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The role of self-correction use in improving EFL learners'

Writing skill

A case of study of second year English LMD

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Dedication

To my darling parents **Djenna** and **Boukhalfa**who was with me all the time with their prayers.

To my dear **husband khaled** who encouraged me and gives me the strengths to finish my work.

To my coming**Baby** who was with me step by step.

To the closest people to my heart my dear **sistersNouha, Amel, Rimane, Roumaissa**and**brothers,Islam,** especially my dear brother Abdennour who was with me although his difficult conditions in exile.

To my **husbands' mother**or my second mother who always was with me.

I dedicate this work

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Abstract:

One of the most important aims an investigation on the field of linguistics and educational studies is finding strategy that may affect positively on the abilities of the students and their skills then tests its effectiveness. In the present study, the researcher has chosen to work on a strategy that is related to the learner-centered approach that has made a revolution in the domain of teaching and learning. This strategy is called self-correction which can be explained as the correction of students to their own work. The hypothesis of this research were that if EFL learners use self-correction in the appropriate manner, their written errors will be reduced; and that using self-correction would be effective on students' writing skills if written expression teachers guided students to the appropriate strategy of self correction To test the hypothesis the researcher has chosen to work with the questionnaire and interview as data gathering methods to discover the opinions of both students and teachers about the topic based on their personal experiences. The questionnaire of students was handed to 50 students which makes two groups of second year in the University of Mohammed kheider-Biskra; while teacher's interview was sent through emails to 5 teachers from the same University. The results of the data analyses of both questionnaire and interview has showed that both teachers and students have a positive attitude towards this strategy pointing that it develops learners autonomy besides what was our main concern that it enhances and improves student's writing skill and reduces their errors without ignoring the necessity of teachers' guidance.

Key Words:

Learner-centered approach, Self-correction, Written skill, Learners' autonomy.

List of Abbreviation and Acronyms

CA: Communicative Approach

EFL: English as a Foreign Language

ESL: English as a Second Language

ESP: English for Specific Purposes

LMD: License, Master, Doctorat

Q: Question

%: Parentage

T:Teacher

DR: Doctor

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General Introduction

All the skills of language should be improved to the level where students can master it. One crucial skill of language is writing. Writing is one of the fourth skills that students and teachers should give special attention in the learning process, this is why both teachers and students should look for the strategies and methods that may improve this ability.No doubt that writing skill is one of the most important skills that (EFL) English as a foreign language learner have to give special attention. For instance, Peha (2003: 58) defines writing as "communication of content for a purpose to an audience". Interestingly, this skill needs a continuous practice in order to be improved through different techniques; one of these techniques is self-correction which is done by students to their own pieces of writing each time they write. This technique is going to be the central issue of this study.

In this research it is supposed to have a look at the different advantages of using self –correction by students to improve their writing competence. Furthermore, The researcher isgoing to discuss the possible methods students use to correct their writings, how to be applied, and how they can benefit from it to enhance the quality of their writing skill.

2. Statement of the Problem

It is observed that EFL learners have problems with their writing skill that they are not able to progress in writing essays and pieces of writing as it should be. In order to deal with this problem students and teachers should come with some of the strategies that can help students in developing their writing competence and reducing errors. In the present research, the researcher is going to deal with one of these strategies which is self-correction of pieces of writings after the process of writing and discover the possibilities of its effect.

3. Aims of the Study

In the present study the researcher is going to:

1. See how beneficial self-correction is in writing for learners of English as a foreign language (EFL).

2. Figure out an effective tool or a strategy to reduce writing errors and enhance the quality of the writing production made by students.

3. How teachers consider their students self-correction, and what methods they follow to support such strategy.

4. Research Questions

1. Can self-correction be an effective strategy to improve students writing competence?

2. Do written expression teachers play a role in advising and guiding students to use the appropriate way in self-correction

5. Research Hypothesis

1. Using self-correction would be effective on students writing skills if written expression teachers guided students towards the appropriate strategy of self-assessment.

6. Research Methodology

6.1. Sample Population

The sample population of this study will be seventy (two groups) second year students of English in Mohammed Khider University of Biskra, and ten teachers of written expression from the same university.

6.2. Data Gathering Tools

The researcher is going to use two questionnaire and interview as a data gathering tool because it is an effective tool that suits the research purpose.

This kind of tools allows the researcher to have the maximum of opinions when it comes to the number of participants. Furthermore, it saves time more than other tools may do.

The first questionnaire is going to be directed to students to know their opinion and experience with self-correction , if it is used , how it is used and whether they found it beneficial in writing or not. The second interview is going to be directed to written expression teachers to know their opinion about the strategy based on their experience.

6.3. Procedure of Analysis

The data collected which is mainly from the questionnaire is going to be analyzed through the use of quantitative data analysis methods. More specifically, students' and teachers' answers to the questionnaire questions will be analyzed manually by the researcher.

6. Structure of the Study

This dissertation is going to be divided into two parts. First, a theoretical part which contains the literature review of both dependent and independent variables. Second, the practical part that is going to be the field work of the study.

The first part will be divided into two sections. The first one is going to be a literature review of the dependent variable which is self correction, and the second one will bea literature review of the independent one which is the writing skill.

Finally, the second part which is the practical part will be in a form of analysis to the data gathered from the questionnaire and the interview.

Chapter one

SECTION ONE : literature review on self-correction

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Introduction

In the present chapter, the researcher is going to provide the concept self-correction based on the previous studies done by different scholars. It is going to be introduced starting by different definitions of the term correction and its types moving to some elements that have a relation with it. Moving to the based concept of this study which is self-correction. This chapter will include definitions of the term self-correction and its types and its relation with writing and other concepts.

1. Definition of error correction

Correction is a change made to something in order to correct or improve it, or the action of making such a change. Scholars define the term correction as something that is proposed for what is wrong or inaccurate.

When something needs to be fixed and it needs some improvement or a revision this called a correction. Correction in other words is any procedure used to inform a learner about the wrong ideas or any error thy make.

A correction is a variation made in the language or a terms of a piece of writing that change the wrong terms with the correct ones without any change in the meaning. According to oxford dictionary correction is the process of being corrected or it is the action of modifying something. According the Cambridge dictionary it is a couple of correction and the speech will be perfect or it is the use of modifiers in a language.

2. Types of error correction

Error correction is considered as an important process in the educational setting, that the teacher pay close attention to the suitable methods that they have to follow in order to correct the student work.

There are two main types of error correction

There are two basic types of error correction: direct, that is re-writing the problem word or sentence, and indirect methods, such as underlining the error, and using correction codes. Chandler (2003) found both direct correction and underlining to be better than a correction code, Ferris & Roberts (2001) concluded that codes and underlining are equally effective, whereas Greenslade and Félix-Brasdefer (2006) noted that coded correction is more effective than underlining. Chandler's results could be explained by the fact that her correction code was very complex, so possibly not understood by her students.

2.1. Direct correction

Direct correction is a strategy of providing feedback to students when noticing a grammatical or spelling mistake, by providing the correct answer or the expected response above or near the linguistic or grammatical error (Bitchener etal.,2005) . Lee 2008 claimed that direct correction is very important for beginner students, or when the errors are untreatable that are not susceptible to self correction such as sentence structure and word choice.

There are several studies employing the use of direct correction on students errors have been conducted to determine its effect on student writing accuracy with variable results Rob et al., 1986 conducted a study involving 134 Japanese EFL students using direct correction. Results of that study showed no significant

differences across types of error correction and it suggested that direct correction is less time consuming on directing student attention to surface errors.

On the other hand, Chandler 2003 reported on her study that direct error correction was best for producing accurate revisions and was preferred by the sudent as it was the easiest way for them to make revision.

2.2. Indirect error correction

Indirect correction takes place when teachers only provide indications where they make student aware that an error exists but they do not provide the students with the correct form.

Teachers can provide general information about the error regarding location, nature and type of the error by providing an underline, a circle, a code or a mark on the error than ask the student to correct the error themselves(lee, 2008; Sullivan & chambers, 2006).

According to the clues by the teachers during the indirect correction, students are cognitively challenged to reflect upon the clues given by the teacher who acts as a reflective agent (pollard, 1990). Students can than relate these clues to the context where the error exists, and correct the error based on their informed knowledge.

