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Title

Enhancing Students Mastery of English Grammar through Corrective Feedback

Case Study: Third-Year EFL University Students of English at Biskra University

Dissertation submitted to the department of foreign Languages in partial fulfillment of the requirements for a **Master Degree in Language Sciences**

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Declaration

I, Sellaoui Meriem, declare I am the only author of this master dissertation entitled "Enhancing Students' Mastery of English Grammar through Corrective Feedback Case Study: Third-Year EFL University Students" and supervised by Mr. Lebiar Khaled, hereby declare that this research is my own work and has never been submitted or presented before for any academic institution or university for any degree.

Dedication

To my loving parents, and to my supportive brothers,

Your unconditional love, endless encouragement, and constant support have been the guiding lights throughout my journey. Your sacrifices and genuine devotion shaped me into the person I am today, and for that, I am eternally grateful. This dissertation is dedicated to you, I deeply appreciate your never-ending belief in my dreams and aspirations. Your love and support are the cornerstone of my success, and I am very thankful for your presence in my life.

To my constant companion throughout my journey, thank you for your support and understanding during the challenges we've faced together.

With deepest gratitude,

and heartfelt appreciation

Lovingly.

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achieve my goals.

Abstract

This research investigates the impact of different Corrective Feedback Techniques on mastering English grammatical construction among third-year English as a Foreign Language (EFL) students at Mohamed Khider University. Through a quantitative analysis of survey data, the study aims to identify effective feedback techniques and understand their influence on students' grammatical proficiency. The research hypothesizes that specific corrective feedback techniques will significantly enhance grammatical proficiency in EFL students' writing. Key research questions address the effectiveness of various feedback techniques, the impact of the frequency of corrective feedback, and the connection between student preferences and learning styles with feedback techniques. The study uses a quantitative methodology, relying on surveying participants on their backgrounds, attitudes, preferences, and perceived benefits of corrective feedback techniques. Participants are third-year EFL students at Mohamed Khider University, chosen for their academic level, where interventions can impact language proficiency and writing skills. Results and findings emphasize the importance and effectiveness of corrective feedback on grammar improvement and language education.

Key words: Corrective feedback, grammar, EFL learners, language acquisition, feedback techniques

List of Abbreviations

CF: Corrective Feedback

EFL: English as a Foreign Language

TBLT: Task-Based Language Teaching

WCF: Written Corrective Feedback

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General Introduction

Background

In recent years, corrective feedback has brought about a transformative period in the constantly evolving field of language education, thus reshaping conventional teaching approaches. EFL students need to understand the different approaches to language education and what this change offers them. The widespread use of various feedback techniques in educational settings has not only resulted in refreshing pedagogical approaches but has also created an environment where language acquisition exceeds the usual techniques, which offers an engaging and interactive experience created to cater to the needs of recent generations of students.

This research examines the interplay between corrective feedback techniques and English grammar proficiency, navigating the complexity of English grammar construction and using corrective feedback techniques with university students. This study emphasizes third-year EFL university students, who stand at the edge of professional and academic crossroads, where the role of proficiency in English grammar becomes increasingly significant. The focus on corrective feedback as a means for grammar improvement signifies the understanding of this technique's power to engage student's interest and analyze the relationship between grammar construction, corrective feedback, and student preferences.

In an era where the boundaries of education are frequently expanding, this exploration of enhancing EFL students' mastery of English grammatical construction arises to examine perceptions and approaches to language education for third-year EFL university students. The research aspires to unravel and explore the extent of this connection,

shedding light on the potential of corrective feedback to advance language skills and inspire, captivate, and intrigue learners on their linguistic journey.

This study addresses the persistent challenge faced in English as a Foreign Language (EFL) education — the mastery of grammatical construction among third-year students at Mohamed Khider University. Despite various pedagogical approaches, there remains a distinct gap in understanding how Writing Corrective Feedback Techniques influence the complex relationship of language acquisition among EFL students.

1. Research Aims

This research investigates the impact of different Writing Corrective Feedback Techniques on the mastery of English grammatical construction among third-year EFL students at Mohamed Khider University. This study aspires to contribute valuable insights to educators, curriculum designers, and language acquisition researchers by identifying effective feedback techniques and understanding their influence on students' grammatical proficiency.

2. Statement of the Hypotheses

The study hypothesizes that different Writing Corrective Feedback Techniques will significantly influence the mastery of English grammatical construction among EFL students. Specific feedback techniques within the field of corrective techniques are expected to prove more effective in enhancing grammatical proficiency in EFL students' writing.

3. Research Questions

This research addresses the following primary question: How do different Writing Corrective Feedback Techniques influence the mastery of English grammatical construction among EFL students? Sub-questions include: What specific corrective feedback techniques do students believe are most effective? How does frequent use of corrective feedback impact grammar acquisition? How do student preferences and learning styles interconnect with different feedback techniques?

4. Methodology

The current research employs a quantitative methodology that relies on surveying a targeted demographic, gathering data, and conducting a quantitative analysis. The survey will be divided into two sections: the first contains several close-ended questions to evaluate participants' backgrounds, and the second contains questions that are answered based on a five-point Likert scale. The targeted demographic this research depends on are third-year EFL students at Mohamed Khider University and their perceptions of how effective corrective feedback can be.

5. Research Tools

This quantitative data will be gathered through a carefully designed survey that will include structured questions to assess attitudes, preferences, and perceived benefits of corrective feedback techniques.

6. Participants

This study's participants will be third-year EFL students at Mohamed Khider University. Their choice of the third year aligns with their academic level, where they have

acquired sufficient language skills, yet interventions can still meaningfully impact their language proficiency and writing skills.

7. **Research Structure:**

The research structure includes three chapters: Chapter 1 will establish the theoretical framework and focus on integrating technology in language education, mainly digital storytelling's role in enhancing language learning for third-year EFL university students. Chapter 2 will examine enhancing EFL students' mastery of English grammatical construction through writing corrective feedback techniques, detailing research aims, hypotheses, methodology, research tools, and participants. Chapter 2 will also cover the practical implementation and analysis, presenting results, and discussing the findings. The conclusion will discuss the research findings and implications for language education and propose avenues for future research.

Chapter One

Establishing the Theoretical Framework

Introduction

The first chapter will provide background information on certain complexities and subtleties of language teaching in Algeria while emphasizing university students' difficulties in comprehending English grammar rules. This section of the research provides an overview of the difficulties in English language education and discusses the need for English grammar competency for college-level students.

1. **Overview of Language Education Challenges in Algeria**

Language education in Algeria faces many challenges that originate from both historical and socio-cultural factors. These challenges in English language education for EFL students are multidimensional. Despite efforts to enhance the teaching of foreign languages at a young age, such as offering pupils the choice between French and English as the first mandatory foreign language in primary school, these programs have faced obstacles. For instance, a program to introduce English as the first foreign language in some middle schools was abandoned, reportedly due to parental preference for French. This preference may stem from the perception that French offers better socioeconomic stability and accessible learning than English in Algeria. Despite initial attempts to elevate English's status, primary schools teach it as a second foreign language (Belalem, 2020, p. 5).

Furthermore, the limited use of English in Algerian newspapers and magazines, with some exceptions like Ennahar and specialized magazines, restricts students' exposure to the language outside the classroom. This lack of exposure to authentic English materials may hinder students' language acquisition and proficiency development. Additionally, the fluctuating status of English as a first foreign language reflects challenges in establishing consistent language policies that cater

to the needs and preferences of students and parents (Belalem, 2020, p. 5). These challenges highlight the complexities of language education policies and practices in Algeria, particularly regarding integrating and promoting English language learning for EFL students.

2. Importance of English Grammatical Construction Mastery for University Students

Proficiency in English grammar construction is a critical requirement for university students in Algeria to achieve their academic success, facilitate professional growth, and engage on international pedagogical events. English gained an international status as a lingua franca in many fields such as academia, business, and technology, as a result, students who wish to be more active in global dialogues and seize opportunities must acquire this language. Mastery of English grammar promotes efficient communication and promotes the development of critical thinking, analytical, and cross-cultural proficiencies. Additionally, English proficiency provides valuable opportunities for academic resources and research publication, thus enhancing the academic experience and broadening students' prospects.

Proficiency in English grammar construction is a critical requirement for Algeria's university students to achieve academic success, facilitate professional growth, and engage in international pedagogical events. English gained international status as a lingua franca in many fields, such as academia, business, and technology. As a result, students who wish to be more active in global dialogues and seize opportunities must acquire this language. Mastery of English grammar promotes efficient communication and the development of critical thinking, analytical, and cross-cultural proficiencies. Additionally, English proficiency provides valuable opportunities for academic resources and research publication, thus enhancing the academic experience and broadening students' prospects.

Sacal and Potane argue that mastering English grammar is essential for students to attain proficiency in both written and spoken communication. Given the various internal and external factors influencing language acquisition, every learner must acquire these skills successfully. Students should practice regularly to enhance their foundational grammar skills, enabling practical expression through writing and speech. While Sacal and Potane's study results indicated satisfactory proficiency levels in grammar, writing, and speaking for most students, some may require additional support and attention to reinforce their learning. To expedite progress, learners may benefit from various forms of grammar assistance, including teacher-led supplemental activities and access to diverse learning resources at school and home. A solid grasp of English grammar fundamentals is fundamental to effective writing and speaking abilities. Ultimately, exposure to the language enables students to achieve a satisfactory level of competence and skill in writing and speaking (2023, p. 2902).

3. Significance of Writing Corrective Feedback Techniques

The significance of writing corrective feedback techniques lies in their potential to enhance language learners' writing accuracy. Several explanations support this theory: Maleki and Eslami argue that error feedback prompts learners to notice linguistic problems they may overlook, thereby encouraging them to modify their interlanguage system in line with the feedback provided. Second, writing corrective feedback acts as a scaffold, facilitating the organization, structuring, and modification of knowledge, thereby promoting its accommodation into long-term memory. Third, cognitive load theory suggests that minimizing working memory load optimizes learning and facilitates the transfer of new data into long-term memory. Corrective feedback draws learners'

attention to areas of difficulty while freeing cognitive resources to process language content effectively (2013, p. 1255).

