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**The role of proofreading in minimizing
EFL students' writing errors**

A case study of Master one students of English at Biskra
University

Dissertation Presented to the Department of Foreign Languages as Partial Fulfillment for
the Master's Degree in Science of Languages

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Dedication

To the soul of my father

To my mother for her patience

To my brothers Abdelhafid, Madjid, Sebti, and

Tayeb for their encouragement and financial support

To my sisters Tobisha, Fozia, Shahla, and Wahiba for

their encouragement and prayers

To my nephews Abdelaziz, Abdelrahmane, Samer, Radouane, Zine Eddine,

Sohaib, and Anis abdel mouine

To my sweet nieces Malek and Israa

To my dear friends and sisters Hayam, Afef, Ghania, Bisma,

Sabrina, Sara, Zineb, Khaoula, Djihed, and Shaima.

I am so proud to have such kind of friends in my life.

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Abstract

The present study aims at proving that proofreading can eliminate EFL students' mistakes and errors have been made. The research hypothesis is that through using proofreading, students can eliminate their mistakes and improve their level through producing well-formed writings with no errors. To confirm the mentioned hypothesis, two research tools have been used, the first one is a structured questionnaire designed for Master one students supported by a T-test for students. Through the structured questionnaire we observed that the majority of students said that they use proofreading and, their teachers neglect this important stage that's why their writings are full of mistakes, moving to the T-test which is designed to Master one students at Mohammed Khider University, the T-test was divided into three parts which are pre-test, treatment, and post-test. During the pre-test we have prepared a small paragraph full of mistakes to students to correct. After the pre-test comes the treatment which is a short lesson about proofreading. The post-test was the final step of the T-test through which students re-correct the same paragraph. The two research tools we observed that proofreading plays a crucial role in reducing EFL students' writing mistakes.

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List of abbreviations and symbols

EFL : English as a Foreign Language

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General introduction

Learning English or any foreign language is based on mastering the four skills together which are reading, writing, speaking, and listening. An equal importance should be given to all those skills since they together create the ability and the capacity of the student.

English as foreign language students over the world and even the native speakers find a lot of difficulties in improving their levels in writing since this latter is a productive skill which requires competency, proficiency, as well as active and critical thinking that's why both teachers and researchers consider it as the most important between the other three skills, its importance comes from its combination between the productive skill (speaking), and the receptive skill (reading).

Teachers around the world agree that English as foreign language students face too many problems and challenges in their productions that hinder their academic progress, those problems occur at many levels specially spelling, grammar, and punctuation.

Statement of the problem

Because writing mistakes are always exist in EFL students' pieces of writing such as grammar, spelling, and punctuation mistakes, our main interest is to present the proofreading stage which seems to be neglected among EFL classes and to raise student's awareness about its importance and to help them increase their writing level through reducing or eliminating their mistakes.

Research questions

1. How to use proofreading effectively?
2. What are the common mistakes of EFL students while writing?

Research hypothesis

We hypothesize that:

If EFL students apply proofreading in their writings, their level in this skill will be progressed.

Significance of the study

We have proposed this study to show its importance for both teachers and students.

a- For students:

This study will enable students to enhance their writing performance through focusing on the proofreading stage since this latter is a crucial part in writing.

b- For teachers:

This study will push teachers to focus more on proofreading students' writings in the classroom.

Aim of the study

The aim behind this study is to show the students' main difficulties in writing and to highlight the effectiveness of proofreading in eliminating students' mistakes.

Research methodology

• Research method

In this research we will process through a mix method (Qualitative quantitative) which will enable us to evaluate the students' writing abilities at Biskra University.

• Sample and population

In this research we will take Master one students as a population, through a volunteer group. Our sample will be twenty students from the mentioned population.

• Research tools

Within this research, two tools have been designed, a T-test which contains a pre-test through which we gave Master one students a small passage full of different kinds of mistakes, we've asked them to correct it. The next step was the treatment through which we gave our sample a brief explanation about the proofreading stage supported by an example. The final part of the T-test was the post test through which we've asked them to rewrite the paragraph again to see if the brief explanation about proofreading was beneficial. The second tool was a questionnaire directed to the same sample.

Chapter one

Writing process

Chapter one

The writing process

Introduction

Teaching second language skills to English as foreign language students was never been a simple matter. Teachers now agree with the idea that the most important skill in the English language is writing which is a productive skill as well as it is considered to be the most difficult one. Writing is the mastery or the ability to produce a successful piece of writing from either the grammatical side or from coherence. Although writing is given a great interest, most EFL students still suffer from. In this chapter we will make a spotlight on this important skill in a trial to raise students' awareness about writing, its importance, its approaches, the difficulties that EFL students still suffer from, and the sources of these difficulties.

1.1-Writing definitions

The writing process is the most important as well as the most difficult one, it is the basic of learning and teaching processes. a student who is successful, is the one who is able to produce a well- structured and coherent writings, according to Muschla : "Good writing begins with a good idea. Without an interesting idea, even the most skillful writing will result in a unremarkable piece." We can understand from

this quotation that the task of writing requires pure ideas and rich content since this latter is the number one who give the good or a bad impression about any person's writing.