Lalandel's(1982) study, which involved 60 German foreign language learners, compared to two different treatments of error correction

Direct correction in a traditional manner by providing correct forms to be incorporated by students into their written text, and in direct correction in the form of 'guided learning strategies by providing students with systematic marking using an error correction code. Students were asked to interpret these codes, correct their mistakes and rewrite the entire essay upon corrective feedback.

Chandler 2003 study involves those students' shows that indirect feedback with underlining on student's errors is a preferred alternative to direct correction in a multiple-draft setting as indirect feedback engages them in the correction process.

- ✓ **Indirect feedback**

Indirect feedback is a strategy used by teachers to help student correcting their errors by underlining the errors and providing the students with correction codes without in indicating the correct form (Ferris& Roberts, 2001).

Error type	Error location
Inexplicit (uncoded)	The error in each is indicated in the margin next to the line. It indicated via underlining, circling, highlighting.

Explicit (coded)	The error type of error is indicated in the margin It indicates via underlining, circling, highlighting.

Table1. Error type and location

3. Error correction techniques:

According to pulvemess&williams(2005 : 153) suggested different techniques of error correction

3.1 Self correction

In this technique of correction the classroom dynamic shifts from teacher-centered to student-centered which mean that students are active participants, experiencing an autonomous role in their learning process.

Edge (1993:10) argued that 'people usually prefer to put their errors right than be corrected by someone else''. After the student recognizes what is incorrect in his response he should be able to correct his errors.

3.2 Peer correction:

This strategy appear when students cannot correct their errors the teacher encourage other students to supply correction.

According to edge (1990)peer correction has the following advantages :

- It encourages cooperation, students can get that they will learn from each other.
- Both learners who made the error and the one who correct it are involved in thinking about the language.
- According to that strategy teacher gets a lot of important information about the learners abilities.

  However, whenever the teacher asks for making peer correction it is always the same students who answer, here the role of the teacher is to make sure that all the student are involved as well.

Peer correction provides the ground for the enhancement of learner autonomy and participation, it also foster learner independence, student-centered classroom and implies active student involvement in the learning process. It may also raise learners awareness of their strengths and weaknesses. It also changes the traditional teaching classroom situation from teacher-centered to learner-centered, and increasing their confidence.

3.3 Teacher correction:

According to harmer (2004:59) one of the things that students expect from their teachers is an indication of whether or not they are getting their language right. This where we act as an assessor, offering feedback and correction and grading students in various ways.

When teachers take into account the student's feel best and when teachers interested in their progress, students want the correction to be comprehensive not only to be corrected by the teacher. Teacher should provide either explicit or implicit correction depending on the class activities .

The former is a detailed direct correction whereas the latter is an indirect one and means that teachers indicate the presence of errors and facilitate some sort of clues aiming at peer or self-correction.

- ✓ **Explicit correction:**

  Refers to the process of providing the learner with direct forms of feedback. It is more often used for written language development. According to Carroll and Swain (1993) teachers can explicitly state that the learner's utterance is wrong and provides the correct form.

- ✓ **Implicit correction**

  Refers to the process of providing the learner with indirect forms of feedback, without directly indicating that the student utterance was incorrect; the teacher implicitly reformulates the student's error or provides the correction.

4. Correction codes

Code	Type of error
WF	Word form
WW	Wrong word
SP	spelling
T	Tense
WO	Word order
++	Word missing
P	Punctuation
V	Word verb form
//	New paragraph needed
NN	Not necessary
???◇	Join the idea
	What you want to say

Table 2. Code correction

5. Late theory on error and correction

Resent theories on error and correction claim that 'that not all errors should be corrected, and those that are corrected should not be treated immediately''Krashen(1987: 74-76,116-119); Doff (1988 : 186-192);Lewis(1993 ; 164- 179) ; Ur (1996;246-249) this theory based on the fact that errors are normal and unavoidable during the learning process.

A learner may make errors because he assumes that;

- The target language and the native language are similar, when in fact they are different. This kind of overgeneralization is also the cause of many mistaken guesses.
- Another cause is simply an incomplete knowledge of the target language.
- The complexity of the target language
- Fossilization occurs when an individual reaches a satisfactory level of competence in the L2 and does not worry about persistent mistakes s/he may make.

6. **Self correction**

It is the way some one corrects errors by himself without any help to correct them from others. As stated by Garcia &martinez (2018) that self-correction is to correct the language form after gaining a corrective feedback from a teacher.they added that self correction is regarded as independent learners that have self-regulation. It means when students make errors of grammar and pronunciation, etc,they correct it by themselves.

Moreover, the correction of errors will be more impressing for students when they can find out the errors by themselves. student learn to realize their own errors and obtain a better awakening of the English language. Teachers should give motivation and confidence to their students to correct errors by their own since it can help them to take responsibility for their learning. However, some students may not recognize their own errors or understand how to self-correction of the language. The teachers also give a clue that their students have made an error. The students must rewrite what they write with the correct words, or in other words they correct

their errors. So the students become independent and more aware toward their learning.

Likewise, native speakers often do the common errors in their writing it means that making errors could occur to anyone, whether they are native or no-native learners. Making errors during writing activity is not only because they do not have an understanding or luck of knowledge of the target language. Self-correction happening both in the mother language and the second language has some similarity of characteristics,(Muskala, 2016).

To sum up, self-correction is to correct errors by own self during writing or speaking activity. It is the best way to develop learner's understanding toward the target language both in linguistics and its meaning, teachers must take the role to motivate and encourage student's language learning to correct their own errors since it is part of student's learning process.

7. Corrected language features

In self correcting, learners have a focus on the language they want to correct or the most language features the learners would correct during a writing activity. Learners awareness toward their errors during writing in different depending on their knowledge. Khosa, Sharif &Malghani(2016) conducted a study that there are three features of the language students mostly corrected during self-correction process in their writing; grammar, vocabulary and pronunciation. Grammatical category was the highest corrected feature of the language by students that was specified into three classes syntax, tense and preposition. Te next category is vocabulary and better use of words and the lowest corrected was pronunciation. Stato and Takatsuka 2016 found in their research of the occurrence and the success rate self-

repair(self-correction)by Japanese high school learners are due to grammar difficulty. It turns out the learner's lack of grammar was able to be a trigger to improve their self-repairs in learning the target language.

Another researcher, Vercellotti&Mecomick 2018 revealed in their study that they found three categories becoming the learners of L2's focus on self-correction attempts, form lexical, grammar and vocabulary while Aydin (2017) revealed that there are three types that was corrected in written language grammar, vocabulary and spelling.

Further, Mehboob, Baloch and Ghlzai(2016) uncovered that some corrected errors done by undergraduate, post-graduate and master level students those are noun, tense, appropriate word, word order, preposition ,article, adjective, and adverb. They also stated three reasons of the students did not correct their errors. First, students could not recognize their own errors. The awareness on the students own errors was low. Second, the students could recognize their own errors, but they could not correct them because of their lack of knowledge in that particular area. Finally, the students believe that the mistakes would not disturb their writing performance, so that they belittled the errors and considered it as an important thing to do although they could recognize and correct them by the the knowledge they have.

8. Types of self-correction

Self error correction has some types that determines the way the error will be corrected, as revealed by Vercelloti and Mc Cormick 2018 in their research that thee are three types of self correction; during-production, post-performance correction and abandoned utterances.

a. Post production correction

Is focus mainly on form and grammar. Post-production self-correction tasks have been given to language learners in part because they permit the necessary time to recognize gaps between the performance and the target language norms Lynch, 2007. In addition learners here can focus on form Sauro, (2009). Many studies like Lynch,(2001) ; McCormick(2013) used a transcription to facilitate post-production corrections after writing task. Students may monitor their language as they speak, comparing ongoing production.

b. During production correction

It focuses on meaning. It requires monitoring of the output simultaneously withwriting, this increased cognitive load might impact the correction focus.

c. Abandoned utterances

Resulted in during production it is when writers abandon their utterances due to errors and then start to utter again.