Their study examined how well different types of writing corrective feedback worked. On later tests, the students in the indirect feedback group did better than those in the direct red pen feedback group and the control group. This finding aligns with previous research highlighting the role of corrective feedback in improving students' writing accuracy. However, it contradicts views suggesting that feedback may harm writing proficiency. Additionally, the study's results are consistent with prior research, indicating that indirect error correction yields either superior or equivalent levels of accuracy over time. The superiority of indirect feedback suggests its potential as a long-term strategy for improving writing accuracy. Pedagogically, the choice between direct and indirect feedback methods depends on various factors. While direct feedback may offer convenience for teachers in terms of efficiency, indirect methods require students to possess sufficient linguistic knowledge to self-correct errors and engage in self-editing. Intermediate and advanced learners capable of self-correction and self-editing could benefit significantly from indirect feedback techniques, as this type of feedback demonstrated a more enduring impact on learners' performance (Maleki & Eslami, 2013, p. 1255).

Maleki and Eslami's investigation also points out the significance of learners' linguistic proficiency and developmental stage when determining the most suitable feedback techniques. Although direct feedback offers instant corrections, it might not promote long-term learning and could obstruct learners' ability to develop autonomous editing abilities. In contrast, indirect feedback encourages involving students in metacognitive functions such as self-correction and error analysis, which are critical for building independent writing skills.

Incorporating indirect feedback techniques could require additional time and effort from both teachers and students. To properly guide students through self-correction, teachers need to devote time to offering detailed written feedback or participating in discussions with them. Likewise, students must be adequately trained to interpret and apply feedback productively, which could include explicit instruction on error analysis and revision techniques.

Both direct and indirect feedback methods have advantages. The study's findings suggest that indirect feedback holds greater promise for long-term improvements in writing accuracy. Nonetheless, the choice of feedback technique should be targeted to the specific needs and proficiency levels of learners, with particular consideration of the balance between efficiency and effectiveness in promoting writing proficiency.

1) Theoretical Foundations of Language Acquisition

This research section investigates the theoretical details that support the language learning process, the basis for defining corrective feedback, and its types. This section examines the historical viewpoints regarding language acquisition in Algerian universities, the theoretical basis of language education, and the importance of corrective feedback in language acquisition. A detailed comprehension of the theoretical basis of language teaching is essential to guiding pedagogical approaches and developing effective language learning interventions.

1. Historical Perspectives on Language Learning in Algerian Universities

Diverse linguistic, cultural, and educational factors influence the historical evolution of language learning in Algerian universities. This evolution has experienced significant transformation. Initially, French served as the primary language of education during the French colonial era, shaping the educational setting at the time. However, many efforts were made to

change educational policies during the post-independence era to promote Arabic as the teaching medium, reflecting efforts to assert Algerian cultural identity and linguistic diversity. However, integrating linguistic variety with educational goals still presented significant obstacles. Nevertheless, there has been a gradual change in acknowledging the importance of language diversity and implementing various teaching methods adaptable to students with different linguistic backgrounds. This transformation is consistent with recent global trends, especially in higher education, where integrating English into research and academic purposes is considered indispensable.

According to Balan (2011), using English in higher education facilitates improved international academic communication with the help of exchange programs that minimize language barriers. Moreover, technological advancements have revolutionized English language teaching and learning, with English proficiency becoming crucial for accessing academic and scientific knowledge and career advancement. Hence, embracing English in Algerian universities opens up new opportunities for students to engage in global research collaborations and pursue careers in diverse sectors, aligning with the evolving demands of the modern world (Rahmani, 2021)

2. Theoretical Frameworks in Language Education

Investigating the following theoretical frameworks explains the intricate links among language, cognition, and social interaction. Combining insights from theories like the Interaction Hypothesis, Input Hypothesis, Noticing Hypothesis, various linguistic feedback models, the social interactionist perspective, and Task-Based Language Teaching (TBLT) enables the development of nuanced approaches to language education. These frameworks illuminate how corrective feedback impacts language learning, cognitive functions, and social dynamics within educational environments. By incorporating these findings, educators can create effective techniques that

acknowledge the complex nature of language learning, ultimately advancing students' proficiency in English grammatical construction.

a. Interaction Hypothesis:

According to Long (1980), the Interaction Hypothesis suggests that language learning occurs through meaningful interaction, wherein learners are encouraged to create a conversation, receive feedback, and discuss the meaning. This theory places significant emphasis on the role of corrective feedback in developing language through interactive processes. This hypothesis presents two central arguments regarding the significance of interaction in second language acquisition.

First, the Interaction Hypothesis states that understandable input is essential for second language acquisition, such as hearing or reading the target language. Second, it suggests alterations to how conversations are carried out, particularly those occurring while resolving communication problems, make input understandable for second language learners (Krashen, 1977, 1980, Hatch, 1978, Ellis, 1991). According to Krashen (1977, 1980), acquisition is separate from conscious learning and occurs when learners direct their attention toward meaning and receive easily understood input. Krashen emphasized the importance of simple codes, like foreigner and interlanguage discourses, in enhancing the comprehension of information for second language learners.

Hatch (1978) conducted a study using discourse analysis in which he examined interactions among second-language learners. The findings indicated that the particular types of interactions in which the learners participated influenced the patterns found in the acquisition of second-language grammar. This finding suggests how learners interact when learning a second language can shape how well they learn different aspects of grammar.

The Interaction Hypothesis is primarily associated with Michael's work. Long (1980) conducted a study investigating the effect of interactional native speakers' speech on non-native speakers and revealed a few alterations in the speech and numerous changes in the interactional aspect. Long (1980) confirmed Krashen's perspective on the importance of comprehensible input for second language learners. He further emphasized that the observed interactional changes are essential in improving the compression of unfamiliar linguistic terms, thus enhancing language acquisition (Long, 1980, Ellis, 1991, pp. 5-7).

This theory highlights the significance of involving students in active conversations, receiving feedback, and the importance of meaningful discussions in language acquisition and grammar enhancement. This interaction allows teachers to improve learners' grammar through feedback while maintaining their understanding of language rules. Corrective feedback helps students to both recognize and correct their errors. Teachers can use this theory to write corrective feedback and create an active, supportive environment that enables learners to understand English grammar structures better.

b. Input Hypothesis:

Krashen's (1985) Input Hypothesis suggests that language acquisition is most effective when learners are exposed to clear and understandable input somewhat above their language skill levels. According to this theory, learners advance more naturally when conversations contain more advanced structures than their current levels. This process is referred to as "i + 1" (p. 80).
 The understandable input includes linguistic components that learners can understand with the help of a context, like extra linguistic information, background knowledge, and previously acquired language skills. From a practical perspective, language learners gain advantages from being exposed to a familiar language that is still challenging, hence facilitating their acquisition of

grammar and linguistic structures. The Input Hypothesis emphasizes that learners automatically acquire grammar and linguistic structures through exposure to sufficient comprehensible input (Krashen, 1985, p. 80). Therefore, teachers are not required to teach grammar rules explicitly. Instead, they should prioritize offering their students chances to interact with significant comprehensible language input.

The Input Hypothesis highlights the importance of establishing an environment that facilitates effective language acquisition by creating sufficient comprehensible language input.

c. Social Interactionist Perspective:

This theory, which draws inspiration from Vygotsky's sociocultural theory, highlights the significance of social interaction in the language learning process. According to Vygotsky's theory, language acquisition is intertwined with social interactions and cultural aspects.

The theory suggests that developing young learners' linguistic skills influences their engagement with individuals with better experiences, such as parents or classmates. Vygotsky also emphasized the significance of assigning learners activities slightly more challenging than their proficiency levels that can successfully be completed with the guidance of a teacher or a peer. According to this theory, language learners benefit significantly from engaging in meaningful communication in which corrective feedback and still participate in social interactions (Alharbi, 2023, p. 285).

In applying this theory, it becomes evident that engaging in collaborative activities and communication allows language learners to be active participants in the learning process and places them in the proper context. In these interactions, learners receive feedback about their language skills that typically include grammatical accuracy. For example, learners may receive corrective feedback from peers or teachers regarding their grammatical errors in group discussions or collaborative assignments. *Such feedback* is a mentoring tool that helps learners enhance their

grammatical accuracy and fluency. Moreover, active participants in communication and collaborative activities expose learners to various grammatical structures in context (Alharbi, 2023, p. 286). This exposure serves to improve their comprehension and integration of these grammatical structures. Social Interactionist theory gives learners chances for social interaction and enables them to develop grammatical proficiency through meaningful communication and corrective feedback.

d. Task-Based Language Teaching (TBLT):

Task-Based Language Teaching (TBLT) is a language teaching method designed to enhance language learners' skills by encouraging them to engage in activities and communication through performing tasks.

Research on tasks and language learning explores task characteristics and learners' performance, while pedagogical literature focuses on the learner as a fundamental factor in task performance. TBLT is traditionally defined as a learner-centered approach that contrasts with teacher-dominated approaches. However, recent research highlights the crucial role of teachers in facilitating effective learning and their significant influence on the learning process. Task-Based Language Teaching remains learner-based, although teachers still motivate, arrange, talk, and assist with task-based activities. They choose the assignments, explain directions, encourage interaction, provide feedback, and evaluate student performance. The vital role of teachers before, during, and after tasks heavily influence student learning (Van Den Branden, 2016, pp. 164–172).

