algeria.

- Abdelhamid Ibn Badis is the king of Algeria also big figure in Algeria.

Learner 6

Draft 1

.bde elhamid Ibn Badis is a famous figure. He

was born on December 4Th 1889 in constantine in

Algeria

He is Algerian Muslim.

He was a Teacher, scholer, .bde elhamid Ibn Badis
.

He is "Impertant Figure and a leader of The Islamic

Was

He died

reform movement in Algeria . In April 16Th 1940 in

constantine, Algeria.

Draft 2

- abde elhamid Ibn Badis isa famous figure. He was born on December 4Th 1889 in constantine in Algeria He is Algerian Muslim.

- He was a Teacher scher s-cholar, abde elhamid Ibn Badis was "Important Figure and a leader of The Islamic reform movement in Algeria. He died on April 16Th 1940 in constantine. Algeria.

Learner 7

Draft 1

Abdelhamid Ibn Badis.

AbdelHamid Ibn Badis as faummous figure Algeria. ~~as~~ is ~~faummous~~ famous
in

His He name AbdelHamid Ibn Badis, He
~~is~~
Was born December 4th, 1889 in Constantine
, Algeria in Adgriam, He is Muslim,
He was Techer and Schalar,
teacher a
AbdelHamid Ibn Badis is faummous
~~figure as a~~ leader of the Islamic famous
reform movement in Algria, He died
on April 16th, 1940 in Constantine Algeria,
the Abdelhamid Ibn Badis Teacher and
was
Schalar is older than the Maufdi
Zahria, the Love autstand who imane itte
Teacher by Abdelhamid Ibn Badis.
Abdelhamid Ibn Badis is a
Waldwide well know porenality.

Abdelhamid Ibn Badis is
a well-known figure in
the world

Draft 2

Abdelhamid Ibn Badis

Abdelhamid Ibn Badis is famous figure in Algeria.

His name is Abdelhamid Ibn Badis, He was born December 4th, 1889 in Constantine, Algeria, He is Muslim, He was teacher a Scholar, Abdelhamid Ibn Badis is famous leader of the Islamic reform movement in Algria, He died on April 16th, 1940 in Constantine Algeria, Abdelhamid Ibn Badis was teacher and scholar is older than was Moufdi Zakria.

Abdelhamid Ibn Badis is a well known figure in the world.

Learner 8

Draft 1

Abd Elhamid Ben Badis

Abd Elhamid Ben Badis a famous figure.
He was born on December 04th, 1889 in constantine
It is Muslim.

He
(He was is an Algerian a trilady figure)
                    and
He was teacher scholar. Abd Elhamid Ben
Badis is Important figure and leder of the Islamic
                              leader
reform movement in Algeria.

He did on April 16th 1940 in place
        died
of death constantine. Algerien.

Draft 2

Abd Elhamid Ben Badis is famous figure

He was born, December 04, 1889 in constantine He is Muslim

He was teacher and scholar. Abde Elhamid Ben Badis is important figure and leader of islamic reform movement in Algeria.

He died on April 16th 1940 in constantine, Algerien.

Learner 9
Draft 1

Abdelhamid Ibn Badis is an

Algerian figure

Abdelhamid Ibn badis He was
born December 4th 1889 in constantine
He is a Muslim, He is a teache, and
Scholar. He died April 16th 1940 in
constantine

He was an important and leding
figure in the Islamic reform
movement in Algeria, Abdelhamid
Ibn Badis was the hero of Algeria.

Draft 2

Abdel hamid Ibn Badis is an Algeria figure

Abdel hamid Ibn Badis was born on December 4th 1889 in constantine He is a Muslim, He was a teache, and Scholar. He died on April 16th 1940 in constantine

He was an important and leding figure in the Islamic reform movement in Algeria. (Abdl) Abdel hamid Ibn Badis was the hero of Algeria.

Learner 10

Draft 1

Abdelhamid Ibn Badis

Today, we are going to talk and write about a great man, Abdelhamid Ibn Badis

He was born in 4 december 1889 in Constantine in Algeria, Ibn Badis was a teacher and scholar. He was an important figure and a leader of the Islamic reform movement in Algeria. Abdelhamid died on 16th in 1940 in the city that he was born in "Constantine".

This Muslim Algerian man was famous too much cause of his achievement.
due to

Draft 2

Abdelhamid Ibn Badis

Today, we are going to talk and write about a great man, Abdelhamid Ibn Badis.

He was born on 4ᵗʰ december 1889 in Constantine in Algeria, Ibn Badis was a teacher and scholar. He was an important figure and a leader of the Islamic reform movement in Algeria. Abdelhamid Ibn Badis died on 16ᵗʰ in 1940 in Constantine.

This Muslim Algerian man was famous due to his achievement.

Learner 11

Draft 1

- Abdelhamid IBn Badis -

- Abdelhamid IBn Badis a outstainding figure in french colonialism. *In the Arab world*

- Abdelhamid IBn Badis is Algerian muslim. He *was* born on December 4th, 1889 in Constantine (Algria). He *was* techer and scholar, he died on April 16th, 1940 in Constantine. *He*

- Abdlhamid IBn Badis is Important figure and leder of th Islamic *an* reform movement in Algia. *Algeria*

Draft 2

Abdelhamid Ben Badis

- Abdelhamid Ben Badis a outstainding figure in the Arab world.

- Abdelhamid Ben Badis is Algerian muslim. He was born on December 4th 1889 in Constantine (Algeria. He was teacher and scholar. He died on April 16th 1940 in Constantine.