9. Variation in self-correction

Self-correction has been associated with improved L2 performance (McCormick &Vercellotti, 2013), but research has also shown that second language (L2) learners vary in their ability to self-correct. It seems quite plausible that proficiency level influences frequency of self-correction attempts. Camps (2003) stated that "…learners who make a large number of errors possess a more limited knowledge of the target language, and therefore are not as well prepared to notice errors and correct them" (p. 239). Van Hest (1996), however, found that advanced

learners made significantly fewer during-production corrections. In other words, we might expect that low proficiency learners make many errors but cannot correct them, while high-proficiency learners do not often self-correct, perhaps because they make fewer errors.

Proficiency level may also influence the type or focus of the self-correction. Kormos's (1999) summary of L2 self-correction research noted lower-proficiency students focus on linguistic forms, while more advanced students focus on content and discourse level repair. Mennim (2003) suggested that more proficient students have the freedom to focus on form as well as expansion of content. Stillwell et al. (2010) concluded that self-correction practice improved the students' ability to accurately identify and correct errors. Further, task strategies vary according to proficiency (Riger, 2003). Accordingly, we might expect that correction focus changes or expands with increasing language proficiency and that self-correction outcome should be more target-like with increasing proficiency, either from the increased language knowledge or increased skill from practice. Although the difficulty of grammatical construction does not seem to hinder the number of attempts or the outcome (success) of self-initiated self-corrections (Sato &Takatsuka, 2016), other factors may influence self-correction behavior. Language background (Fathman, 1980) and language performance style (Seliger, 1980) may influence the frequency and focus of self-corrections. Mojavezi and Ahmadian (2014) found that L2 language learners with high working memory made more corrections, including more form-focused corrections. In addition, Mennim (2003) stated that learners may have "individual agendas" which influence student performance on correction tasks, for example, with some focusing more on language forms and others on content. Similarly, Coughlan and Duff (1994) pointed

out that participants may perform different activities even given the same task. The findings suggest that self-correction varies by proficiency level, task, and learner.These studies, however, reported on self-correction data at a single point in time or were cross-sectional rather than longitudinal. To capture self-correction broadly, multiple observations are necessary to build a more complete understanding learners' self-correction behavior. One study, Mennim (2007), analyzed noticing behavior (and speaking performance) at three data points over nine months, but the study focused on improvement in speaking performances of only two students, on a single construction. Little is known about how overall self-correction behavior changes longitudinally within individual learners. Data on self-correction at multiple points across language development are required in order to provide insight into individual factors that contribute to variance in noticing. Kennedy and Trofimovich (2010) have called for more research to illuminate how self-correction is related to language development. This paper, in part, responds to their call. The purpose of this research is to gain greater insight into student self-correction, including attempt frequency, correction focus, and outcome, through the triangulation of self-correction attempts from during-production monitoring and post-production data sources across L2 development.

10.Techniques for self correction

1. Rating

- **Rating scales** students can rate their own progress in writing using a rating scale.
- **General rating** when student evaluate themselves through a mark from writing skill.

- **Graphs** students may rate their amount of discovering errors through graphs.

2. **Monitoring**

- **Self editing** this happen when students correct their own language production. It means when students correcting errors in their own composition.
- **Correction codes** students use some correction codes given by teacher to correct their own errors.
- **Taping** students reread their own composition and try to correct their own errors.
- **Grading mistakes** students grade their own mistakes in order of seriousness.
- **Test yourself** students do short tests to find how much they know.

3. Questionnaire

-Students can make a list of difficult words

-Students rank areas that are difficult for them ‘grammar, word order’

4. Descriptions

- **Profiles when** they write reports of their language use and give them to their teacher

- **Counseling session** the teacher may rely on this technique to talk to their students about their progress when correcting their own errors.

11. Advantages of self correction

According to Banister and Baker, (2007) self-correction has several advantages

- It provides involvement of students in correcting their errors and it promotes students critical thinking and independence.
- Trains them to listen to themselves. Too many students rush through answers without even taking a few seconds to gather their thoughts.
- It helps them take responsibility for their learning. The teacher is not there to correct them all the time, and the teacher can't correct every single mistake.
- It helps students gain a better awareness of the language. They're not just spewing things in English. They really "get it".
- It makes students more autonomous in their learning. They become increasingly less dependent on the teacher as they learn to self-correct.
- It boosts confidence. When a teacher corrects a student, this mistake is singled out. The more a teacher corrects someone, the more aware they are of their mistakes – their confidence suffers. But by self-correcting, the student is taking charge; corrections are less obtrusive.
- It allows students to gauge their own problem areas. Some might come to realize they always make verb tense mistakes. Others might see they need to improve their vocabulary and word choice.

- **Learner's motivation**

Self correction has positively impact learner's motivation towards learning; that has been cited by different scholars in different sources. For instance, motivation has been defined by baloto 1996;31 as 'what makes us act; it is a desire towards a goal''. This desire to work can be enhanced by the process of self-correction.

12.Self-correction in writing

Teachers have traditionally provided feedback on errors to students, however, in current teaching approaches other ways of providing feedback and correcting have been incorporated. According to Betchner young &cameron (2005) self-correction is an indirect feedback where the teacher provided students with choices that would allow them to discern the correct form by themselves. These authors consider the regardless of the mode, that is self or peer, it is the teacher makes the errors salient in a way that seems accurate since teachers usually set the items that should be corrected bearing in mind the students 'stage of linguistic and writing proficiency. Another feature of self-correction is that it draws the student's conscious attention to their individual errors but to correct them.

Rana and perveen(2013) held a research on the use of self-correction in EFL class as a tool to enhance the students writing competence. They used self-correction to encourage the students to identify specific problems found in their writings, and to motivate the students to write more so that their competence in writings could be increased. The result showed that the students were able to identify their problems in their writing using self-correction and it helped the students to identify specific problems and improve their writing competence.

In a study conducted by Alavi(2015) about self-correction and the improvement of extrovert and introvert student's writing achievement in EFL

context the study showed that extrovert and introvert have no significant effect on students' improvement, it means that all of the students whether they are extrovert or introvert could improve equally with the use of self-correction. So that self-correction has a great impact on students writing performance.

13.Error VS SELF-CORRECTION

Hanner 2001 thinks that making errors is a natural process of learning and must be considered as a part of the cognitive process. 'mistakes that occur in the process of learning a foreign language are caused either by the interference of the mother tongue or developmental reasons, and are part of the students' interlanguage''.

(harmer,2001 : 99). Errors are often a sign of learning and as a result must be viewed positively. Teachers have recognized a well known fact that learning ability varies from person to person.

14.Autonomous learning

The concept of autonomous learning is currently central in the educational system, being familiar and discovering the criteria and factors which lead to autonomous learning and cause the students to act autonomously in the process of learning, help to progress and development of the learning process. Learner autonomy means to lean in isolation without cooperation of teacher whereas the process of learning would be faster and easier. Speaking about the relation among self correction which means to correct errors by own without help .there a study conducted by Dam (2011) which highlights the importance of having a clear objective in learning English for learners which indicates that self correction was not common among the learners regardless of their levels of success in autonomous

learning, but the successful users of SALL and autonomous learning were relatively more active in correcting the own errors in their writing than their less successful counterparts. Learners considered feedback from themselves) self-correction) to be the least useful. They largely depended on their teachers for feedback and correction of errors.

15.Self- assessment

It means that student's engagement as an active participant in their own evaluation which is very crucial element in the learning process. Brown and harris(2013, 368)definesself assessment as a 'descriptive and evaluative act carried out by the student concerning his or her own work and academic abilities''. Studies on self correction conducted by Kubota (2001), Maftoonshirazi(2011) have found its positive effects such as the reduction of the amount of errors made by students. Other findings found that self-assessment instruction prepares students to plan and revise their text as well as to evaluate the progress of their writing which mean that self-assessment is the based for self correction.

Conclusion

To sum up, the first chapter has dealt with the concept of error correction from general perspective. It was started by deferent definitions, types of correction moving to the core of the current study which is self-correction. The researcher highlighted the different definitions, types and advantages of self- correction which make self- correction an important element and its techniques. The researcher moves to the variations of self-correction and its relation with the writing process and he indicates some elements which has relation to that concept .

In the following chapter, the focus is going to be on the dependent variable which is the writing skill. The aim is to see what has scholars include about it in their works in different aspects.