3. Relevance of Corrective Feedback in Language Acquisition

Language acquisition depends on corrective feedback to help students improve their language skills, especially grammatical skills. In Algerian universities, English is taught as a foreign language, and corrective feedback is a critical academic tool that helps students enhance

their grammar, language, and communication skills. Through targeted feedback, teachers can assist students in acquiring awareness of their errors, observing their language output, and becoming better language learners. Corrective feedback is deeply related to language acquisition and enhances language learning outcomes in Algerian universities.

Conclusion

The first chapter examines the theoretical framework that forms the basis for this research. This chapter sheds light on the difficulties encountered in language education in Algeria and reinforces the significance of acquiring proficiency in English grammatical structure, specifically for university students. This section also explores the historical perspectives on language learning and the significance of corrective feedback techniques. The next chapter dives into the understanding of corrective feedback by defining it and u-introducing its types.

Chapter Two Understanding Corrective

Feedback

Introduction

This research section explores the understanding of writing corrective feedback techniques, exploring their definition, types, and effectiveness in language acquisition.

1. Definition and Types of Writing Corrective Feedback

Corrective feedback is a process in which learners are provided with comments, suggestions, and corrections regarding their language productions to help them improve their language learning skills. Hattie and Timperley (2007) define *feedback* as the information an agent provides (e.g., teacher, peer, book, parent) that relates to aspects of performance. Accordingly, a teacher or parent can provide corrective information, a peer can provide an alternative strategy to clarify ideas, a parent can encourage, and the learner can search for the answer to evaluate the correctness of a response. Feedback, thus, is a "consequence" of performance (p. 81).

This process aims to address errors or areas of weakness in learners' writing and guide them toward achieving greater accuracy and proficiency in their communication and general language skills. There are several types of corrective feedback, including:

a. Verbal feedback

Oral corrective feedback is a communicative response that enables both the receiver and teachers to engage in direct one-on-one discussions. Van Ha et al. define oral corrective feedback as the response of the instructors or peers to learners' incorrect utterances during oral communication activities (2021, pp. 1–3).

b. Non-Verbal feedback

Written corrective feedback is a comment or reply given in written language, usually found on student papers or corrected homework. Teachers usually provide this written corrective feedback.

2. Types of written corrective feedback

Ellis (2008) identified five written corrective feedbacks (WCF) to respond to students' wittings.

1) Direct Corrective Feedback (DF)

A teacher provides the student with the corrected form. For example, the teacher could cross out any wordiness or edit the work directly on the paper.

2) Indirect Corrective Feedback

This type of feedback involves the teachers indicating an error by underlining or using a cursor to show omissions in the student's text but not correcting the student. It can also be in the form of only vaguely indicating an error but not locating it, for example, on the margins of the text. This type of corrective feedback encourages students to reflect on their linguistic errors and revise their language structures and forms.

3) Metalinguistic Corrective Feedback

The teacher employs learners with explicit comments regarding the nature of their errors by using error codes or clues. These codes include abbreviated letters for the errors, such as "ww" for "wrong word" or "art" for "article." This can also take the form of numbering, in which a teacher numbers errors in the text and writes the grammatical description for each numbered error at the

bottom of the text. This form of corrective feedback allows students to follow and correct each of their errors while improving their grammatical accuracy and self-editing skills.

4) Focus of the Corrective Feedback

Unfocused CF is related to whether the teacher selects to correct all (or most) of the students' errors or selects one or two specific types of errors to correct, and Focused CF is when the teacher indicates the nature of these errors. This distinction can be applied to the above types, such as unfocused. Metalinguistic CF addresses a range of grammatical errors that can greatly benefit language learners. At the same time, Focused Metalinguistic CF encourages paying attention to the errors and understanding them as well for future reference.

5) Reformulation Corrective Feedback

This type involves a native speaker reworking a student's entire text to make its language seem more native-like while keeping the original content intact. In this case, the teacher can provide synonyms and sentences often used by native speakers to replace errors while keeping students' errors to show them the differences and provide them with optional alternatives they can use to improve their grammar and correct their errors.

3. Effectiveness of Writing Corrective Feedback in Language Acquisition

Skenderi (2022) conducted a study on 37 students, indicating that most students (70.3%) have positive attitudes toward corrective feedback, 29.7% have neutral attitudes, and none have negative attitudes. The mean perception score for corrective feedback is 49.57 out of a possible 75 (pp. 265–266). These findings suggest that most students view corrective feedback positively and prefer it to advance their linguistic skills.

In a study by Diab (2015), students had various insights on corrective feedback depending on the type of error being addressed. Rule-based errors, such as pronoun agreements, were significantly reduced with direct and metalinguistic feedback, while lexical errors (not rule-based) were not significantly reduced immediately after the feedback. Nevertheless, students who received both types of feedback could maintain their performance on lexical errors at a delayed post-test. Experimental group 1, which received direct and metalinguistic feedback, performed significantly better than experimental group 2 and the control group in both immediate and delayed post-tests. This study suggests that direct and metalinguistic feedback more effectively addresses language errors, especially rule-based ones. Additionally, students' confidence played a role in their error correction efficacy, with some students overestimating or underestimating their performance compared to their actual results. This study also highlights the importance of considering affective factors in language learning and the need for future research to analyze the impact of corrective feedback on different types of errors and student characteristics (Diab, 2015, pp. 28–39)

The research has mixed findings regarding how effective writing corrective feedback is in language acquisition. While some studies indicate that corrective feedback can enhance the accuracy and proficiency of learners' writing, other studies doubt its ability to foster students' long-term learning outcomes. Both the frequency and type of feedback, in addition to each learner's unique qualities, preferences, and learning styles, all affect how effective corrective feedback is. Despite these difficulties, language teachers can benefit significantly from using corrective feedback writing to help students improve their language skills and write more accurately and fluently.

Conclusion

The second chapter discusses different types of corrective feedback and examines their effectiveness in language acquisition. The following chapter will focus on applying corrective feedback approaches in language learning. Particular emphasis will be placed on implementing a survey to evaluate the implementation process. The chapter will explore the research methodology, explain it, and provide data gathering and analysis details.

Chapter Three

Field Work and Data Analysis

Introduction

This chapter relates enhancing students' mastery of English grammatical construction to the application of corrective feedback, which is the crucial step based on this study. This research attempts to improve students' mastery of English grammar by implementing a survey on writing corrective feedback in the context of a case study that involves third-year EFL students at Mohamed Khider University. The second chapter builds on the theoretical framework established in the first chapter on language acquisition theories and the role of corrective feedback. It examines the methodology used to evaluate the effectiveness of this technique. This chapter provides an overview of the methodology, survey design, sample selection, data collection, data analysis, findings and findings discussion, further study suggestions, and limitations.

1. **Research Methodology**

This study uses a research methodology to assess the effectiveness of corrective feedback and its techniques in enhancing students' mastery of English grammatical construction. Using a survey as the primary data collection method, this methodology gathers quantitative insights into participants' perceptions and experiences regarding corrective feedback techniques.

1.1. Rationale for Using Survey to Assess Writing Corrective Feedback Techniques

This study relies on a survey as the primary tool because it can gather data and target specific groups depending on the research's focus. This data collection method enables the researcher to collect responses from several participants, allowing for a deeper analysis of opinions, perceptions, and experiences relevant to the corrective feedback field.

1.2. Designing the Survey

The survey's design as a data collection tool was conducted carefully to ensure its validity and reliability. Selecting survey items has been guided by the need to address various types of corrective feedback while structuring questions in a manner compatible with the method of quantitative analysis. This survey used close-ended and five-point Likert scale questions to collect data and evaluate students' opinions on corrective feedback techniques and impact. This survey has prioritized facilitating data analysis and interpretation to improve the review for maximum effectiveness.

1.3. Sampling and Data Collection

The sample size and participant selection criteria were undertaken to ensure the representation of the target population. Third-year EFL Mohamed Khider University students are the targeted group. However, the Third-year class of 2024 contains 314 EFL students divided into 7 groups, which is too large a demographic. Therefore, this study chose to implement the survey on a smaller scale and sampled 37 random anonymous students to gather survey responses. The study purposefully selected random students to ensure and maximize response rates and minimize biases.

1.4. Data Analysis

Quantitative analysis techniques, including descriptive statistics, analysis of Likert scale responses, and correlation analysis, will be employed to analyze the survey data. Together, these techniques will enable the researcher to identify patterns, tendencies, and relationships within the data, thereby gaining insights into the effectiveness of writing corrective feedback techniques and their impact on English grammar improvements in the selected sample.

2. Designing the Survey

2.1. Selecting Survey Items

Survey elements have been meticulously selected as a data gathering tool to align with the objectives of the current research, which focus on assessing the effectiveness of writing corrective feedback techniques. Survey questions include a range of inquiries related to participants' experiences with corrective feedback, including their perceptions of its impact on language proficiency, preferences for specific feedback types, and suggestions for improvement.

2.2. Considerations for Survey Design

2.2.1. Likert Scale vs. Close-ended Questions

In designing the current survey, the researcher carefully considered including both Likert scale and close-ended questions. The selected Likert scale questions provide a structured approach to evaluating participants' attitudes and opinions regarding corrective feedback, allowing for a balanced quantitative analysis of their responses. On the other hand, close-ended questions offer participants the opportunity to choose the correct response corresponding with qualitative criteria and capture distinctions and contextual factors that may not be captured through Likert scale responses alone.

2.2.2. Structuring Questions to Address Different Types of Corrective Feedback

The survey employed in this study has been structured to address various types of corrective feedback, including oral, written, or peer feedback. The questions used have been formulated to explore students' experiences with each type of feedback, their perceived effectiveness, and preferences for how to implement them in grammar tasks. By including various questions on

student backgrounds, experiences, opinions, and insights, the survey aims to thoroughly analyze the effectiveness of writing corrective feedback on grammar enhancement.