Writing is a productive skill, so it requires a lot of practice and interest from EFL students especially at the level of grammar. Good writers are those who are able to produce a well-formed or a well-structured phrases, clauses, sentences, paragraphs, and essays, as it was mentioned by Crystal : "Writing is not a merely mechanical task, a simple matter of putting speech down on paper, it is an exploration in the use of graphic potential of language-a creative process-an act of discovery."(1999:214).from this quotation we understand that students must master not only a matter of putting words and creating productions, it is also the mastery of the graphological system of language, a similar definition was given by Widdowson in which he said that : "Writing is the use of visual medium to manifest the graphological and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usages"(2001:62).What is additional in Widdowson's definition and we did not found in Crystal's definition is that in addition to mastering the graphological level, students should give a great importance too to the grammatical level.

The writing process is not merely the work on the linguistic level, it is has also a

Strong relation with society, students can transmit their own feeling, attitudes, and personal issues through the production of meaningful words, in other words writing can be an effective tool in communicating with people, as it was said by Richards and Renayna : "Even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communicating with people." (Richards & Renayna 2003:25)

Nothing can be said about the students' mastery of the writing skill, but in addition teachers too have to master it since they are the main provider of language, "Good teachers must have a rich understanding of the field to be able to make the best choices in their uniquely situated teaching position." What is meant by this quotation is that a teacher should be specialized in his field or module to be able to take the responsibility of choosing what to teach and how to teach it in an effective way.

According to Heaton : "The writing skills are complex, and sometimes difficult to Teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements." (Heaton1975:135) From this quotation, we can understand that teachers find some difficulty in teaching writing skills since it needs not only the grammatical knowledge, but also the conceptual and judgmental elements.

1.2-The importance of writing

Writing is not only the application of the linguistic system, it is also an effective tool to transmit messages, share ideas, and communicate with people either at distant place or at distant time. Unlike the spoken form of language, the written form last forever and it requires only a piece of paper with a pencil. According to UR :

The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader ;so the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand ,the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.(2000,n.p)

From this quotation we can understand that writing aims on the ability to express yourself, your ideas, and your emotions and convey them to the reader ;so ideas should be considered as the most important aspect of writing, without forgetting the important role of other aspects such as :hand writing, correct spelling and punctuation as well as the grammatical level and cohesive devices and of course vocabulary.

Writing is an effective tool to supplement our own memory, we can record much longer texts than we could ever hope to memorize. A piece of writing is considered to

include less mistakes than the human memory, as a human we cannot memorize a piece of writing for a long time, but we can keep it written for a long period of time.

Actually, improving EFL students writing ability has social benefits since it helps them to write clearly, logically as well as it helps in creating coherence between ideas and knowledge. these things together build an active participants in the society and in the future work.(Grahaman & Perin 2007).

1.3-EFL writing

Learning how to write in a second language is totally different from learning how to write in the first language, teaching writing in second language the same way teacher used to teach it in the first language will be absolutely meaningless because of the changes in both languages at many levels such as :grammar, vocabulary, and discourse. It is seen that most EFL students 'essays look confusing and unstructured, because the majority of them suffer from lack of using model verbs, pronouns ,active and passive voice ,as well as generalization.(Hinkel2004)

1.4-Stages of writing

1.4.1The pre-writing stage

At the pre-writing stage, the writer is asked to collect information, his own ideas and thoughts about the intended subject in a well-organized way. The level of

complexity of the writing tasks or productions depends on the degree of thoughts and imagination of the writer. Good writers do not start directly their writings, good writers are those who pass through specific stages such as: pre-writing. After deciding what topic to write about, a number of techniques which come under the pre-writing stage can be useful in pushing you to get the right and the most effective ideas which will add shyness to your piece of writing, those techniques are the followings:

Brain storming → let your ideas flow without judging them.

Free writing → write down your thoughts as they come to you.

Asking questions → make a list of questions about your topic.

Mapping (also called clustering or webbing) → make a visual diagram of your ideas about a topic.

Journaling → write your thoughts in a journal.

Listing → make a list of your ideas about a topic.

Visualizing (also called image streaming) → imagine yourself in another situation and describe the situation from your point of view.

Using charts → group your ideas visually in charts or tables. (D.Galko2001:19-20).

1.4.2 The drafting stage

After finishing selecting and organizing your pieces of information and your ideas, comes the stage of drafting which is a crucial part of the writing process.

During this stage, the writer is asked to write his first copy because their might be two or even three copies till the writer reaches the perfect copy. It is something hard or impossible to produce a well- organized writing at the level of grammar or coherence from the first draft because after each drafting, the student or the writer will find always missing things or other pieces of information which enrich the topic, the writer may also find some wrong thoughts or ideas, another benefit of the drafting stage that it makes the writing more organized, more coherent, and can be easily understood by the reader. The changes that may be done during this stage are the followings:

- Replacing a non effective idea by a more effective one.
- Using simple words to make your writing understood by the reader.
- Reducing the grammatical mistakes after each copy.

Drafting helps the student or the writer to be familiar with the subject, and being familiar with the subject means being excited to write and give your best in order to make your work perfect.(Murray and Hughes2008).

1.4.3 The revising stage

According to Grenville"Revising literally means (re-seeing). It is about fixing the bigger, structural problems and, if necessary, (re-seeing) the whole shape of the piece".(2001:137).The meaning we can get from this quotation is that revising

includes: moving, replacing, omitting, or adding something to build a well-structured piece of writing.

In order to revise a production, two things should be taken into consideration: finding the problem than fixing it.

1- To find the problem:

the meaning from this is that the writer should his own piece of writing the same way the reader will do, reading aloud will be a good strategy to follow since it will be helpful in things which seem wrong

2- To fix the problem:

The meaning from this that after the writer knows where exactly the problem is, he is asked to correct or readjust the wrong points at the level of: repetition, wrong order, or any missing things to make the production understood by the reader through cutting, adding, or moving, the other mistakes which are related to grammar are supposed to be fixed at the editing stage. (Grenville2001).