SECTION TWO The writing skill

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Introduction

Writing skill is one of the most important aspects of second language learning, many studies have developed to study this aspect because of its complexity. This research comes towards discussing the main points which is related to the writing skill in relation to English as a second language ESL/EFL. It deals first with the nature of writing and highlights the important approaches to the teaching of the writing skill.

1. Definition of writing

Writing as an act, is the use of graphic symbols that are called letters. This letters represent words we use in a language. '….the writer must compensate for the absence of external contextual elements by the deliberate inclusion and elaboration of explanatory details which the speaker could omit''(Rivers and temperly,1978 : 263) which means that acquiring a language requires to master its four skills writing, speaking, listening, and reading.

Writing is considered as a productive skill that is the act of producing a written language, it is more than producing letters but it involves also producing ideas and ' '… involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse , to make mistakes and to find alternative and better solutions'' (scrivener, 1994 : 192) . olshtain, 1991; 235 states that ' ' writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study''. The relationship between writing and the productive skills, especially speaking has been subject to an important discation.

Speaking and writing involve language production and are therefore referred to as productive skills'' harmer, 1991; 16 . It was believed that writing is a set of graphic symbols represent speech, and the reason for the existence of the written form is to present the oral form of a language. ' 'written language was thought by some to be spoken language put into written form''Brookes and Grundy, 1991;1. If Brookes, Grundy and others are right in thinking that writing is speech written down, both spoken and written forms of communication should have the same characteristics. Yet, it is obvious that each has specific features distinguishing it from each other because all people acquire speech in their mother tongue and find it difficult to write.

Writing has been recognized as a matter of developing symbols into meaningful utterances; for instance, Byrne 1988 argues that writing is the act of forming and organizing graphic symbols into words or sentences in some order that was made according to certain conventions, those symbols may be the letters that have a relation to the sounds we speak. Another scholar has also introduces writing as matter of symbols production adding the important role the mind plays in this operation stating that ' ' producing visual symbols for the reader, expressing ideas using letters, words, art or media something that can happen only if mental operations are mobilized to express ideas'' Usen,2006;7. So writing is a process that requires mental abilities to be present in order to be made appropriately. That is what Dion 2002; 65 confirm citing that ''writing is a task that entails tremendous cognitive operations. Many of them are constrains on working memory such as, on the larger scale, voice, genre, structure , paragraph , and sentences ; on

the narrower scale but no less challenging, lexicon, grammar and mechanics''.

Onthe other hand writing is seen by many scholars as a complex activity that requires not only the understanding of grammar rules and rhetorical devices but also the grasping of conceptual and judgmental element. That was explained by Heaton, 1975; 135 stating that;

''Writing is called as complex activity because it requires students' comprehensive abilities such us mastering grammar, vocabulary, punctuation, and so forth. Besides that, the students also have to be able to express their ideas and opinion in a good written form so that the readers can understand well''.

2. The process of writing

Since it is a process, writing needs some steps

a. **Prewriting**: it is the step when the writer get ready to write and gather information, organize ideas, identify audience, and propose, and selecting genre.
b. **Drafting**: the production stage of getting ideas down using complete sentences and reflecting the general convention of writing.
c. **Revising**: the step when writers review their writings checking errors, word order and organization.
d. **Editing**: the process of checking written work for the conventions of writing and any lingering concerns with voice, tone and style.

✓ Prewriting

1. Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data).

3. Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process.

✓ Drafting

1. Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. Regardless of how much thinking and planning you do, the process of putting your ideas in words changes them; often the very words you select evoke additional ideas or implications.

2. Don't pay attention to such things as spelling at this stage.

3. This draft tends to be writer-centered: it is you telling yourself what you know and think about the topic.

✓ Revising

1. Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader-centered. How much support will each idea need to convince your readers? Which terms should be defined for these particular readers? Is your organization effective? Do readers need to know X before they can understand Y?

2. At this stage you also refine your prose, making each sentence as concise and accurate as possible. Make connections between ideas explicit and clear.

✓ Editing

1. Check for such things as grammar, mechanics, and spelling. The last thing you should do before printing your document is to spell check it.

2. Don't edit your writing until the other steps in the writing process are complete.

To understand better these two terms, it is important to define and differentiate them. Klimova (2014) states that the product approach requires a text that serves as a model and students have to write something similar. In addition, Tangpermpoon (2008) argues that the product based approach focuses more on grammar and syntaxes. ...

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From what have been seen above, it can be observed that writing is a process that must be done by following some stages. Some experts said that there are four basic stages of writing process whereas others believed that there are five stages of writing process.

3. Teaching of writing skill

As the other skills writing needs the teachers guidance to be learnt; through what they give to their students as instructions. These instructions are the techniques and strategies teachers provide their students with during the writing process. Some scholars have make some explanations about how teaching of writing skill should be and how teachers should act in the classroom.

According to Hayland 2003, an effective teacher of writing expression is the one who know how to choose the methods , materials and the procedures to be used in the classroom relying on their understanding of the present attitudes and practices on their work. Adding that the quality of teachers training is the responsible behind how good writing has been taught. Also, Harmer 2004 notes that teaching writing starts when a competent speaker of English decides to write a piece of text.

In addition to that, it was also explained that communication is the basis of foreign language learning and teaching and that is the case of writing. In other words, teaching the writing in a foreign language means learning the effective use of that language to whether reading or listening to what people have written and that the correct meaning is able to be conveyed through writing Ibid,2004.

When comes to teaching writing teachers can provide students with various techniques. Raimes 1983 has confirms this idea providing the example of students that study in elementary classes. These latter mainly learn how to write sentences using a technique in which they repeat or complete given sentences to apply the structure, grammar and vocabulary they have learnt.

The following figure cited in Raimes,1983 presents what should be involved when writing a piece of writing;