2.2.3. Survey Validity and Reliability

Before applying the survey to the selected sample, the questions were meticulously evaluated to ensure their validity and reliability. This process involved surveying a limited number of targeted participants of the intended sample demographic to receive feedback on the survey's questions about their clarity, relevance, and inclusiveness. Based on the feedback received from the test sample of participants, the survey was further adjusted and revised. These improvements were mainly aimed at capturing participants' opinions and insights on receiving corrective feedback to improve their English grammar acquisition.

3. Sampling and Data Collection

3.1. Determining the Sample Size

The sample size for this study was determined using statistical considerations to ensure adequate representation of the target population of third-year EFL students at Mohamed Khider University. A sample size calculation was conducted based on the average number of students per classroom, considering factors such as the desired confidence level, margin of error, and anticipated response rate. Through this calculation, the sample size was determined to be around 37 participants, which would produce statistically reliable findings while remaining achievable within the constraints of available resources and time.

3.2. Selection Criteria for Participants

The study participants were selected randomly and ensured anonymity while still ensuring their relevance to the research objectives. The inclusion criteria involved third-year EFL students at Mohamed Khider University who were currently enrolled in English language courses, had diverse language proficiency levels, and had experience writing corrective feedback. Additionally, participants were asked to provide their oral consent for participation in the study, emphasizing ethical considerations and respecting participants' autonomy.

3.3. Procedures for Data Collection

Data collection procedures were carefully planned to facilitate the organized gathering of survey responses from the selected participants. The survey was administered electronically, using the online platform Google Forms, to facilitate accessibility and convenience for students. Once the survey was shared, the first section included clear instructions for participants regarding the purpose of the study, a simplified definition of corrective feedback, and ensured the confidentiality of their responses. Participants were given a selected simple guideline to complete the survey. Following data collection, responses were collected, and the response option was turned off to start data analysis. The responses were stored securely following established protocols for data management and protecting participants' privacy. Additionally, the online survey was linked to Google Sheets, and all the responses were automatically sorted into an Excel sheet, providing reliable data collection and interpretation of the data into graphics and percentages. This method is reliable, ensures integrity, and provides a minimal chance of human error.

4. Data Analysis

4.1. Quantitative Analysis

4.1.1. Descriptive Statistics

Descriptive statistics will be used to summarize, analyze, and describe the critical characteristics of the data collected from participants. This includes measures such as column charts, tables, and percentages, which provide an inclusive overview of participants' responses to the survey elements related to the impact and effectiveness of corrective feedback techniques.

4.1.1. Column Chart Analysis

This part of the research also employs a column chart analysis to represent the various related factors in data collection visually. Column charts evaluate participants' views and insights on corrective feedback, how well they work, and their grammar proficiency. This analysis aims to visually identify possible relationships and patterns that can help this research understand the effectiveness of corrective feedback.

Question 01: What is your gender?

This question aims to determine the dominant gender in the participant sample. The table below indicates the dominance of the female presence that includes 35 females, constituting 94.6% of the participants. Additionally, there are 2 male students who constitute 5.4% of the total sample.

Table 1 Participants' Gender

Gender	Number of participants	Percentage
Female	35	94.6 %
Male	2	5.4 %
Total	37	100%

**Question 02:** what is your current level of proficiency?

This question was designed to evaluate the level of English proficiency of students as they determine their own proficiency levels. Table 2 provided below indicates that 73% of respondents estimate they have an intermediate level of English, while 21% estimate they have an advanced level in English comprehension and practice, and only 5.4% believe they have a beginner level in English.

Table 2 Participants' level of proficiency

Level	Percentage
Beginner	5.4 %
Intermediate	73 %
Advanced	21.6 %

Question 03: How many years have you been studying English as foreign language?

Survey participants were asked how many years they have been studying English to determine and assess their backgrounds in language acquisition. Figure 1 shows 54.1% of students stated they have been studying English as a foreign language for 3 to 5 years, 21.6% of participants stated they had been learning it for over 5 years, 18.9% stated they had been studying English for 1 to 3 years, and 5.4% declared they have been seriously studying it for less than a year.

Figure 1 Years studying EFL
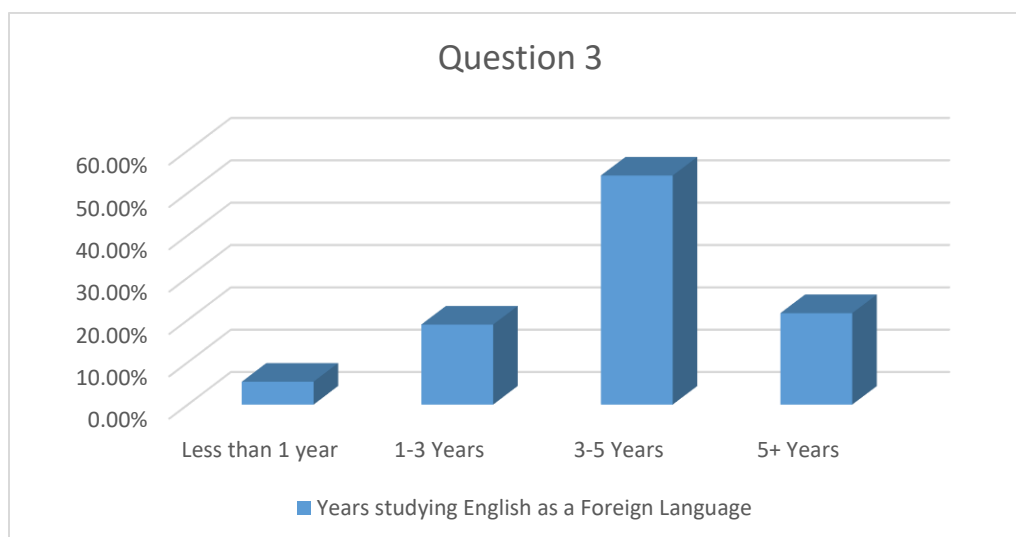
Question 04: Do you encounter challenges in learning English grammar?

This question aims to assess participants' experiences and difficulties with English grammar. 70.3% agreed and 13.5% strongly agreed that they face difficulties in learning English, while 8.1% remained neutral or disagreed (Figure 2). These results confirms that the majority of EFL students face difficulties in grammatical construction.

Figure 2 Years studying EFL
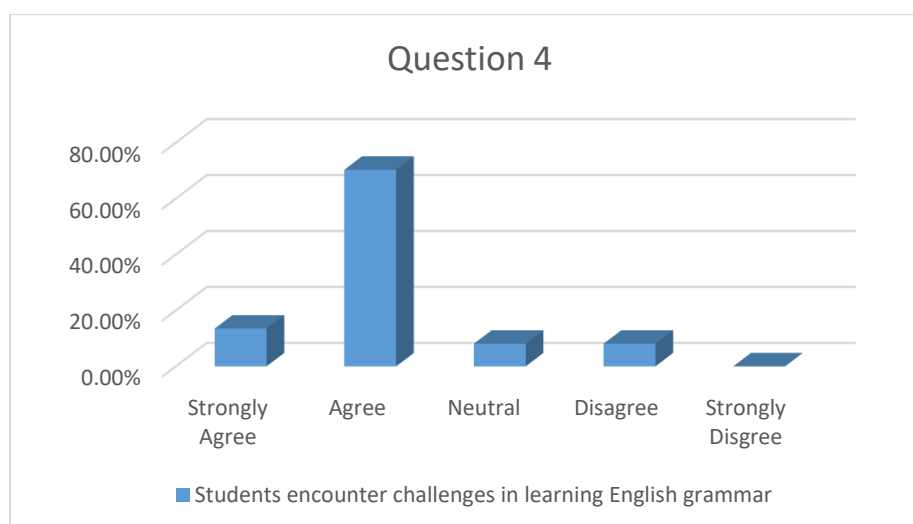
Question 05: Do you believe mastering English grammatical construction is important for academic and professional success?

This question is designed to assess participants' insights of the importance of mastering English grammar for academic or professional success. Figure 3 shows that 64.9% of participants agreed and a 29.7% strongly agreed of the significance of mastering English grammar. The remaining 5.4% of participants remained neutral. No participant opposed this statement.

Figure 3 Mastering English grammatical construction is important for academic and professional success
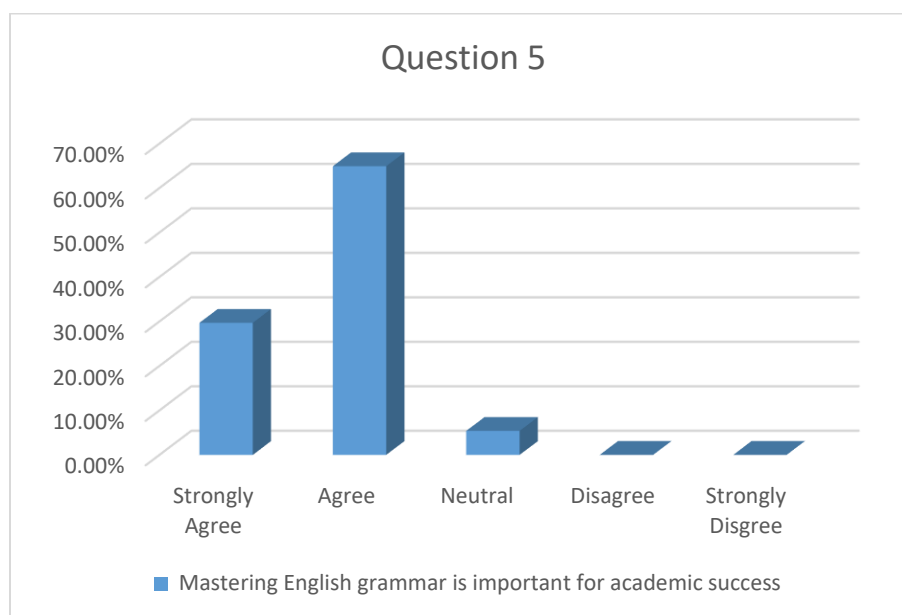
Question 06: corrective feedback helps improve mastery of grammar

This statement's purpose is to understand if participants believe receiving corrective feedback helps them improve their mastery of English grammar. As figure 4 illustrates, 64.9% of students agreed, 32.4% strongly agreed, while 2.7% remained neutral asserting that the majority of participants really believe receiving corrective feedback has a positive impact on their grammatical construction.