1.4.4 The editing stage

"Editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness"

(I.S.P. Nation.2009:120).

Editing is considered to be the final stage of the writing process, it is the

process of making readjustments at the level of grammar and lexical, spelling, punctuation, and all kinds of mistakes, editing also means proofreading to eliminate errors and create coherence. Another definition was given by Galko in which he says:

When you write your presentation spelling, grammar, punctuation, and usage also affects how others perceive your message. If your presentation is hard to understand, others have problems reading what you write. That's why it's important to edit your paper for proper spelling, grammar, punctuation, and usage. (2001:87)

Another definition to editing says that:"Basically editing means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to-read way." (Grenville 2001:167).In other words, editing is the process of facilitating the writer's productions and make it understood by the reader.

1.5-Why we edit?

Actually, editing is essential in the process of writing because it makes the writers work more appropriate through certain readjustments at the level of organization of ideas as well as at the level of grammar(*ibid*).

1.6 Approaches to teaching writing

1.6.1 The process approach

The central point in the process approach is the students' ability which is important as much as the accuracy and conformity of the final product. The process approach

aims on constructing the students' knowledge and awareness about the writing process, its skills.

The process writing approach doesn't focus on formal lessons, it gives much importance to practice and activities, in this approach the sessions are based on the student not on teacher, this latter is considered to be a facilitator or a supporter of the students' writings. The teacher support his students through a technique called "conferencing" through which the student is supposed to draft, edit, proofread, and publish his productions. Since its name is the process approach, it focuses on producing a piece of writing through a set of steps :drafting, editing, proofreading, and publishing.

In the process approach, the teacher gives too much time to his students at the pre-writing , editing, re-drafting and finally producing their final production, according to this approach, editing and re-drafting are the most important when we are supposed to write in a foreign language. (Focus on literacy.1990).

1.6.2 The genre approach

Most of EFL teachers agree that the level of EFL students will not develop through giving them texts with approximately the same language and words because this will not give an addition or support the progress of EFL students' learning process. Students need to get more knowledge to succeed.

Some educators define the genre approach as "a model which would make it possible to talk to students explicitly about language and its use" in order to produce a successful writing. "the genre approach treats language as a social construct".it means that the genre approach main interest is the society. Proponents of the genre approach see that the task of writing is completely different from the task of speaking or talking and students need to be taught in order to get what specialist linguistic structures meanings. Actually, writing genres tend to be more condensed and abstract, often involving the use of nominal forms. Students learn to use different structured genres according to the audience and the purpose from their writings.(ibid)

The genre approach main focus is on how to construct or produce particular kinds of texts, as Barr points out:

it's just knowing how to write that matters in the world,
but Being in a position to ensure that your writing reaches an
audience, and then is noticed and read. We could all learn how to write certain
powerful genres such as high level memos, but this wouldn't increase our
access to power by one jot.

The genre approach focuses on the genre of writing, in other words writers should normally construct their writings in a way that people within the discourse community will understand what kind of writing it is such as: students can differentiate and

realize poetry format, formal letter, and other genres of writings.

Writing in a specific genre requires taking into consideration certain factors such as: having knowledge, being familiar with the subject, the style of the genre and of the context that their writings will be read ,and by whom, even though the majority of writings do not have audience except the teacher, we should write as if there is a large audience.

1.6.3 The product approach

According to Harmer, "if we want to talk about the product approach, we may say that it focuses more in the aim of the task and the end product "(Harmer n.d:257); in other words the final result is the only things which will be taken into account.

the product approach does not give too much importance to the process; its main interest is on the production or the final result, according to Nunan : "The product approach focuses on the end result of learning process what it is that the learner is expected to be able to do as fluent and competent user of the language." (1989: 86). The meaning from this quotation is that the product approach focuses on the quality of the production neglecting all the stages it passes through, these approach expectations based on the idea that students are capable to use language in a professional way.

The product approach gives more interest to the classroom activities, it is based on

the idea of imitation, copying and transforming models of correct language, specially at the level of sentences, in other words; writing according to the product approach should be divided into two things: sentences formation and grammar exercises(*ibid*).

Actually the product approach does not seem workable for EFL students since it does not give importance to students' creativity and imagination, concentrating only on the final product and this is not enough, researchers should give attention to the stages and the process which students pass through in order to produce a well-structured and well- organized final product.

1.6.4 The modern approach to teaching writing

This approach is a mixture between the communicative approach which sees language as a tool of communication and the process approach which gives priority to the learner. According to the modern approach writing is seen as a communicative act through which both teachers and students are asked to think about their audience as well as their objectives from their writings. This approach consider writing as a skill which based on three stages (pre-writing, composing, and revising) , and students are supposed to use them in their productions. The following is an example of the process of writing and how to go through it:

- They identify why they are writing
- They identify whom they are writing for

- They gather material through observing, brainstorming, making notes or lists, talking about the task and how to organize the material.

- They plan to go about the task and how to organize the material
- They write a draft
- They read the draft critically in terms of its content
- They revise
- They prepare more drafts and a final revision
- They proofread the errors. (Raimes 1983:21)

According to his researches, Zamel (1987) reached the following points:

- Writers discover meaning through writing. Writing is process of extending and refining an initial idea.

- Writers often go back over what they have written before moving onward again.

Writing is a recursive process.

- The flow of ideas of unskilled writers is very often blocked by too much attention to form.