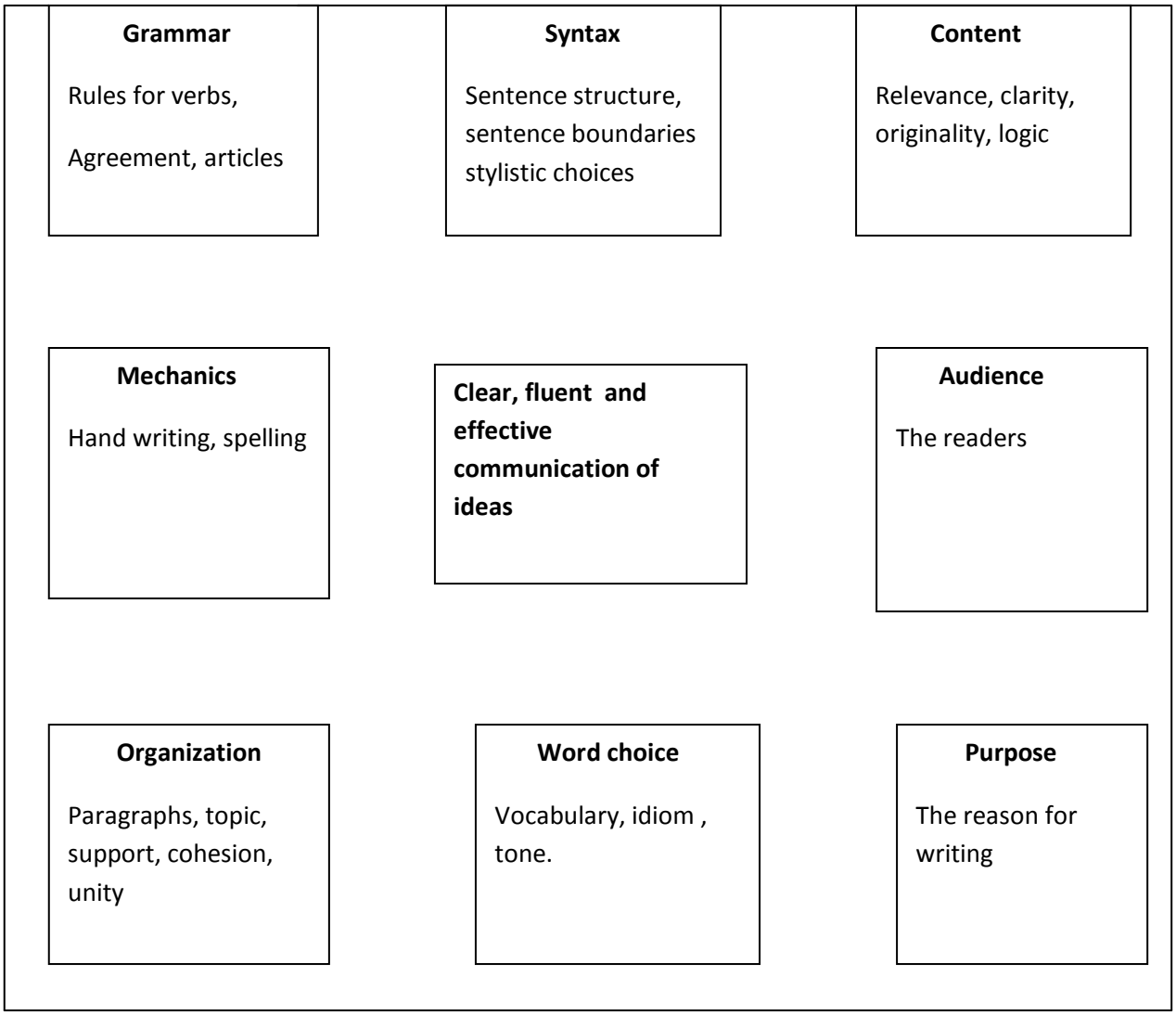

Figure1. Factors involved in the fluent communication of ideas in writing

In addition, the teacher's role is crucial in the process of writing to guide the students to pay attention to each factor that can effects the well understanding of the piece of writing in a way or another.

4. Approaches to teaching writing

4.1 The controlled-to- free writing

This approach according to raimes1983, is an approach of teaching writing where the students are given sentences to be exercised at first, then paragraphs to be

manipulated grammatically. As an example of that they practice on transforming plural to singular, questions to sentences, present to past based on a given material.

He also claims that students have a limited opportunity in making mistakes when using this approach .on the other hand ,students are also allowed to write some free compositions to express their own ideas .

4.2 The free writing approach

In this approach, the focus of specialists and teachers was on the quantity of writing rather than its quality. According to raims 1983 in this approach, teachers pay attention to the amount of writing providing different topics with minimal correction of errors. That is because the aim is to achieve fluency in writing rather than obeying the rules of the form. In the free writing approach, some teachers for the sake of achieving fluency; they ask their students to write freely about a topic without any worries about grammar or spelling. After the student finish their operation, teachers do not correct these pieces of writing but they only need to read them and perhaps make comments on the ideas the writer expressed.

4.3 The process approach

Process approach to the teaching of English Writing has been advocated in contrast with the traditional product-oriented method of teaching writing, and has been generally accepted and applied by English teachers in their classroom teaching of English writing, though controversy occurs occasionally among researchers concerning which P is better, the process approach or the product method.

According to Graham Stanley, the process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. Vanessa Steele defines the process approach as focusing more on the varied classroom activities which promote the development of language use; brainstorming, group discussion, re-writing. Nunan (1991) clearly states that the process approach focuses on the steps involved in creating a piece of work and the process writing allows for the fact that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text.

Fowler (1989) acknowledges that process writing evolved as a reaction to the product approach, in that it met the need to match the writing processes inherent in writing in one's mother tongue, and consequently allow learners to express themselves better as individuals.

According to these above definitions as well as a summary of my own experimental research, I think that process approach to teaching writing should be a process including several stages,

4.4 The communicative approach

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Example

Practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication.

In the classroom

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials

4.5 Paragraph pattern approach:

in this approach, the teacher stresses organization of paragraphs and essays rather than grammar or fluency. Paragraphs are copied and analyzed and later imitated. For example, teacher Teaching writing – San Juan de Pasto Dec 2010 William Sastoque .

3. give students the sentences of a paragraph in random order, and they have to organize them. There is work on topic sentences and the organization of the body of a paragraph. The study of essays works similarly: teachers give students essays to analyze and to imitate. The paragraphs of an essay are given randomly to students, and they have to reconstruct the original essay, analyzing and explaining the organization of the paragraphs.

4.6 The grammar-syntax-approach

According to M. Scott 1996,p.146 this approach requires students to focus on several features of writing at once. And the writing tasks are designed to make

students pay attention to grammar and syntax while also giving them words such as first, then, and finally to organize their text. M.Scott, 1966, p. 146. In other words this approach seeks to make link between ‘‘purpose of writing to the form that is needed to convey message’’.

In the other hands, this approach stresses on simultaneous work on more than one composition feature. Teachers who follow this approach maintain that writing cannot be seen as composed of separate skills which are learned sequentially. Therefore, student should be trained to pay attention to organization while they also work on the necessary grammar and syntax.

5. Aspects of writing

In academic context, writing is something governed by a set of rules. Thus, for the sake of evaluating the quality any piece of writing, many aspects should be taken into account. The main aspects are; content, word choice, organization, mechanics, and grammar.

5.1 Content

The content is something that depends on the purpose or the message the writer want to send through his piece of writing.

Word choice

According to Starkey 2004 the choice of the used words of any piece of writing is the key of writing in which it makes it easy for the writer to express what he/she exactly want to send as a message for the readers and making them understand it’s

meaning easily. Indeed, the right choice of words is one of the best ways for the writer to can accurately convey ideas in any writing production.

5.2 Organization

The organization of writing is about organization of words in a sentence, sentences in paragraphs than the paragraphs in the whole writing product to make a coherent and cohesive piece of writing. It also deals with organization of ideas that should be sited in a logical way to help the reader understand easily the message. In addition, referring to what organization may result in; organization ‘ ‘lets you see how your many developing ideas fit within a framework, and clearly maps out any type of essay you are required to write’’Starkey,2004 .

Manka, 1996; 38 stated that ‘‘effective writing , therefore, depends on one’s ability to structure and organize words and sentences into meaningful whole.’’ So, the organization of any piece of writing is a crucial element that the writer needs to avoid any kind of confusion from the reader.

5.3 Mechanics

It means putting in consideration punctuation, and capitalization while writing. In composition, mechanics means ‘‘the appearance of words, to how they are spelled or arranged on paper’’Kane, 1988;15. As an example of mechanism appearance in a piece of writing, there is the use of the indentation before first word of any paragraph and capitalizing it. The good use of punctuation, capitalizationand spelling is a positive point for the writer that shows the degree of the capacity he has in the language in general as well as in writing. Mastering the mechanics accurately seems to be somehow difficult. As an example "the rules of mechanics are complex ;in fact, they sometimes confuse even professional writers". (Starkey,2004)

5.4 Grammar

It is one of the most important and needed aspects of teaching writing . Kane 1988 argued that grammar is a the rules that we use to form our language, which can be classified into three categories: word grammar, sentence grammar, text grammar. In addition the word grammar refers to the systematic behavior of the word; whereas, sentence grammar are the rules associated with syntax and form relationship with the sentence. While the rules that examines the inter-connectedness of the sentence within larger bodies of the text.

In addition to that, when applying the rules of grammar the writer should respect the writing structure. The writer should consider the four structural levels which are the word structure, the sentence structure, the paragraph structure and the overall text structure.(Gentner, 1980)

6. The importance of learning writing

Good writers are good readers. Writing gives voice to our inner thoughts and allows us to share them. As a form of communication, writing can transcend time and is a way to pass stories from generation to generation.

It has been said that the best way to improve anyone's reading is to have them write. Writing focuses students on phonics, comprehension, mechanics, developing their voice or perspective, and communicating this perspective to others. Gone are the days of diagramming sentences.

Balanced Literacy focuses on developing the many skills that good readers and writers possess, in an authentic method of communication. Writing makes for better readers and improves comprehension and critical thinking.

Writing is a core skill that benefits students across the curriculum, K-12 and beyond. It's the basis of communication, history, art, and more disciplines than can be named. Writing skills are used every day in classrooms, from practicing fine motor skills early on to eventually writing full essays to display critical thinking skills or persuasive skills.

Writing is the foundation of expression we give students, to be built upon throughout their academic career. Although specialized writing classes like composition have faded from popular pedagogy, writing requires a complex intersection of skills that are critical to a student's life, both in the classroom and out of it.