Figure 4 corrective feedback helps improve mastery of grammar
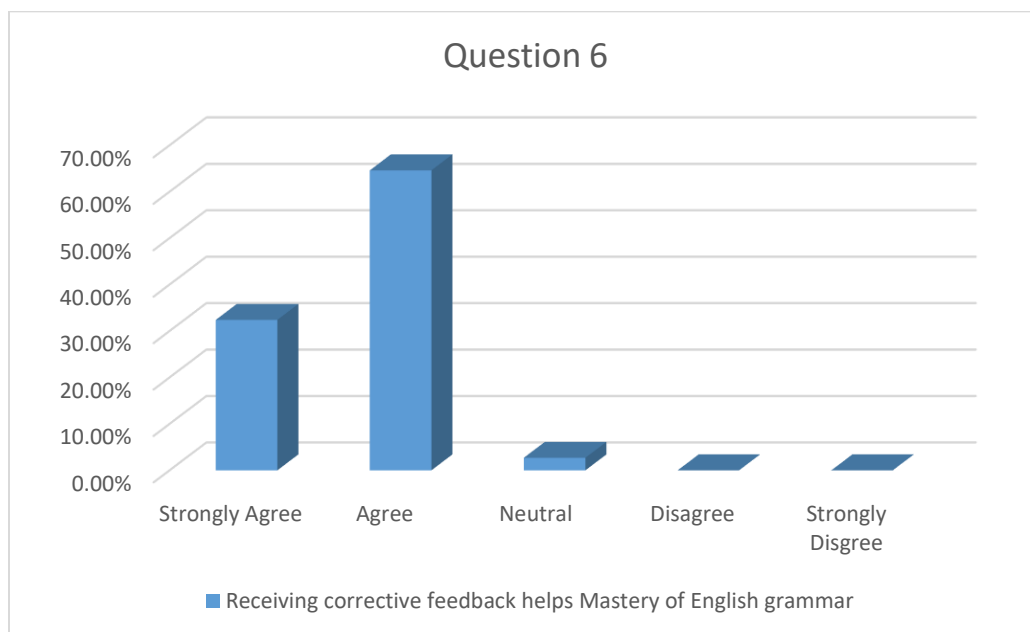
Question 07: Which of these types of corrective feedback are more helpful for improving your English grammar?

This question aims to assess which types of corrective feedback participants find most helpful for improving their English grammar. Figure 5 demonstrations that 50% of participants prefer oral feedback as the best type to improve their grammar acquisition, 41.7% prefer receiving written feedback, and 8.3% prefer peer feedback as a way to receive comments on their grammar development.

Figure 5 Corrective feedback most helpful for improving grammar
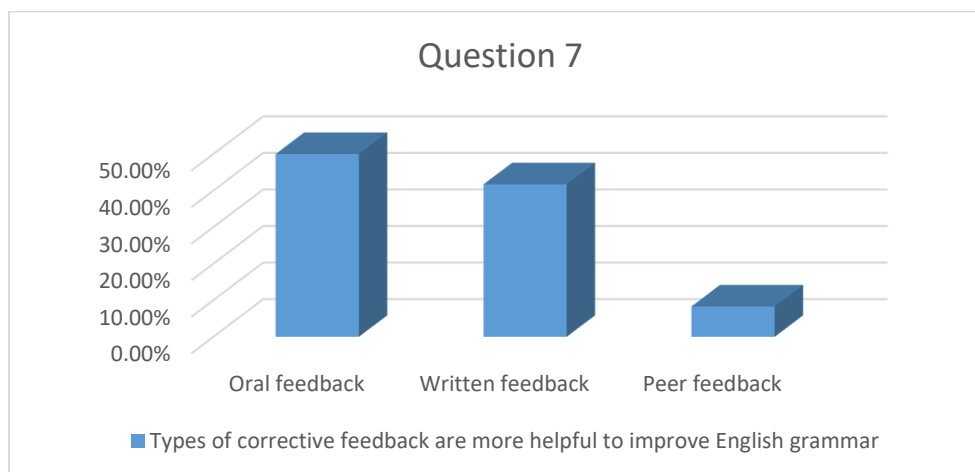
Question 08: Corrective feedback plays a significant role in language acquisition, and more specifically in grammar enhancement.

This statement was included to assess participants' opinions on the significance of corrective feedback in enhancing their grammar skills. Figure 6 demonstrates that the majority of respondents 73% agree and 13.5% strongly agree with this statement while 8.1% remained natural. Only 5.4% disagreed with this statement. This asserts that most participants recognize the importance of receiving corrective feedback in improving their grammar skills.

Figure 6 Corrective feedback's role in grammar enhancement
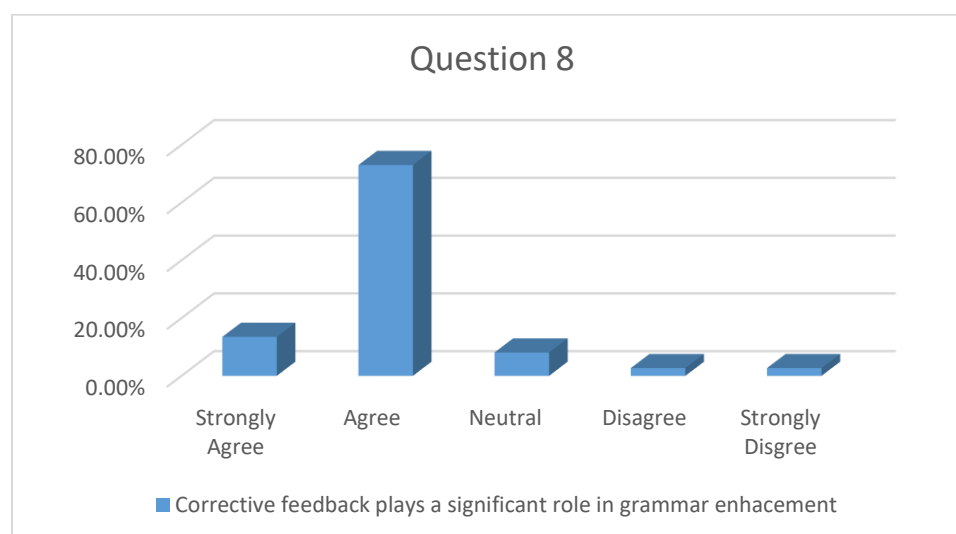
Question 09: Specific types of corrective feedback are more helpful for improving English grammar.

This statement explores participants' perceptions regarding the effectiveness of types of corrective feedback in improving English grammar. 89.2% agree and 8.1% strongly agree with this statement, while only 2.7% disagreed with this statement (figure 7). This confirms that the majority of participants believe different types of corrective feedback are more effective in improving English grammar.

Figure 7 Specific types of corrective feedback are more helpful for improving English grammar
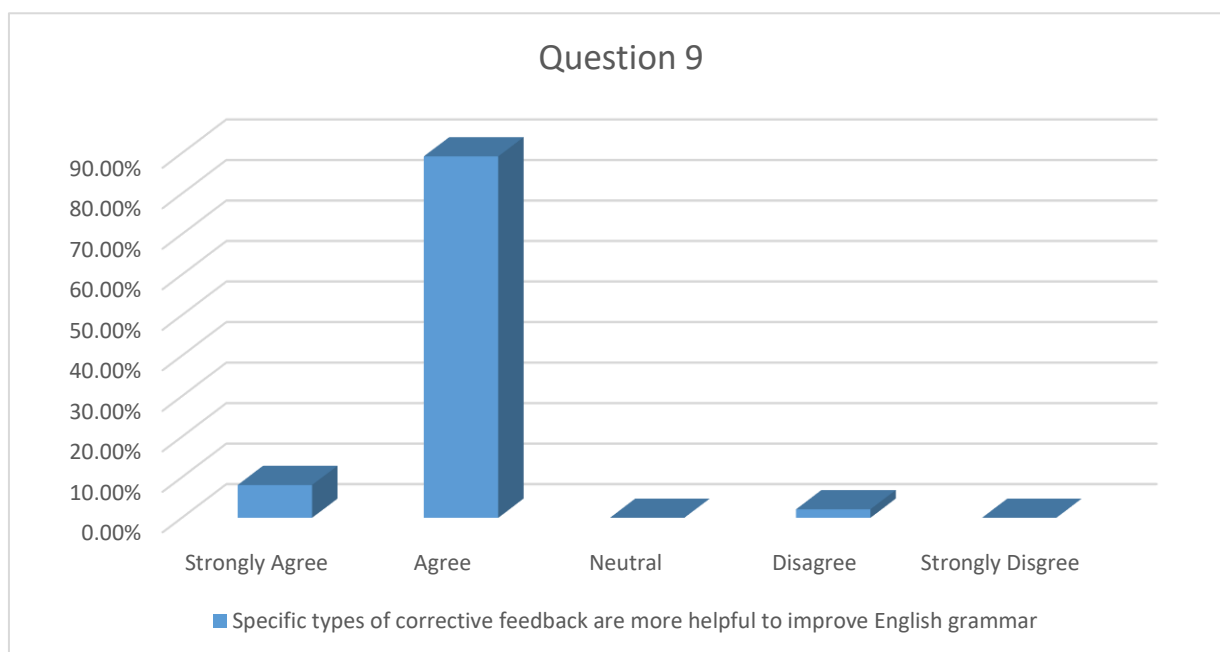
Question 10: Corrective feedback is beneficial for grammar**.**

This statement explores respondent's opinions on how beneficial corrective feedbacks are on grammar acquisition. 70.3% of participants agree, 21.6% strongly agree, 2.7% remained neutral, 2.7% disagreed, 2.7% strongly disagreed (figure 8) suggesting that the most participants see corrective feedback very beneficial for grammar acquisition, with a smaller portion expressing disagreement.