1.7 The role of the teacher

The English language or any foreign language teacher plays a great role in improving his students' level and this is exactly what the teacher is asked to do.

The role of writing teacher appears when the students are asked to write. We can

introduce the role of the teacher in the following points :

1.7.1 The teacher as a motivator

This is one of the most important and effective roles that could any teacher play to increase the students' self-confidence and other conditions which make the student more comfortable and able to produce better writings with bigger benefits. Some students face some difficulties especially at the level of creativity and imagination, they find themselves unable to generate ideas, here the teacher is asked to suggest lines for them as a way to help them going on in their productions.

1.7.2 The teacher as a resource

We mean by the teacher as a resource that he should be always ready to supply students with the needed information specially during more extended writing tasks, the teacher should give a helping hand and he should be aware of his students progress, offering advices and suggestions as well as giving a set of instructions.

1.7.3 The teacher as a feedback provider

After students finished their productions, here comes the next step which is correction and when students ask for correction, as a teacher you should deal with their writings positively and try to encourage them in order to write better in the next time. We should keep in mind that the degree of correction depends on the stage of the students' studies. (Harmer n.d)

1.8 Writing and other skills

1.8.1 The difference between writing and speaking

Although speaking and writing both are productive skills which need efforts and practice, they are different forms of language, it is clear that speaking depends on the mouth and the tongue whereas writing is related in the first place to a paper and a pencil. It is obvious that both forms try to express the writer's / the speaker's intentions whether in personal or any kind of issues.

According to Halliday, there are three differences between speaking and writing which are :

- Writing do not include all the meanings we get from speech, it leaves out the paralinguistic contributions, while in spoken languages no sentence or paragraphs boundaries exist or any kind of signals such as : no commas or full stops.
- When it comes to practice; each form is used in different contexts for different aims ,writing is used for example when someone want to get a job, his application should be submitted in a written form and here writing comes in the first place. Actually, there are different situations in which one of them (writing, speaking) is appropriate. The expressed meanings in which writing is the appropriate in a certain context, cannot be translated into speaking, they maybe together but would be meaningless for example :no need to read the regulations on the airplane

tickets aloud. From the other side, speaking in certain contexts cannot be translated by writing such as when people try to write their daily conversations, this will be extremely boring.

The meaning we can get is that each form is supposed to be used in the appropriate context, there is no problem in using both of them together in the time they complete each other.

Both forms writing and speaking apply different grids on experience. Writing creates a world of things while speaking creates a world of happening(Halliday1989).

1.8.2 The interaction between writing and reading

Writing and reading are different skills since the former is a productive skill and the latter is a receptive one. Though their difference, both of them aim to develop the student's learning process.

Classroom activities which are related to the task of writing did not do their role in the perfect way, the main question that comes to our minds when we talk about second language writing is: what constitutes the relevant language input from which second language learners construct their hypothesis about second language written text?

The traditional answer to this question is reading. Reading is the appropriate way to acquire writing skills because when a person reads paragraphs, articles, or even

books, this will help him to improve his writing performance.(Kroll,1990).

"writers cannot write nor readers read unless they collaborate and negotiate with each other" (Hill,1990:200). In other words, writing and reading play a complementary relationship without writing there is no reading, without reading there is no writing.

Writing and reading are related to each other in a strong way, people who want to publish a good piece of writing, they should be good readers, they need to be able to analyze what is written, and to observe the writer's style, coherence and cohesion in his/her writings, this absolutely will help reader to go deeper in the world of writing.

According to Hyland : "Writing together with reading, is a central aspect of literacy."(p.53). Hyland means by these words that the principal aspects of literacy are: writing and reading.

1.9 Students' main weaknesses in writing

Teachers, researchers, and students all know that writing is the most important and effective skill since the other three skills are related to it, though its big importance, EFL students still suffer from huge weaknesses especially at the level of grammar and vocabulary as well as the lack of the ability to create coherence and cohesion between ideas and knowledge.

One of the most common difficulties is punctuation. EFL students till now are not able or aware about punctuation's importance, this latter plays a crucial role in separating ideas, and guiding the reader into the intended meaning.

According to Flower

When you sketch a continuous argument and begin to imagine someone reading the piece, it is time to put in at least the heavier stops. These help to indicate the tone and guide your reader through the paragraphs.(2006:82)

The meaning from this quotation is that the writer's piece of writing should be ready to be read from all the angles which includes punctuation as an example and tool to guide the reader to go through the writing in a correct way.

Teachers agree that after each exam or homework, a numerous errors are always found in students' papers. One of the biggest problems which EFL students face are spelling mistakes. Most foreign language teachers and researchers agree that after each exam or homework, numerous errors are always found in most students papers. One of the biggest problems that EFL students face while they are writing are the spelling mistakes, even though such kind of mistakes do not hinder the transmission of the written message, they create a bad impression among the readers. What makes spelling difficult for EFL classes is the correspondence between the sound of the word and the way this latter is spelt

since the English language is somehow difficult from its way of pronunciation and this creates a confusion among EFL students, for example in English there are certain words which pronounced in the same way and written in a different way.

Another cause of spelling mistakes is the lack of awareness about the importance of differentiating between both British and American English since they do not spell words in the same way like: color and colour, EFL students in their writings use both accents for example they write customize, and apologise. To treat this, bigger interest from students should be given to British and American English.(Harmer, n.d).

English is based on grammar; nothing can be understood without it.