As the other skills, writing is one aspect of language learning that is crucial and necessary to be learnt. It is claimed that teaching writing is a difficult task and even more difficult that teaching other skills. One of the scholars that has agreed on this (Qiyi,1993:30) who has reported that "Many people would agree that teaching composition is much more difficult than teaching other language skills". Also (Byrne, 1988: 6) argues that "writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it". Moreover learning the writing skill requires more attention and consciousness; that what (Harmer.2004:3) has asserted stating that "the ability to write has to be consciously learned"; also, he reported that writing is something that should be learnt not as speaking that can be acquired naturally . In the past, writing was considered to be a support system for the learning of grammar and vocabulary rather than a skill in its own; however, trainers and methodologists have looked again at it and recognized its importance for the speakers of foreign language as a vital skill as well as everyone using their first language (Harmer, 2004).To prove the importance

of teaching the writing skill for EFL learners; many scholars has provided reasons of its necessity. For instance, according to Byrne (1988), learning writing is an important element because it serves a variety of pedagogical purposes like fostering learner's grammar and vocabulary. Also, writing can be an opportunity for learners to express their feelings and thoughts by exploring them than developing new ideas using their own words (Nibset&Shucksmith, 1986).

1. **Reasons for Writing**

Writers and learners may write for many reasons; however, the main reason they intend to write for is influencing audience in many ways whether by informing, describing, or convincing them about something using claims and arguments. Furthermore, writers may also write for the own benefit. For instance Barrass (2005) argues that writing is a part of our daily life, in which it helps as to remember, to observe, and to think, as well as to communicate.

2. **Writing to remember**

One of the reasons that students have to learn writing for is to remember.

According to Barras (2005) For example, Students have learned to remember grammar rules or sentences form based on writing either by copying sentences from books or using teacher's dictation. In fact, that is just one side of this aspect; writing is mainly used by the students to make them remember everything has been done in the lecture, they are able to take notes for the sake of a better understanding of the lesson , remembering the homework, or other tasks .

3.Writing to Observe

Writing enables the students to observe since they are thinking about a specific topic that they want to express feelings and ideas about. When ones observes, he

relies on using the five senses that enables him to describe various things. Observation is more important in some subjects than the others but, it is important in the arts and humanities, as well as in sciences (ibid, 2005). Since writing is used in all sciences especially in educational setting, this latter is needed for making observations.

4. **Writing to Communicate.**

Today people can communicate using many means with the improvement of technology; however, writing remains an important way of communication especially that before the invention of the telephone in 1875, and radio in 1901, verbal communication with anyone out ofearshot was possible only by writing (ibid, 2005).

Barras(2005) focuses on the idea that writing ensure the sufficient time for the writer to think about what he/she really wants to say and what is best to be said ; not like a phone call conversation that has a limited and short time for people to think . In other words, the act of communication may not be done appropriately and the message will not be transmitted as itshould be without having a considerable time. Writing insures that for the writers to prepare what is going to be discussed in a verbal communication; as an example of that there are the plays of theatre where the writer write every act, show, or scene before being a play , a message to be transmitted and an effective act of communication.

Conclusion

To sum up, the writing skill is one of the importance skills that needs to be learned and improved following the guidance of the teacher. In the present chapter, the researcher has identified this skill based on what scholars have published. First, the researcher has started by giving different definitions for the writing skill after that he identified the writing as a process and the different approaches of that skill which used by teachers to teach writing. Moving to speaking about different aspects of writing and passing to the importance of learning writing.

In the next chapter, which is the importance step of that research which is the field work and the data analysis. The researcher is going to use the theoretical background collected in favor of the study hand in hand with the data collection procedures which was the questionnaire in the present case.

Chapter two

CHAPTER Two:Field work and data analysis

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Introduction

This chapter is considered with data analysis of both questionnaire and interview which are the chosen tools for or study to complete the process of investigation as well as to test the hypothesis made by the researcher about the present topic. The questionnaire is addressed to students of second year in the department of English in Biskrauniversity while the interview is addressed to English teachers of written expression.

1. THE STUDENT QUESTIONNAIRE

Student questionnaire aims to find out learner's attitude about self-correction and the writing kill.

2. Description of the questionnaire

The questionnaire consists of 15 question in here different sections. Most questions are close ended, where learnrs are asked to tick the correct answer. There some questions which are open-ended where the information needs some explanation.

3. Analysis of the questionnaire

Q1. A. What is your gender

a. **Male**

b. **female**

RESONSE	NUMBER	PERCENAGE%
A	14	28
B	36	72
TOTALE	50	100

Table 1.Student's gender

The results shows that 28 that have responded for the questionnaire are males, whereas 72 are females. It is observed that the number of females is much more than males and this happen because the number of females in the class s more than males.

Q2. B. What skill do you prefer in English

a. **reading**
b. **Speaking**
c. **Writing**
d. **Listning**

RESPONSE	NUMBER	PERENTAGE**%**
A	10	20
B	16	32
C	23	46
D	1	02
TOTALE	50	100

Table 2.Student's preferred skill

The results shows that the majority of students choose the writing skill with speaking skill as the most preferable skill,while they have choose the reading as the second preferable skill. While one student chooses the listening skill as a preferable skill, which can considered as a big problem because listening is an important skill as others.

Q3.How do you evaluate your level in English?

A. Excellent
B. Good
C. Average
C. Weak

Response	Number	Percentage**%**
A	15	30
B	20	40
C	09	18
D	06	12
TOTALE	50	100

Table 3.Student's level in English

From this table, it can be observed that the majority of students have considered their level to be either excellent or good which are the vast majority or weak for 6 students that consider their level in English as weak, from that we can observe that student are objective and honest about their level.

What is your own definition for the term writing skill?

a. Theability to write
b. The capacity to exchange written massages
c. The ability to produce something of your own

RESPONSE	NUMBER	PERCENTAGE**%**
A	25	50
B	19	38
C	06	12
TOTALE	50	100

Table 4.Student's definition for the writing skill

It is noticed that the most of the student have defined the writing skill as the ability to write, coming to the others have defined it as the capacity to exchange written messages by a percentage of 38% , while the rest have define it as the ability to produce something of your own.from the whole results we can observe that the majority of the students have defined written skill with its correct meaning which is the ability to write , which means that the students are aware of the correct meaning of it.

What is your attitude when you are writing?

A. You feeltense

B. You feel afraid of making mistakes

C. You feel motivated

D. You feel at easy to express yourself

Response	Number	Percentage **%**
A	17	28
B	8	16
C	07	14
D	18	36
TOTALE	50	100

Table 5.Student's attitude towards writing

It is observed that the most of students express their attitudes towards writing in two points which are feel tense with 28% and easy to express themselves with 36% . Finally, the least number is devided in 16% they feel afraid of making mistakes and 14% they feel motivated . From the above results it shows that the majority of the students express their attitude that it is easy to express themselves, while others still struggling between feeling feel of making mistakes and motivating when writing .

What do you do when you try to write your assignments?

- Askyourtacher help

- Depend on your personal schema
- You ask for your classmates help

Response	Number	percentage**%**
A	23	46
B	15	30
C	12	24
TOTALE	50	100

Table 6.students relies during writing assignments

It observed from that the percentage of the students that rely on their teachers help is the highest one with 46%. After that the second rank goes to depending on their personal schema with percentage of 30%. Than, the third rank goes to asking for friends help with a percentage of 24%. From these results we can observe that the students rely on their teachers help in the first place when they write.

How can you evaluate your level in writing?

A. Verywell

B. Acacceptable

C. Bad

Response	Number	Percentage **%**
A	30	60
B	15	30
C	05	10
TOTALE	50	100

Table 7.Student's level in writing

It is noticed from the results that 60% from the students considered their level in writing as very well; while 30% have considered it to be acceptable the lowest percentage goes to the last choice which is bad with 10% . From the results we can deduce that some students were very objective that they consider their level as bad and others acceptable in writing.