Figure 8 Receiving corrective feedback is beneficial for grammar
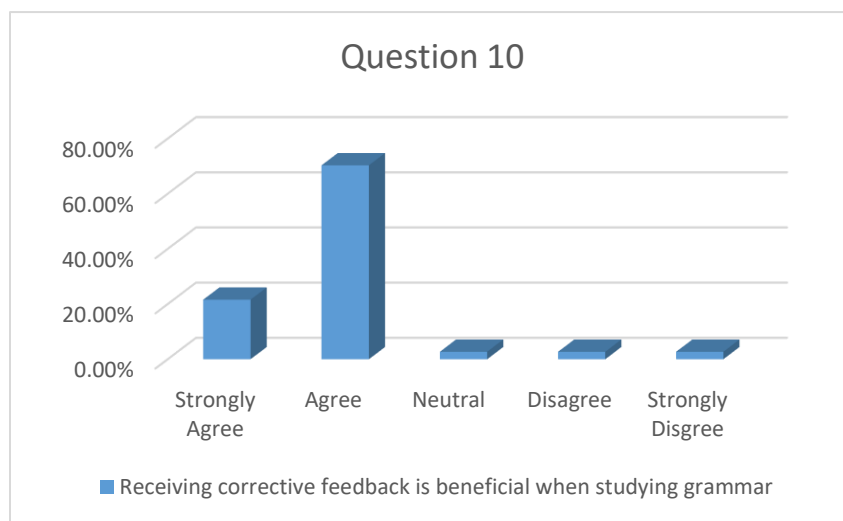
Question 11: Do you feel discouraged or demotivated by receiving corrective feedback on your English writing?

This question's main objective is to determine participants' emotional reactions to corrective feedback on their English. 78.4% disagreed, 10.8% agreed, 5.4% remained neutral, 2.7% strongly agreed, and 2.7% strongly disagreed (figure 9).

Figure 9 Receiving corrective feedback impact on English writing
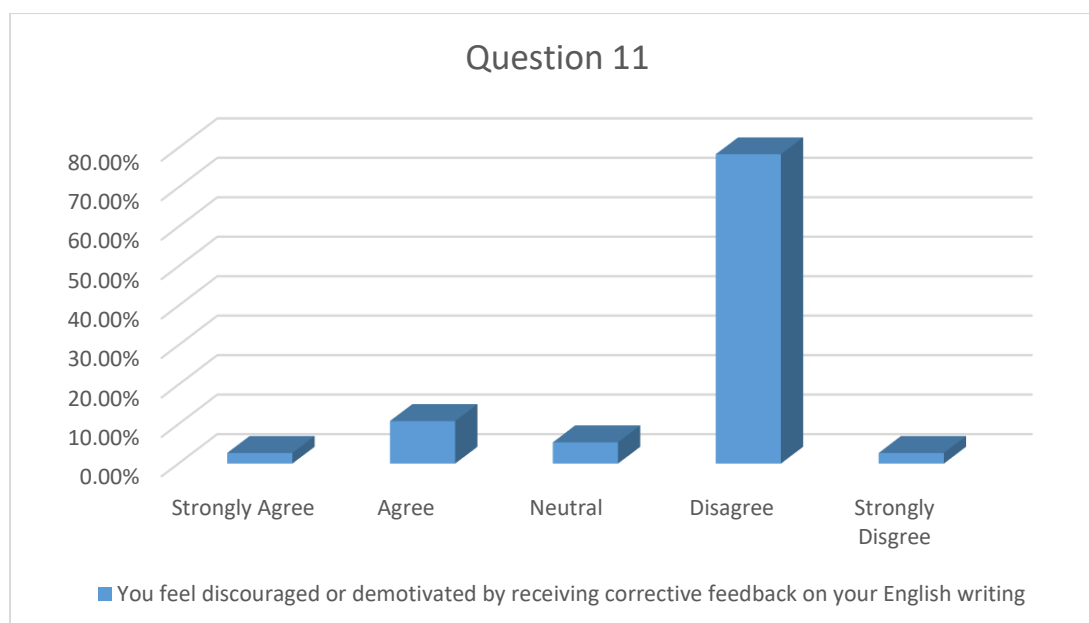
Question 12: Receiving corrective feedback helped you become more confident in your English writing abilities.

This statement explores the participants' previous experiences with corrective feedback. 78.4% agreed, 18.9% strongly agreed, and 2.7% disagreed (figure 10). Meaning that the vast majority of participants agree that getting corrective feedback has made them feel better about their English writing skills with a very small number disagreeing.

Figure 10 Corrective feedback helps students be more confident in writing

Question 13: Did you observe changes in your English writing skills over the course of your university studies as a result of receiving corrective feedback?

This question evaluates participants' prior university experiences with corrective feedback. 70.3% of respondents agreed, 24.3% strongly agreed, 2.7% remained neutral, and 2.7% disagreed (figure 11). This his suggests that most participants detected improvements in their English writing skills during their university studies as a direct result of receiving corrective feedback.

Figure 11 English writing skills improves thanks to corrective feedback
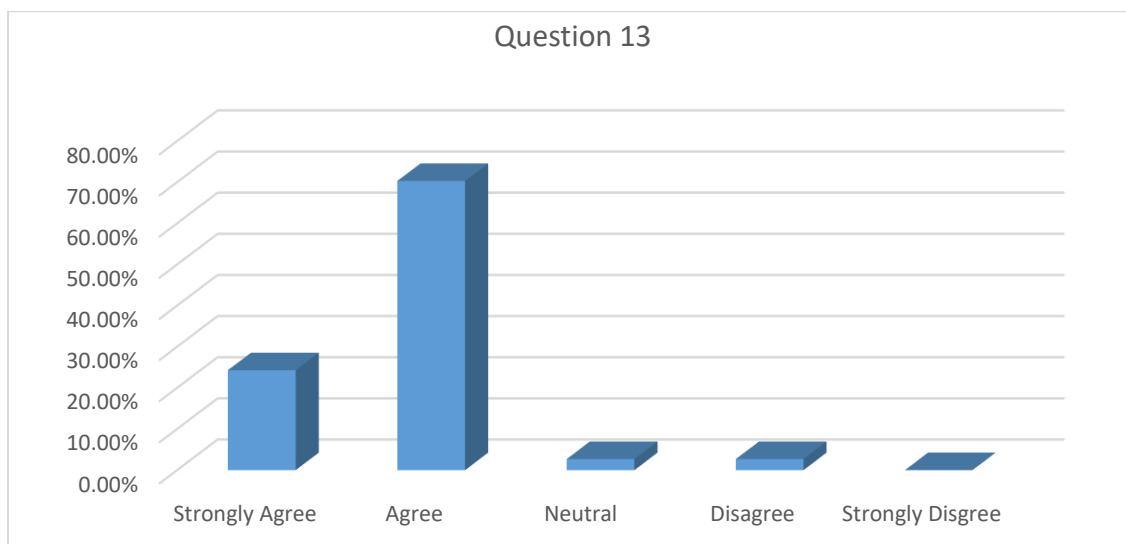
Question 14: Do you think that the frequency of corrective feedback you receive affects its effectiveness in improving your English grammar?

This question was designed to determine the beliefs of participants' and how they think frequency of corrective feedback they receive impacts its effectiveness on improving their English grammar. 56.8% agreed, 29.7% strongly agreed, 10.8% remained neutral, and 2.7% strongly disagreed (figure 12). This result asserts that a majority of participants believe that the frequent use of corrective feedback improves their English grammar.

Figure 12 Frequency of corrective feedback and its effectiveness
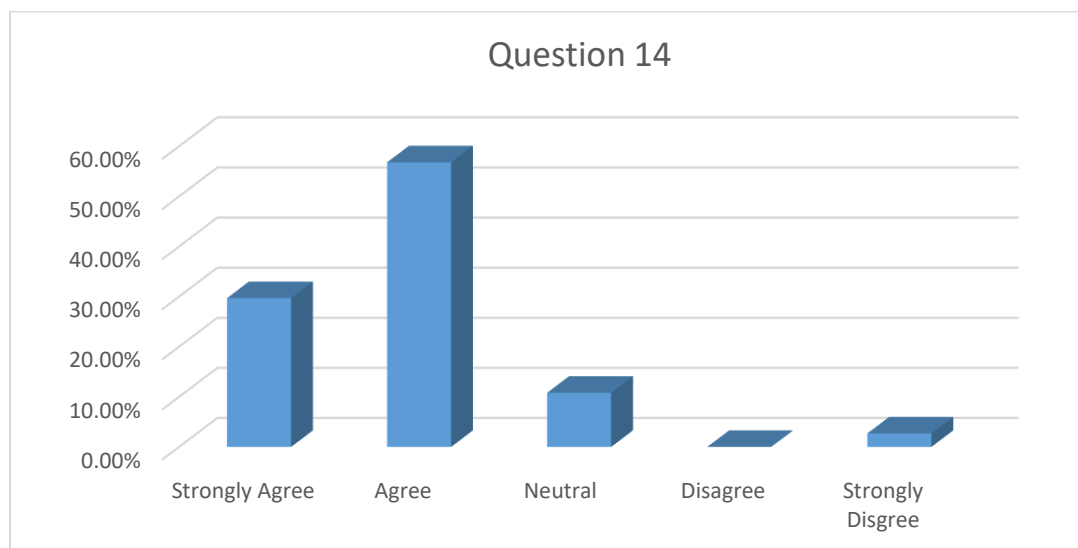
Question 15: Would you recommend the use of corrective feedback techniques to other students aiming to enhance their mastery of English grammatical construction ?