The message of the production cannot be transmitted unless the content is well-formed. EFL students face some problems in the grammatical side especially those which are related to verbs and tenses without forgetting the problems of using prepositions which EFL students till this day still suffer from. According to

Harmer

Writing, like any other skill, has its mechanical components. These include Handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts. Such things are the nuts and bolts of the writing skill and they need to be focused on at certain stages of learning to write in English. (2004:44).

The intended meaning from Harmer's quotation is that writing count on certain components such as handwriting which should be clear for the reader, spelling,

punctuation, without forgetting the most important part which is grammar which Harmer talks about by saying that the sentences should be well-formed and well-constructed from the level of the tenses of verbs, prepositions, and other grammatical issues.

1.10 Sources of students' poor writing performance

Students' ability to write in a perfect way is not an inborn capacity, it comes through practice, practice needs being good readers. EFL students are unable to express themselves, their ideas, and their feelings because of the lack of language fortune which this latter also related to reading in a strong way , in other words language fortune is a result of reading process in the first place. Actually, writing poor performance of EFL students is not only a result of the lack of reading, but also other factors such as the negative influence of the first language on the second language writing, and the students' lack of motivation.

- **Lack of motivation**

Motivation means the desire to do something, no aim can be achieved without the desire to do it, and this is exactly the case with EFL students; they are not motivated to learn how to write or to improve their level since they consider writing as a boring task despite its importance.

According to Harmer: "The motivation that brings students to the task of learning

English can be affected and influenced by the attitude of a number of people." we can understand from this quotation that the student is the number one of his success.

Being motivated to learn writing, means having certain objectives in mind.

Students' level of motivation depends on some internal or external factors. The external factors maybe at the level of the family or the surrounding environment teacher since this latter is the controller and plays a crucial role in motivating his students. Sometimes teachers play a negative role in demotivating students through not enhancing the learning process. Motivation is one of the most effective factors in improving students writing skill.(Third edition:51-52)

- **The negative influence of the first language on the second language**

Besides the lack of motivation among EFL classes. Another obstacle affects students' achievement is the negative influence of the first language on the second language or what we call 'inter language '. Students when come to write or while writing, their first problem is their way of thinking, normally EFL students should think in the language they are learning and this is exactly the point which Kroll points out when she said that: "EFL students may have encoded information in the language of acquisition, but now that they are in an English environment, they will more easily retrieve material when thinking in English." (1990:109). Actually, transmitting the structure of the rules of L1 and using it in the L2 will hinder the student's development in his L2. "The belief that ESL writer do any of their work in their first language, this will inhibit acquisition of the second language and will interfere with

the generation of L2 structures, due to transfer of structures and vocabulary from the first language in an incorrect way." (ibid)

- **Lack of reading**

Although reading is a receptive skill unlike writing which is a productive one, the former is the main source of writing development since it is a strong source of information through which the student can achieve best productions. Writing and reading complete and improve each other.

According to Kroll: "It is reading that gives the writer the 'feel' for the look and texture of reader –based prose."(Kroll1990:88)

According to (Eisterhold1997:88) : "Better writers tends to be better readers, better writers read more than poorer writers, and finally better readers tend to produce more syntactically nature writing than poor readers. "

1.11 Teacher's responses to students' works

There are two ways to react on students' performance which are: responding and correcting.

- **Responding**

At this level, the teacher is not concerned only with correctness "accuracy" of the paper, but also to the content and the design of the productions, in other words the amount of knowledge and information the writers' have. Ways of responding differ

according to the nature of the task, responding means reacting to the productions by giving suggestions for example at the level of the order of ideas in which the teacher may ask his student to re-order certain idea or before giving any comments, he may say that you did well or I like what you wrote than he may tell him / her about the founded mistakes at the level of ideas. When it comes to the content treatment, this will happen through dialoguing and discussing students' weaknesses not judging them from the part of the teacher.

- **Correcting**

At this level, the teacher is supposed to correct students' productions from different angles such as: grammatical mistakes and all what is related to the structure of the production(prepositions, tenses, and other problems). Besides to grammar, vocabulary, cohesion, and coherence should be corrected.(Harmer2004:708-709).

Conclusion

In the above chapter, we tried to focus on the writing process, its importance, its main approaches, without forgetting to focus on the writing stages, we tried to give also the relationship between writing and reading as well as between writing and speaking, we have mentioned the teachers' role in improving students' writing achievement, students' common mistakes and students' sources of mistakes as well as teachers' responses towards students' writings.

Proofreading stage

Introduction

People who want to be a good writers, they should give a big importance to proofreading since this latter is the key for successful writing. It focuses on the errors and students mistakes at many levels (grammar, vocabulary, punctuation, and other language needs. In EFL classes, proofreading do not have a great importance that's why we choose to talk about it ,it importance, ways to proofread, its main symbols, and other elements).

1.12 Definitions of proofreading

Proofreading means "checking your work for small errors that may make it more difficult for the reader to understand exactly what you want to say."(How to proofread.2014), through this quotation we can understand that the function of proofreading is analyzing, and verifying the students' mistakes as a way to make their pieces of writing more appropriate and understood by the reader.

Another definition about proofreading says that: "Proofreading means examining your text carefully to find and correct typographical errors and mistakes in grammar, style, and spelling. " (Wiskonsin:n.p 2014).The meaning we can get from this quotation is that proofreading is the process of analyzing or examining a piece of writing to check whether it contains mistakes at the level of grammar, style, and

spelling. Another quotation says that:

Proofreading is one of those necessary evils of writing. If we expect any self-respecting reader to take our stories seriously, we have to make sure we've presented them as flawlessly as possible—and that means avoiding typos at all costs. Misspelled words, oft-repeated words, missing words, incorrect grammar, misplaced punctuation—all these things are the mark of unprofessionalism. And yet, they're also mistakes that all writers struggle with, in large part because we're often blind to our own stories. We read what we think we've written, rather than the glaring error we actually typed (Weiland n.p2011).