How do you consider writing?

a. Hard task
b. Easytask
c. Complextask

Response	Number	Percentage **%**
A	20	40
B	12	24
C	18	36
TOTALE	50	100

Table 8.Student's consideration of the writing skill

From the present results we can see that the majority of the students consider the writing skill as a hard task with percentage of 40%,while 36% of the student consider it as a complex task, finally the lowest rank goes to easy task with 24% . From the above results we can see that students were very objective that the majority of them consider the writing skill as a difficult task according to their personal experience but we can not get the precise answer for that question because the deference between percentages is not recognizable.

Section three: self-correction use

A. What does self-correction means in your opinion?

- ✓ A technique to make your work well written
- ✓ Strategy that is usefull when you are alone or the teacher absent
- ✓ A strategy that is more useful than teachers correction
- ✓ A strategy that enable students to develope their ability to correct their works.
- ✓

RESPONSE	NUMBER	PERCENTAGE**%**
A	15	30
B	20	40
C	10	20
D	05	10
TOTALE	50	100

Table 9.student's definition for self-correction

- ✓ Explain how?

From the results the majority of the students consider self-correction as a useful strategy when they are alone or the teacher absent with 40% While the lowest rank with 5% goes to students who consider it as a strategy that enable students to develop their ability to correct their work. While 30% of the students consider it as a technique that make their work well written. From these results we can see that the students are aware of the benefits of self-correction and that they need it when they are alone.

Explanation:

Just 3students from 50 student who justify their answer 2 of them answer that when they are writing their home works they need to correct their errors so self-correction is needed in this situation because the teacher is not with them to guide them. And the other student explains his answer when he corrects his errors alone he can develop his abilities in the error correction.

B. How often you correct your writing mistakes?

- Always
- Rarely
- Sametimes
- Never

RESPONSE	NUMBER	PERCENTAGE**%**
A	47	94
B	0	0
C	03	06
D	0	0
TOTALE	50	100

Table 10.Student's degree of correcting mistakes

The majority of the students with 94% answer that they always correct their errors with them selves while just 6% answer that they correct their errors sometimes . From that results we can see that the students are aware that they must correct their erroors always alone .

C. How is self-correction beneficial for you?

1. Makes you confident
2. Help you to do better
3. It is not beneficial

Explanation

students who have chose the first answer which is the first answer that self-correction make them feel confident; it was either because they see that they have good level after they correct themselves or to be confident that they will not do mistakes the next time. For those who have chose that self correction motivates

them they explained that each time they correct themselves and see the progress they have made that make them motivated always for doing better each time. For the 10% which have chose the last option that is self-correction has no benefit; it was because they think they are incapable to assess themselves and that they do not trust their own assessment but they wait for the teacher to assess them.

RESONSE	NUMBER	PERCENTAGE **%**
1	15	30
2	35	70
3	0	0
TOTALE	50	100

Table 11.Benefits of self-correction

We can see from the results that 70% of the students answer that self error correction help them to do better while 30% of them answer that correcting their awn errors makes them confident.

Justification:

In that question no one explain the answer.

Do teachers ask you to correct your mistakes?

1 Yes

2 No

RESPONSE	NUMBER	PERCENTAGE **%**
A	37	74
B	13	26
TOTALE	50	100

Table 12.Teacher's degree of asking students to correct their work

The majority of the students with 74% answer with yes while 26% an aware with no . From the results we can see that the majority of the teachers ask their students to correct their errors.

C. Do you know the suitable strategy to correct your work?

a. Yes
b. No

If yes, explain how?

RESPONSE	NUMBER	PERCENTAGE**%**
A	20	40
B	30	60
TOTALE	50	100

Table13.Student's degree of knowing the suitable strategy to correct mistakes

The results shows that 40% of the student answer with yes while the majority of the student with 60% answer with this lead to take as a result that the majority of the student do not know the swuitable strategy to correct their work.

Section four: Implementations of Self-Correction in writing

A. What do you feel when you correct your work?
    a. Vary satisfied
    b. Satisfied
    c. Not satisfied

RESONSE	NUMBER	PERCENTAGE**%**
A	36	72
B	14	28
C	0	0

Table 14.Student feeling when correcting their own mistakes

From the results above we can see that the majority of the student with 72% answer that they are very satisfied when they correct their work. While 28% answer that they are just satisfied. We can see through that results that the majority of the students are satissfied when correcting errors by them selves which mean that they are with the use of self error correction.

- ✓ Explanation

To explain their choice students provide different arguments. For those who have selected the first answer which is that they are so satisfied; it was because they think that they have a good level in writing; so, they do not find many mistakes and that they feel that they have understood the lessons after they do the process of self-correction. Those who have chose second option which is that they feel satisfied; according to them, it is also because they feel that they have grasped the lesson after they have evaluate their work. In addition to that, they feel satisfied because they see the progress they have made each time they do this operation. Finally, those who do not feel satisfied, they claimed that they are always aiming to do better and that makes them feel that they are not satisfied for their current level.

B. How do you consider the use or self correction?

a. Necessary
b. Less necessary
c. Not necessary

response	Number	Percentage **%**
A	12	70
B	35	24
C	03	06
TOTALE	50	100

Table 15. SELF-CORRECTION USE

The results shows that 70% of the students answer that the use of self-correction is necessary and 24% answer that it is less necessary while the lowest tank goes to not necessary with 06%. We can see that the majority are aware of the necessity of the use of self correction. necessary with 06%. We can see that the majority are aware of the necessity of the use of self correction.

TEACHER' INTERVIEW

The second tool that has ben used in this investigation is an interview but it is directed to teachers of written expression. The researcher has sent this though email to 8 teachers but only 5 teachers have answered it to see their opinion obout using self correction as a tool to improve the writing skill.

Q1-Have you been teaching student written expression?

N of the year	T number	Percentage **%**
2 years	1	20
5 years	1	20
More than 5 years	3	60

Table 1.Teachers experience on teaching writing expression

Results show that the majority which is 60 of teachers that answered our interview has been taught written expression for more than 5 years, wheras , the rest 40 was devided into the remaining answers in which one teacher has taught it for 2 years and the other for 5 years. This indicates that the majority of the researcher sample population are familiar with teaching written expression.

Q2- How you correct your students work?

- teachers answers:

A. Using direct correction

B. Using indirect correction

Type of correction	N	Percentage **%**
Direct correction	5	100
Idirect correction	5	100
Both	5	100
Total	5	100

Table 2.Teacher's way of correction

It is observed that all the teachers have answered that they use both direct and indirect correction to correct their students work.

Q3. In what way the word "self-correction» correspond to you as a teacher?

Teachers answers:

1. A chance for student to evaluate their work and learn from their errors.
2. A less useful strategy than your correction as a teacher

T answers	T number	Percentage **%**
1	4	80
2	1	20
Total	5	100

Table 3.Teacher's definition of self-correction

The table shows that the majority of the teachers respond that self- correction is a chance for students to evaluate their work an learn from their errors. Whereas one teacher answer that it is a less useful than teachers correction.

Q4- Do you give the opportunity to student to correct their own work?

Teachers answers

A. Yes

B. NO

T answer	number	Percentage **%**
Yes	5	100
No	0	0
Totale	5	100

Table 4.Teacher's use of self-correction

It is observed that all the present teachers have responded that they give their students the opportunity to correct their own work. Justifying their answer that it is a chance to know their student's opportunities in correcting their own work.

Q5. **What strategy you provide students to correct their own work?**

Teachers answers:

A. I provide them with the code corrections that they should pay attention to it when correcting their own work

B. . I provide them with the correct writing forms than ask them to correct their own words.

T answers	number	percentage**%**
A	4	80
B	1	20
Total	5	100

Table 5.Teacher's strategy of self correction

The answer for this is divided between 2 answers .the majority of the teachers whom answer the interview have answer that they provide their students with code corrections that they should pay attention to when correcting their own work. While on teacher have chosen that they give them the correct written forms and than ask them to correct their own work.

Q6. what do you think when student correct their own work?

1. It is beneficial to improve their writing skill and acquire more vocabulary
2. . It is not beneficial and waste time

T answers	number	Percentage **%**
1	3	60
2	2	40
Total	5	100

Table 6. teacher's opinion about self correction

For this question the majority of the teachers with 60 they think that it is beneficial for students when correct their work to improve their writing skill and acquire more vocabulary; whereas 40 have answered tha it is not beneficial and waste time .