This question was included to inquire if participants would suggest using corrective feedback techniques to other students seeking to improve their mastery of English grammatical construction. 48.6% agreed, 43.2% strongly agreed, and only 8.1% were neutral (figure 13).

Figure 13 Recommending the use of corrective feedback
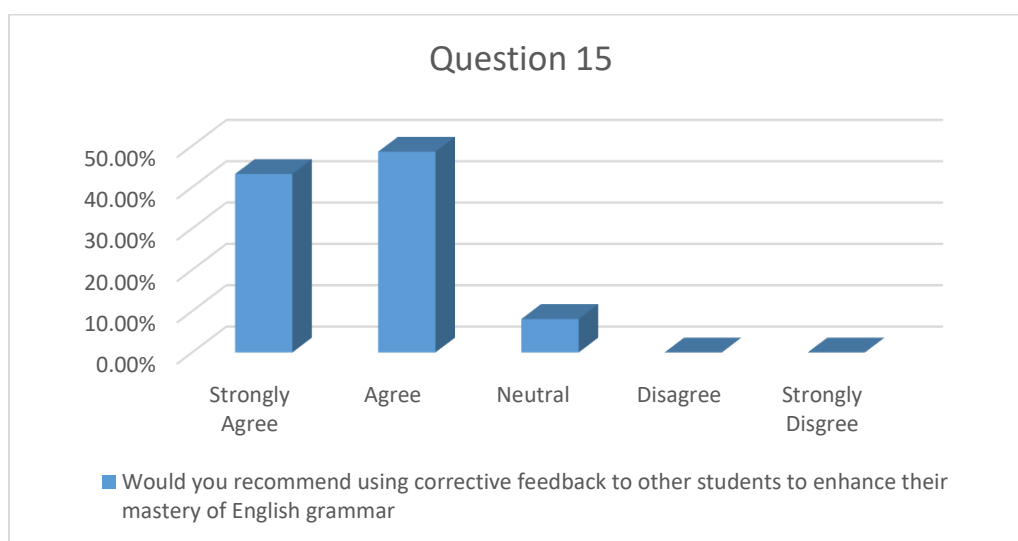
5. Discussion of Findings

The current research conducted its quantitative analysis to examine the data collected to survey the target sample. The analysis included examining participants' responses to a series of selected questions, all relevant to the impact and efficacy of corrective feedback in enhancing their English grammar proficiency. This study used descriptive analysis to describe, summarize, and analyze the key characteristics of the collected data using visual representations that included column charts and tables, which were employed to provide a comprehensive overview of participants' responses.

Analyzing the data revealed that, at 94.6% of the sample, females comprised most participants, with men represented just 5.4%. In the aspect of English proficiency levels, the majority of participants (73%) ranked their levels as intermediate, followed by advanced (21.6%) and beginner (5.4%) levels. Furthermore, the duration of English language study varied among participants, with 54.1% reporting 3 to 5 years of study, followed by over 5 years (21.6%), 1 to 3 years (18.9%), and less than a year (5.4%).

Likewise, Participants reported facing challenges in learning English grammar, with 70.3% agreeing and 13.5% strongly agreeing. However, the majority (64.9% agreeing and 29.7% strongly agreeing) believed mastering English grammatical construction is essential for academic and professional success. Moreover, receiving corrective feedback was perceived positively by participants, with 64.9% agreeing and 32.4% strongly agreeing that it helps improve their mastery of English grammar.

Another aspect of the survey was designed to reveal students' preferences on the type of corrective feedback they view as more beneficial. The majority favored oral feedback at 50%,

followed by written feedback preferred by 41.7%, and peer feedback came last and was favored by only 8.1%. This finding asserts that students usually prefer being corrected and advised on their grammatical errors orally or in written forms. They would show more future improvements than being advised by peers. Moreover, when asked, most participants recognized the significance of corrective feedback in language acquisition and grammar enhancement, with 73% agreeing and 13.5% strongly agreeing with this statement, with practically no disagreement for any participants. Respondents also indicated their firm belief that particular types of corrective feedback are more helpful for improving their English grammar, with a majority of 89.2% agreeing and 8.1% strongly agreeing. This result asserts that students regard corrective feedback as one of the most effective ways to acquire grammar acquisition. Furthermore, a significant proportion (70.3% agreeing and 21.6% strongly agreeing) viewed corrective feedback as beneficial for grammar acquisition.

Interestingly, while the majority (78.4% agreeing and 18.9% strongly agreeing) reported feeling more confident in their English writing abilities due to receiving corrective feedback, the emotional response to corrective feedback varied. Most participants disagreed (78.4%) with feeling discouraged or demotivated by corrective feedback, while only a tiny percentage agreed (10.8%).

Moreover, a significant proportion of participants (70.3% agreeing and 24.3% strongly agreeing) observed improvements in their English writing skills over the course of their university studies due to receiving corrective feedback. Additionally, the frequency of corrective feedback was perceived to affect its effectiveness in improving English grammar, with a majority (56.8% agreeing and 29.7% strongly agreeing) believing that frequent feedback enhances grammar skills. Lastly, participants overwhelmingly recommended using corrective feedback techniques to other students to enhance their mastery of English grammatical construction, with 48.6% agreeing and 43.2% strongly agreeing.

The current study findings highlight the importance and effectiveness of corrective feedback in improving English grammar proficiency among the selected third-year university students at Mohamed Khider University. The findings emphasize the diverse preferences and experiences related to feedback types and frequency as the backgrounds of students are relevant in this study and impact the findings. Participants in the study demonstrated their strong recognition of the importance of mastering English grammatical construction for academic and professional success. This outcome suggests a clear understanding among students of the significance of language proficiency in their futures.

Likewise, participants have displayed a very positive attitude towards corrective feedback, viewing it as instrumental in improving their English grammar. This result indicates a responsiveness among students to the value of feedback in enhancing their language skills. Regarding corrective feedback preferences, oral feedback was the preferred choice among participants, followed by written feedback, while peer feedback received less preference, primarily for confidence reasons. This preference may also reflect students' belief in the effectiveness of direct, verbal guidance in their learning process.

Additionally, participants strongly believed in the effectiveness of specific types of corrective feedback in improving English grammar. This finding suggests an understanding among students of the importance of tailored feedback approaches in language acquisition. Furthermore, receiving corrective feedback, participants reported feeling more confident in their English writing abilities. This report highlights the role of feedback in skill enhancement and boosting students' self-assurance and belief in their linguistic capabilities.

Since the previous findings all point towards a positive impact of corrective feedback on English grammar proficiency among third-year students at Mohamed Khider University, acknowledging its importance and apparent effectiveness in skill enhancement and confidence building proves its crucial role in language learning and academic success.

6. Limitations of the Study

6.1. Potential Bias in Participant Responses

Despite efforts to minimize biases, it is essential to acknowledge that various uncontrollable factors may influence participant responses. Social desirability bias, for instance, could lead the participants to provide responses they believe are socially acceptable rather than actually reflecting their opinions or experiences. Additionally, response bias, resulting from factors such as the questions' wording or response options, could affect the data's validity. Avoiding these biases requires careful consideration of survey design and administration to minimize the impact of unnecessary influences on participant responses. Moreover, the lack of motivation to take the online survey delayed the process, which led to the waste of valuable time. This issue also caused the sample size to be minimized to 37 third-year students, representing only around 12% of the total number of third-year EFL students at Mohamed Khider University. Despite the sample being adequate and providing meaningful insights for this research, it is still considered a small sample, which usually means a more significant margin of error as the sample needs to represent the entire class properly.

6.2. Generalizability of Findings

This research provides valuable insights into the extent of the effectiveness of corrective feedback techniques in the case study of third-year EFL Mohamed Khider University students. Generalizing the findings of this study could be limited due to many factors, such as the features of the targeted sample and the context of the study. Focusing on a particular demographic and context may hinder how these findings could be generalized and applied to broader demographics or academic contexts. Additionally, the participants' different levels of proficiency and language acquisition backgrounds, along with corrective feedback, also influence the generalization of the research findings. By recognizing these limitations and shortcomings, it is advised to apply and adopt the findings of this research with caution and consideration.

Conclusion

In conclusion, this chapter thoroughly overviews the methodology employed to assess implementing corrective feedback techniques. The chapter highlights the rationale for using the survey selection, design considerations, sample proceedings, data collection and analysis, and study limitations. The study findings suggest that targeted corrective feedback techniques can significantly improve English grammar proficiency among university students. These findings highlight the importance of incorporating effective feedback mechanisms into language learning curricula to optimize learning outcomes and foster students' linguistic development. This chapter laid the groundwork for the future exploration of research findings and their implications for enhancing students' mastery of English grammatical construction.

General   Conclusion

This research's findings emphasize corrective feedback's important role in improving grammar proficiency amongst third-year students at Mohamed Khider University. The quantitative analysis of the survey data conducted in this research presents several crucial observations, and each of these observations offers valuable insights into how effective feedback techniques could impact grammar acquisition.

Firstly, an overwhelming majority of participants acknowledged how crucial it is to understand English grammar to succeed academically and professionally. This remark clearly indicates a strong understanding among students of language proficiency's pivotal role in shaping their future opportunities. Additionally, participants displayed very positive attitudes towards corrective feedback and its techniques, viewed as valuable tools for improving their English grammar skills. This outcome suggests students' receptivity to constructive criticism and recognition of feedback's role in their language learning journey. Regarding feedback preferences, oral feedback emerged as the preferred choice among participants, followed by written feedback, while peer feedback received less favor. This preference may stem from students' confidence in receiving direct, verbal guidance, highlighting the importance of personalized feedback approaches.