This quotation expresses how much proofreading is important, it is related to avoiding typos, spelling mistakes, grammar mistakes, and misplaced punctuation. Till now writers still struggle with such kind of mistakes, these latter appear because the lack of interest or because of reading what we think we've written instead of focusing on errors.

1.13 Commonly confused words and clichés

EFL students till now, they are not able to differentiate between certain words in English which are alike in pronunciation and different in writing. Here are the commonly confused words among EFL students, some students find a difficulty at the level of :

Confused words

Confusing verbs

A big confusion can be occurred at this level especially when it comes to verbs which are near to each other in a great extent for example, the verb lie/lay although their meanings are totally different, the former means to have a rest in a horizontal position while the latter means to put.

Homophones

We mean by homophones, words which pronounced in the same way but spelled in a different way. Here are some examples such as knew/no since the former is the past of the verb to know and the latter is an adjective which express refusal. Another examples like than /then, affect / effect , whether/weather, and principal / principle...,and other homophones.

Confusing contractions

A clear example about confusing contractions is its/it's, the first one indicates possession while the second is a contraction to it is, another example is through/though/threw.

One word vs. two words

These words seem alike but they are different in meaning for example maybe/may be, the difference between them is that the first maybe means perhaps while the second may be means might be, another example to one word v s two words is

scent/sent/cent, the first scent means a smell while the second sent is the past of the verb to send, and the last is a a noun related to money which means one penny.

Two words

The meaning from two words is that they are words written as one word, but normally they should be written as two words, for example, the word all right means everything is ok and under control ,it is the one that should be used in formal settings not alright because it is informal word which should be avoided. Another example belongs to this case is agree to/ with, the former used to show your acceptance to a particular plan or project while agree with means you share the same idea or way of the thinking with a specific person.

2-Clichés

We mean by the word clichés the overuse of certain words, clichés give the reader a bad impression about the piece of writing since the writer uses a very usual words rather than being creative. Since clichés are inappropriate, students should avoid them through knowing how to express their ideas in a descriptive and precise words, the choice of words should add meaning to the piece of writing.(Brady.2003)

1.14 The importance of proofreading

Proofreading is an effective tool to make your writing more professional and complete. According to Battagila:

Proofreading can be the determining factor between getting or not getting a job, earning an A or C on an essay, or upsetting or effectively communicating with a peer. Proofreading helps to remove careless errors from your writing to improve the overall effectiveness of the message. When proofreading your work, read carefully through the text and share it with a peer or teacher for thorough feedback. ” why proofreading is important, n.p”

From this quotation we can understand how much is proofreading important in creating and achieving a perfect piece of writing, proofreading is also important at the level of getting a job, communicating or dealing with people, and producing a good piece of writing without any kind of errors.

During the process of proofreading, a big importance should be given to certain areas such as spelling, vocabulary, grammar, structure, and peer review.

- **Spelling and vocabulary**

Falling in such mistakes will give a different meaning to your writing, a bad impression will be taken by the reader about your piece of writing, he will consider the writing as it was done with no interest since it is full of spelling mistakes and the lack of language fortune which appears through the repetitions of words.

- **Grammar**

Grammar mistakes such as dangling modifiers, verbs tenses or sentence fragments will show the writer’s weaknesses and will impact the level of the piece of writing. The written message cannot be transmitted unless the perfect grammar uses are applied. An effective way to check your grammar mistakes is through reading aloud,

this will lead the writer to play the role of the reader and will help him to notice his writing errors. Some mistakes that EFL students fall into are the following: the misuse of its /it's or the misuse of their/they're, and other grammar mistakes.

- **Structure**

Proofreading benefits are not limited to the level of spelling, vocabulary, or grammar. Its benefits reach the structural level. Proofreading your writing will give you the opportunity to readjust the structure of your writing, we mean by the structure the connection between ideas which should be related to the topic.

- **Peer review**

Peer review means proofreading by two persons, this is a good way to proofread your writing since the writer sometimes may not notice some mistakes in his writing and here comes the role of the second proofreader to notice the missing things whether from the side of grammar, spelling, vocabulary, structure, or any other problems the writer may fall into.

1.15 Ways to proofread

According to Anderson, we can proofread our writing through certain ways which are:

- **Comparison reading**

It is related to the comparison of two pieces as a way to make sure both copies are identical, using reading to compare between the two pieces to proofread that the new

copy is exactly like the first one in terms of word sequences and format, misspelling and word breaks, and typing mistakes. During the comparison reading, style mistakes will not be corrected. There are two ways of comparison reading which are the following:

- **Reading alone**

At this level, the reader will make a comparison between the first copy (dead copy) with the newly typed one (live copy). During this process, the live copy should be always near the pen in your hand, in other words if you are right-handed, keep the live copy in your right side, if you are left-handed, put it in your left side.

While you are reading, place a non transparent six-inch ruler under the line you reach from the dead copy you are reading, place another ruler under the corresponding line from the live copy, this will help you to give your attention to a specific line rather than being in a confusion between the lines or in order not to lose the line in the case you are interrupted by someone.

- **Reading with another person**

It is a very effective way to proofread a piece of writing, during this strategy the copyholder is supposed to read the first or what is called 'the dead copy' aloud, concentrating on its words, clauses, phrases, sentences, punctuation and format.