- Abdelhamid Ben Badis is an important figure and al ader of th Islamic reform movement in Algia.

Learner 12

Draft 1

Abdelhamid Ibn badis

Abdelhamid ibn badis is an Algerian figure. In this artical He was born on décembre 4 the 1829 in costantine. He is Algerian Muslim. He was Teacher, scholar He wort impatant figure and a leader of The islamic reform movement in Algeria. He died on April 16 the 1940 in costantine Algeria.

Abdelhamid Ibm badis is
a famous a outtading
personnality in Algeria

Abdelhamid Ibm badis is
an Algerian figure & this artical
He was born on Decembre 4 the 1869
in costantine. He is Algerian
Muslim. He was Teacher, scholar
He to hour important figure and
a leader of the islamic reform
movement in Algeria, He died
on April 16 the 1940 in costantine
Algeria.
Abdelhamid Ibm badis is
a famous a outtanding
personnality in Algeria

دراسة اثأر التعليق التصحيحي المكتوب المباشر و الغير المباشر في تحسين الدقة الكتابية لدى طلبة اللغة الانجليزية كلغة أجنبية

تلاميذ السنة الرابعة متوسط في متوسطة زايدة بن عيسى حجوط تيبازة

ملخص البحث

يعتبر تحسين المهارة الكتابية للطلاب و المساهمة في تطوير دقة كتابتهم من اهم التساؤلات في مجال تعلم و تعليم اللغات. يواجه التلاميذ بالأخص تلاميذ المتوسطة مشكلا عند شروعهم في الكتابة. فهم يقومون بأخطاء كتابية متعددة. و نظرا لأهمية الكتابة في التحصيل العلمي للتلاميذ قد اقترحت عدة استراتيجيات و الأساليب لتحسين القدرة الكتابية للطلبة. من احد هذه الاستراتيجيات هي التعليق التصحيحي المكتوب المباشر و الغير المباشر للمعلم. لذلك فان هدف هذه الدراسة الحالية هو اكتشاف اثأر التعليق التصحيحي المكتوب المباشر و الغير المباشر للمعلم و دوره في تحسين الدقة الكتابية للمتعلمين. قد شارك في هذه الدراسة اثنان و ثلاثون (32) متعلما من المتوسطة و معلمي اللغة الانجليزية. تم استخدام أربعة (4) أدوات بحث لجمع البيانات حول اثأر التعليق التصحيحي المكتوب المباشر و الغير المباشر للمعلم و مدى قدرته على تحسين المهارة الكتابية للمتعلمين (استبيان المتعلمين استبيان المعلمين مقابلة المعلمين و تحليل النصوص الكتابية المحررة من طرف المتعلمين). أشارت النتائج أن التعليق التصحيحي المكتوب المباشر و الغير المباشر للمعلم يحسن المهارة الكتابية للمتعلمين بعدة طرق. من الممكن أن يكون التعليق التصحيحي المكتوب المباشر للمعلم أكثر فعالية للمتعلمين ذو الكفاءة المنخفضة بحيث انه يقدم تصحيحات كتابية واضحة للمتعلمين و يساعدهم على اكتساب الأشكال النحوية الصحيحة. قد يكون التعليق التصحيحي المكتوب الغير المباشر مفيدا للمتعلمين ذو الكفاءة العالية بحيث انه يعزز الاستقلالية في التعلم و يزيد من التفكير و التحليل. سنقدم بعض الاقتراحات التي من شانها تحسين المهارة الكتابية للمتعلمين في المتوسطة.

L'étude de L'effet des Corrections Ecrits Directs et Indirects sur L'amélioration de la Précision Ecrite des Etudiants

Les Etudiants de 4éme Année Moyenne à l'école Zaida Ben Aissa, Hadjout, Tipaza

Résumé de la Recherche

Améliorer les compétences d'écriture des apprenants et contribuer à la précision de l'écriture est l'une des questions les plus controversées dans l'apprentissage et l'enseignement des langues. Les apprenants, en particulier au collège, rencontrent les problèmes lorsqu'ils écrivent. Ils commettent différents types d'erreurs. Etant donné que l'écriture est importante pour leur réussite scolaire, plusieurs stratégies et méthodes ont été proposées pour améliorer les capacités des apprenants à écrire. L'une de ces techniques est la correction écrite directe et indirecte. Par conséquent, le but de la présente étude est d'explorer les effets de la correction écrite direct et indirecte sur l'amélioration de la précision de l'écriture des apprenants. Trente deux (32) apprenants en 4éme année au collège et professeurs d'Anglais ont participé dans cette étude. Quatre outils de recherche ont été utilisés pour collecter des données sur l'effet de la correction écrite directe et indirecte et son impact sur l'amélioration de la précision de l'écriture des apprenants. Les résultats ont indiqué que la correction écrite directe et indirecte peut améliorer la précision de l'écriture des apprenants au plusieurs façons. La correction écrite direct peut être plus efficace pour les étudiants qui maitrisent mal l'écriture ; ils apportent des corrections explicites et les aide à acquérir des formes grammaticales correctes. La correction écrite indirecte peut être bénéfique pour les étudiants très performants ; cette méthode de correction encourage l'autonomie et augmente la réflexion. Certaines implications et d'autres suggestions sont présentées pour améliorer l'écriture des élèves au collège.

Termes Clés : précision de l'écriture - compétence en écriture - correction écrite – correction écrite direct – correction écrite indirecte – erreurs d'écriture.