Additionally, participants strongly believed in the effectiveness of specific types of corrective feedback on enhancing English grammar skills. This finding highlights the importance of targeted feedback techniques in addressing individual learning needs and promoting language acquisition. Moreover, participants reported feeling more confident in their English writing abilities after receiving corrective feedback. This highlights the dual role of feedback in improving linguistic proficiency and boosting students' self-assurance and belief in their capabilities.

These findings emphasize the critical role that corrective feedback plays in improving grammar proficiency among third-year university students. This study has examined the data gathered from the practical section (the implemented survey) and deduced several vital points highlighting the effectiveness and importance of different corrective feedback in language teaching.

The research confirms that a large number of the participating students are aware of the critical importance of understanding English grammar for their academic and professional success. This consensus indicates a widespread awareness among students about the significant role language proficiency plays in shaping their future opportunities. Such an acknowledgment underscores the necessity for incorporating effective grammar instruction within the educational curriculum, particularly emphasizing the role of corrective feedback.

Participants expressed overwhelmingly positive attitudes towards corrective feedback and its various techniques. This positive reception suggests that students are open to but also value the constructive criticism they receive, as it helps them improve their English grammar skills. This willingness to embrace feedback is crucial for fostering a productive learning environment where students can continually refine their linguistic abilities through guided corrections.

Regarding feedback preferences, the research found that oral feedback was the most favored among participants, followed by written feedback, while peer feedback was less preferred. The preference for oral feedback may be attributed to the immediacy and clarity of direct, verbal communication, allowing instant clarification and understanding. This finding highlights the importance of personalized and interactive feedback methods that cater to individual student needs, making the learning process more effective and engaging. Participants also showed their strong

belief in the effectiveness of specific types of corrective feedback in enhancing their grammar skills, indicating that targeted feedback techniques that address particular areas of grammatical weakness are perceived as very beneficial. Educators can provide effective guidance that directly contributes to student's language acquisition and mastery by creating targeted feedback to meet individual learning needs.

An important aspect of the findings is the reported increased confidence among students regarding their English writing abilities after receiving corrective feedback. This growth of confidence proves that corrective feedback acts as a tool that improves technical skills and enhances students' self-confidence in their language practice. The boost in these students' confidence provides them the opportunity for greater levels of participation and risk-taking in language practice, both of which are essential components of effective language learning.

The critical role of the frequency of corrective feedback lies in its ability to improve grammar skills. Regular and consistent feedback is perceived as more effective in reinforcing learning and helping students internalize grammatical rules. This finding suggests that frequent feedback sessions should be integrated into the teaching process to maximize their positive impact on students' grammar proficiency.

The findings of this research highlight the crucial importance of corrective feedback in enhancing English grammar proficiency among third-year university students at Mohamed Khider University. The positive attitudes towards feedback, the preference for oral and written feedback, and the belief in the effectiveness of targeted feedback techniques all point to the need for incorporating comprehensive and personalized feedback mechanisms in language education. By

doing so, educators can improve students' technical language skills and boost their confidence and engagement in the learning process.

The findings all suggest that corrective feedback plays a vital role in enhancing English grammar proficiency among university students. By acknowledging its importance and effectiveness, educators can design targeted feedback interventions to optimize language learning outcomes and empower students in their academic and professional pursuits. Furthermore, these findings emphasize the need for ongoing research and development of innovative feedback techniques to meet the diverse needs of learners in language education settings. Fostering a culture of constructive feedback can contribute to the continuous improvement of language skills and simplify students' success in an increasingly globalized world.

Future Research Recommendations

The current research emphasizes the effectiveness of writing corrective feedback techniques among third-year EFL Mohamed Khider University students. Despite providing valuable insight into this field's existing body of literature, several areas still need to be explored in future studies. Firstly, ongoing studies can examine the long-lasting effects of writing corrective feedback on students' grammar proficiency development; this study could provide a deeper understanding of how these improvements could influence students' overtime. Furthermore, a comparative study could analyze the effectiveness of various types of corrective feedback on different demographics or academic contexts that can provide an excellent addition to the field. Moreover, a qualitative study could be conducted using in-depth interviews and focus groups that dive into participants' experiences with corrective feedback, offering rich insights into the essential techniques for improving their language acquisition. Furthermore, it may also be interesting to look

into using technology-based feedback tools, such as automated writing evaluation systems or digital feedback platforms, that would make corrective feedback more efficient. These are all areas appropriate for further studies and future research that scholars can inquire into to add valuable studies in language acquisition.

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Corrective Feedback Survey

Hello, and thank you for taking the time to participate in our survey on "*Enhancing Students Mastery of English Grammatical Construction through Writing Corrective Feedback Techniques Case Study: Third-Year EFL University Students.*" This survey will help us understand your experience with corrective feedback in second-language grammar enhancement. The information and data you provide will be used in our research to improve teaching methods and services for students like you. Your responses will remain anonymous and confidential. Thank you.

* Indicates required question

What is corrective feedback?
corrective feedback refers to providing learners with comments, suggestions, or corrections on their written language productions to help them improve their writing skills. It aims to address errors or areas of weakness in learners' writing and guide them towards achieving greater accuracy and proficiency in their written communication.

1.   What is your gender? *

  ◯ Female

  ◯ Male

2.   What is your current level of English proficiency? *

  ◯ Beginner

  ◯ Intermediate

  ◯ Advanced

3. How many years have you been studying English as a foreign language? *

( ) Less than 1 year

( ) 1-3 years

( ) 3-5 years

( ) More than 5 years

4. You encounter challenges in learning English grammar? *

( ) Strongly agree

( ) Agree

( ) Neutral

( ) Disagree

( ) Strongly disagree

5. You believe mastering English grammatical construction is important for academic *
   and professional success

( ) Strongly agree

( ) Agree

( ) Neutral

( ) Disagree

( ) Strongly disagree

6. You find that receiving corrective feedback helps you improve your mastery of   *
    English grammar

    ( ) Strongly argree

    ( ) Agree

    ( ) Neutral

    ( ) disagree

    ( ) Strongly disagree

7. Which of these types of corrective feedback are more helpful for improving your   *
    English grammar

    ( ) Oral feedback

    ( ) Written feedback

    ( ) Peer feedback

8. Corrective feedback plays a significant role in language acquisition, and more   *
    specifically in grammar enhancement

    ( ) Strongly agree

    ( ) Agree

    ( ) Neutral

    ( ) Disagree

    ( ) Strongly disagree

9.   Specific types of corrective feedback are more helpful for improving English grammar   *

( ) Strongly agree

( ) Agree

( ) Neutral

( ) Disagree

( ) Strongly disagree

10.   Receiving corrective feedback is beneficial when studying grammar *

( ) Strongly agree

( ) Agree

( ) Neutral

( ) Disagree

( ) Strongly Disagree

11.   You feel discouraged or demotivated by receiving corrective feedback on your   *
English writing?

( ) Strongly agree

( ) Agree

( ) Neutral

( ) Disagree

( ) Strongly disagree

12. Receiving corrective feedback helped you become more confident in your English *

   writing abilities

   ◯ Strongly agree

   ◯ Agree

   ◯ Neutral

   ◯ Disagree

   ◯ Strongly disagree

13. You observed changes in your English writing skills over the course of your   *
    university studies as a result of receiving corrective feedback

   ◯ Strongly agree

   ◯ Agree

   ◯ Neutral

   ◯ Disagree

   ◯ Strongly disagree

14. You think that the frequency of corrective feedback you receive affects its   *
    effectiveness in improving your English grammar

   ◯ Strongly agree

   ◯ Agree

   ◯ Neutral

   ◯ Disagree

   ◯ Strongly Disagree

15. You would recommend the use of corrective feedback techniques to other students aiming to enhance their mastery of English grammatical construction   *

    ◯ Strongly agree

    ◯ Agree

    ◯ Neutral

    ◯ Disagree

    ◯ Strongly disagree

الملخص

تهدف هذه الدراسة إلى استكشاف تأثير تقنيات الملاحظات التصحيحية المختلفة على إتقان بناء الجمل الإنجليزية بين طلاب السنة الثالثة في تخصص اللغة الإنجليزية كلغة أجنبية في جامعة محمد خيضر. من خلال تحليل كمي لبيانات الاستطلاع، تهدف الدراسة إلى تحديد استراتيجيات الملاحظات التصحيحية الفعّالة وفهم تأثيرها على مهارة الطلاب في النحو اللغوي. تفترض الدراسة أن استراتيجيات الملاحظات التصحيحية المحددة ستعزز بشكل كبير الكفاءة النحوية في كتابة الطلاب الذين يتعلمون اللغة الإنجليزية كلغة أجنبية. تتناول الأسئلة البحثية الرئيسية فعالية تقنيات الملاحظات التصحيحية، وتأثير تكرار تقنيات الملاحظات التصحيحية، والعلاقة بين تفضيلات الطلاب وأنماط التعلم مع استراتيجيات الملاحظات التصحيحية. تستخدم الدراسة منهجية كمية، مع الاعتماد على استطلاع الرأي للمشاركين حول خلفياتهم ومواقفهم وتفضيلاتهم والفوائد المدركة لتقنيات الملاحظات التصحيحية. تم اختيار المشاركون من طلاب السنة الثالثة في تخصص اللغة الإنجليزية كلغة أجنبية في جامعة محمد خيضر، نظرًا لمستواهم الأكاديمي، حيث يمكن أن تؤثر التدخلات على مستوى اللغة ومهارات الكتابة. تسلط النتائج والمواجهات الضوء على أهمية وفعالية الملاحظات التصحيحية في تحسين النحو والتعليم اللغوي.

الكلمات المفتاحية: الملاحظات التصحيحية، النحو، طلاب اللغة الإنجليزية كلغة أجنبية، اكتساب اللغة، تقنيات الملاحظات التصحيحية.