During the process of reading with another person, a great interest should be given to

misspelling, typing errors, and incorrect word breaks.(Anderson 2006:05-06).

1.16 Proofreading methods

To proofread your piece of writing effectively, you should deal with proofreading methods which will help you enhance your level in writing, two of the methods that we are going to talk about fit the person who prefer to proofread by him while the third method used when proofreading with another person. Let us start with the first method which is:

•Comparative proofreading method

From the word comparative we can understand that through this method the writer make a comparison between two documents, to apply this method, two steps should be applied:

- Keep the copy that you are going to proofread near the original copy.
- Place the two copies together to avoid eye confusion and any kind of movements to keep concentrating on both copies. This kind of method can be very helpful especially when the material you are trying to proofread is full of complex terms or statistics and data.

•On-screen method

This kind of proofreading means when putting your writing in the computer. You have to read it before and after printing it. To use the on-screen method, you should follow the following steps

1.17 The difference between proofreading, revising, and editing

Because they are similar in their functions, it is hard to differentiate between proofreading, revising, and editing. Although their similarities, they are different at many points:

- **Revising**

It means re-visioning your paper, during this process the writer goes back through his Work and check whether there is a connection between ideas, or if they need to be changed or developed, the writer needs to check his arguments and their level of complexity check if you need to add further evidence or arguments. During revising, changes may occur, the order of paragraphs can be change as well as the introduction and even the conclusion.

- **Editing**

It comes after revising, it treats the problems that are related to the style and the coherence of your paper. During this process, it is preferable to read your writing loudly and slowly to check if each sentence is connected to the other in a good way.

- **Proofreading**

It is the last and the final one; during proofreading the writer does his final check for his errors at certain areas such as sentence structure, grammar mistakes, the misuse of punctuation, spelling mistakes, quotations, and even citation details.

To proof read your writing, reading aloud will be helpful to focus more on your work.

(Middlebury College, 2010)

1.18 Do not trust your spell checker

No one can ignore the effective role that is played by a spell check, since it is a fast tool to figure out the mistakes and errors that a writer may fall in. Although its effectiveness, there are some missing things in the spell check, nothing can be best than human eye check or the proofreader's eye. People who think that nothing best than a spell check, just take a deep look at the following and see how many mistakes you can fall into without the notice of spell check. According to Evans:

-Copy starts-

Simone pointed his finger the boy and smiled wicked smile. "so you've peddled all night to get

here ? He said."Impressive. we've not too far from border here. You may also see also Scotland if you climb up to top of that hill over there too."

"Thanks Simon," replied *the* boy

"One more thing...i cut my knee earlier and hadn't brought a 1st aid kit along. To be honest, my memory hasn't been goof over the past few years as it used to be. Do you have one I could burrow?"

-Copy ends-

There are a total of 19 deliberate mistakes in this short passage and Microsoft word 2010 doesn't find any of them. The spell checker baked into Google Drive finds two, as does Ginger software's free online spell check (but not the same two). Here's the text excerpt again, with the errors highlighted in bold.

Simon pointed his finger **the boy** and smiled **wicked** smile."so you've **peddled** all night to get **here** ? **He said**."Impressive. **we've** not too far **from border** here. You **may** also see **also** Scotland if you climb up to top of that hill over the too."

"Thanks **Simon**," replied *the* boy.

"One more thing...i cut my knee earlier and my memory **hadn't** brought a **1st aid kid** along. To be honest, my memory hasn't **been goof** over the past few years as it used to be. Do you have one that I could **burrow**?"

his: as the person pointing is called Simone, this should be 'her finger'.

The boy: at the boy.

Wicked: there is a missing 'a' – 'smiled a wicked smile'

Peddled: pedaled

Here?: note the single quote mark / apostrophe that ends this speech. It should be a double quote.

He said: Again, the person speaking is called Simone and is female, therefore it should read 'she said'.

We've: should be 'we're'-we're not too far..'

From border: missing 'the'- from the border'

May: 'can'

Also : there are two 'also's in quick succession. We only need one.

To top: 'to the top'

Too: the sentence doesn't need 'too' when it already has 'also'

Simon: we've already identified that the character is called Simone.

The: see the italics applied to the 't' and 'h' of 'the'? they shouldn't be there.

Hadn't: 'haven't'

1st: 'first'

Kid: 'kit'

Been goof: 'been as good'

Burrow: this should be 'borrow'. No digging involved.(Evans,2013 n.p)

1.19 How can I improve my proofreading skills?

EFL students attempt to write in a perfect way. Unless their attempts, they always fall into certain mistakes such as spelling mistakes, repetition, incorrect grammar, misplaced punctuation. These kinds of mistakes, writers still struggle with so, in order to avoid them, a set of tips or strategies should be followed:

- **Distance yourself**

here the writer is asked to make a distance between him and his manuscript

- **Read aloud**

This strategy will be helpful in checking if there is no connection between ideas as well as to gain a better sense of the rhythm of your words.

- **Read to someone else**

it is like to read in front of the audience, here you will be judged at many levels: the harmony, the grammar mistakes and even your pronunciation.

- **Have your computer read to you**

there are certain programs which contain features a 'read aloud' that verbalizes your work, you can hear your reading.

- **Dot each word**

use a highlighter to put a dot under each word this will help you to acknowledge each word and to not read words that are not there as well as skipping typos. (Weiland, 2011).