Conclusion

In this chapter the researcher has analyzed the answers of both the questionnaire and the interview which are addressed to both teachers and students. The aim of making both is to collect data related to the purpose of this investigation. The data collected from the questionnaire is mainly the student’s answers that show the positive attitude towards the use of student's self-correction to improve the writing skill. Concerning teachers interview has emphasized on the importance of using self-correction to raise students autonomous learning and individual responsibility for their own learning.

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Recommendations

For teachers:

Teachers should rise the awareness of students about self-correction as concept and explains how it should be applied in classroom in order to

Teachers should dedicate enough time for this strategy to be applied on classrooms.

The presence of the teacher as a guide is so crucial in order not to be used randomly by students.

Teachers should know what effective way to use this strategy on the classroom.

For students:

Students should have a positive attitude towards this strategy by following the instructions of teachers.

Students may use teachers' feedback to assess themselves; it is a way of self-correction.

Self-correction and teachers' feedback should go together because both are important in making progress.

After the process of self-correction students should discover what are their weaknesses and the difficulties they are facing in order to make the improvement in future.

General conclusion

Improving the level of EFL learners on writing is a crucial task that its responsibility is shared between the teacher as a responsible for the teaching of his/her students and their progress in learning as well as students where they should be independent and autonomous in the current stage of learning which is university level. Working on this research it has been recognized that it is needed to apply new strategies to enhance students' level in writing because many of students consider that the learning of writing in traditional ways is boring and non-effective. In recent years, the learner-centered approach has made a revolution in teaching and learning that aims to make from students independent learners and from teachers the element of guidance to them; that is what makes the researcher think of self-assessment as the right strategy for developing student's writing ability.

The results of the present research has shown that self-assessment is a suitable tool for enhancing student's level in writing , reducing their errors and many other positive effects such as building a critical mindset and being autonomous in writing . these points can lead us to the conclusion that self-correction has a positive impact on learning especially in writing ; Furthermore, it can b deduced that the hypothesis the researcher has made are confirmed .

Appendices

Appendices

Appendix1:**StudentQuetionnaire**

Dearstudents;

You are kindly asked to answer this questionnaire about our topic which focuses on the use of EFL learners self evaluation as a mean to develop writing and we wish

that you answer this questionnaire genuinely in order to assure the effectiveness of our investigation Thank you for your help

Please choose the appropriate answer

Section one: General information:

A. Whatisyourgender ?

B. Male ☐

C. Female ☐

B. What skill do you prefer in English?

c. Speaking ☐

d. Listning ☐

e. Reading ☐

f. writing ☐

Explaine why

……

……

……

…….

.....

C. How do you evaluate your level in english?

- Excellent ☐
- Good ☐
- Average ☐
- Weak ☐

section two :overviews

students opinions towards writing

4. What is your own definition for the term writing skill?

a. Theabilty to write ☐

b. The capacity to exchange written massages ☐

c. The ability to produce something of your own ☐

Give other definition of the writing skill

……

……

……

……

5. What is your attitude when you are writing?

d. You feeltense ☐

e. You feel afraid of making mistakes ☐

f. You feelmotivated ☐

g. You feel at easy to express yourself ☐

6. What do you do when you try to write your assingments ?

a. Askyourteachers help ☐

b. Depend on your personal schema ☐

c. You ask for your classmates help ☐

Justifyyour situation

……

……

……

……..

7. How can you evaluate your level in writing?

- Verywell ☐
- Acacceptable ☐
- Bad ☐

Explainwhy?

……

……

……

……

8. How do you consider writing?

A. Hard task ☐
B. Easytask ☐
C. Complextask ☐

Why?

……

……

……

……

Section three: self-correction use

A. What does self-correction means in your opinion?

9. A technique to make your work well written

10. Strategy that is usefull when you are alone or the teacher absent

11. A strategy that is more useful than teachers correction

12. A strategy that enable students to develope their ability to correct their works

Explain how?

.....

.....

.....

B. How often you correct your writing mistakes?

a) Always

b) Rarely

c) Sametimes

d) Never

C. How is self-correction beneficial for you?

1. Makes you confident
2. Help you to do better
3. It is not benefitial

Why ?

.....

.....

.....

.....

D. Do teachers ask you to correct your mistakes?

a. Yes
b. No
c. Sometimes

C. Do you know the suitible strategy to correct your work?

a. Yes
b. No

If yes, explane how?

.....

.....

.....

.....

Section four: Implementations of Self-Correction in writing

c. What do you feel when you correct your work?

e. Vary satisfied
f. Satisfied
g. Not satisfied

Why?

.....

.....

.....

B. How do you consider the use or self correction?

a. Necessary
b. Less necessary
c. Not necessary

Why so?

.....

.....

.....

Appendix2: Teachers' interview

Q1-Have you been teaching student written expression?

Q2- How you correct your students work?

Q3. In what way the word "self-correction» correspond to you as a teacher?

Q4- Do you give the opportunity to student to correct their own work?

Q5. What strategy you provide students to correct their own work

Q6. what do you think when student correct their own work?

الملخص

هذا العمل عبارة عن دراسة تحليلية لقدرة الطلبة على التصحيح الذاتي لأخطائهم بجامعة بسكرة وذلك بإيجاد إستراتيجية مناسبة بإمكانها ان تؤثر ايجابيا على قدرات الطالب ومهاراته ومن ثم اختبار فعاليتها هذه الإستراتيجية تدعى بالتصحيح الذاتي للأخطاء التي من الممكن شرحها بتصحيح الطلبة لأخطائهم الخاصة فرضيات البحث كانت حول ما إذا تمكن طلاب اللغة الانجليزية من التطبيق الصحيح لتقنية التصحيح الذاتي استخداما صحيحا ستقل أخطاؤهم الإملائيةكما أن التصحيح الذاتي للأخطاء سيؤثر إيجابا على مهارة الكتابة لدى الطلاب أيضا إذا قام أستاذ التعبير الكتابي بتوجيههم لاستخدام الإستراتيجية المناسبة للتصحيح الذاتي للتحقق من الفرضيات قام الباحث بإجراء استبيان كوسيلة لجمع البيانات و اكتشاف أراء الطلبة حول هذه الإستراتيجية وأيضا قام بطرح بعض الأسئلة على الأساتذة بناء على خبرتهم العملية في ميدان التدريس

استبيان الطلبة قدم لخمسين طالب ما يقارب مجموعتين منتسبة لجامعة محمد خيضر بسكرة ،أما أسئلة الأساتذة فقد أرسلت لهم هبر بريدهم الالكتروني نظرا للظروف الراهنة نتائج الاستبيان وأسئلة الأساتذة بينت أن لكلا الطرفين انطباع ايجابي في ما يخص هذه الإستراتيجية حول أن الطالب يتمكن من خلالها من تطوير مهارته في الكتابة والتقليل من الأخطاء ولكن ذلك تحت توجيهات الأستاذ.

Résumé

Ce travail est une étude analytique de la capacité des étudiants à auto-corriger leurs erreurs à l'Université de Biskra en trouvant une stratégie appropriée qui peut affecter positivement les capacités et les compétences de l'étudiant, puis tester son efficacité. Cette stratégie est appelée autocorrection Les hypothèses de recherche étaient de savoir si les étudiants de langue anglaise étaient capables d'appliquer correctement la technique d'autocorrection, leurs erreurs d'orthographe seraient réduites et l'autocorrection des erreurs serait affecter positivement les compétences en écriture des étudiants, si le professeur d'expression écrite leur a demandé d'utiliser la stratégie d'autocorrection appropriée pour vérifier les hypothèses. Le chercheur a mené un questionnaire comme moyen de collecter des données et de découvrir les opinions des étudiants à ce sujet stratégie et il a également posé quelques questions aux professeurs sur la base de leur expérience pratique dans le domaine de l'enseignement. Le questionnaire des étudiants a été présenté à une cinquantaine d'étudiants, environ deux groupes affiliés à l'Université de Mohamed Khider à Biskra. Quant aux questions des professeurs , ils ont été envoyés à leur adresse e-mail en raison des circonstances actuelles. Cela a montré que les deux parties avaient une impression positive sur moi En ce qui concerne cette stratégie, l'étudiant peut développer ses compétences rédactionnelles et réduire les erreurs, mais sous la direction du professeur.