Other strategies to improve your proofreading skills are the following

- **Read the paper as a reader**

here the writer is supposed to read his work as if someone is judging him, this could be a perfect way to notice your production's weaknesses.

- **Read one sentence/paragraph at a time**

here the writer needs a sheet of paper to put it exactly under the first sentence, now the writer is asked to examine his sentence to check if there any kind of mistakes, typos, careless omissions.

- **Read backwards**

This process is related to checking whether there are spelling or typographical mistakes. At this process, the writer is asked to start reading his production from the bottom of the page on the right side, look at the words from right to left. .(General strategies for Editing and Proofreading.nd).

1.20 The relationship between proofreading, reading, and writing

Proofreading is the process of making readjustments in a piece of writing at many levels such as grammar, vocabulary, spelling, punctuation, coherence, and other language needs.

Most of EFL students find difficulty in checking their errors of their compositions. This may be because of their focus on the meaning of their writings rather than proofreading them.

Reading is the process of prediction, most EFL students give importance only to the words that lead them to meaning. Actually effective proofreading requires more than that, good proofreaders are those who go deep the text and try to analyze each
















word of it, checking their punctuation, grammar, and spelling. A good proofreader does not only check what is there in the text, but also what is not there or what is missing, from this we can understand that proofreading is not only related to writing but to reading also, there are two ways through which proofreading is related to reading:

- It is known that good readers are supposed to be good writers
- Both processes proofreading and writing are constrained by short-term memory

(Harris1987:464)

Symbol	Meaning	Example
	Delete	take out
	close up	print as the word
	delete and close up	delete up
	Caret	insert here (something)
	insert a space	put subject
	space evenly	space evenly where indicated
	let stand	let marked appear as set
	transpose	change order the
	used to separate two or more marks and often as a concluding stroke at the end of an insertion	
	set farther to the left	too far to the right
	set farther to the right	too far to the left
	set as ligature (such as)	encyclop edia
	align horizontally	align
	align vertically	align with surrounding text
	broken character	miss object
	indent or insert em quad space	
	begin a new paragraph	
	spell out	set the set first paragraph
	set in CAPITALS	set page as NATO
	set in SMALL CAPITALS	set page as NATO
	set in lowercase	set page as north
	set in italic	set page as cover
	set in roman	set page as search

Table1.1 proofreading symbols

	set in boldface	set in boldface as important
= or / or = or /	Hyphen	multi-colored
	en dash	1965-72
	em (or long) dash	Now—at last!—we know.
	superscript or superior	
	subscript or inferior	
	Centered	
	Comma	
	apostrophe	
	Period	
or /	semicolon	
: or :	Colon	
“” or “”	quotation marks	
()	parentheses	
[]	Brackets	
Ⓢ?	query to author: has this been set as intended?	
↓ or ↓	push down a work-up	an unintended 
Ⓢ	turn over an inverted letter	
	wrong font	wrong size or style

Proofreading abbreviations

Abbreviation	Meaning	Example
Ab	a faulty abbreviation	She had earned a Phd along with her M.D.
Agr See also P/A	agreement problem: subject/verb or	The piano as well as the guitar need tuning. The student lost their book.

Table1.2 proofreading abbreviations

and S/V	pronoun/antecedent	
Awk	awkward expression or construction	The storm had the effect of causing millions of dollars in damage.
Cap	faulty capitalization	We spent the Fall in Southern Spain.
CS	comma slicer	Raoul tried his best, this time that wasn't good enough
DICT	faulty diction	Due to the fact that we were wondering as to whether it would rain, we stayed home.
Dgl	dangling construction	Working harder than ever, this job proved to be too much for him to handle.
- ed	problem with final <i>-ed</i>	Last summer he walk all the way to Birmingham.
Frag	Fragment	Depending on the amount of snow we get this winter and whether the towns buy new trucks.
 	problem in parallel form	My income is bigger than my wife.
P/A	pronoun/antecedent agreement	A student in accounting would be wise to see their advisor this month.
Pron	problem with pronoun	My aunt and my mother have wrecked her car The committee has lost their chance to change things. You'll have to do this on one's own time.
Rep	unnecessary repetition	The car was blue in color.
R-O	run-on sentence	Raoul tried his best this time that wasn't good enough.
Sp	spelling error	This sentence is flaude with two misspellings.
- s	problem with final <i>-s</i>	He wonder what these teacher think of him.
STET	Let it stand	The proofreader uses this Latin term to indicate that proofreading marks calling for a change should be ignored and the text as originally written should be "let stand."

S/V	subject/verb agreement	The problem with these cities are leadership.
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(Bouachiba2013:32-35)

Conclusion

Through this chapter we tried to highlight the proofreading stage since this latter is neglected in EFL classes. We tried to focus on its importance, and its main ways. We gave the common confusing words and clichés as well as we tried to collect the main symbols of proofreading.

Chapter two

Chapter two

The analysis of the questionnaire

Introduction

Although its importance, writing is still neglected by EFL students since a great focus was directed to improve students' speaking skill. Writing is a tool to express feelings, transmit messages, and to make cultures near to each other. Students still suffer from poor writings and this maybe because of their lack of interest. Writing have many stages and the final stage of them is called proofreading, students till now are not aware about crucial part of proofreading in enhancing students' writing level. Our main interest in this research is to show how much proofreading is important for the writing process, that's why we have designed this chapter to collect and to analyze data related to the questionnaire.

2.1 Students' questionnaire

2.1.1. Sample of the study

In order to get the best and the more professional responses, we saw that Master one students are the best sample to be chosen, we took twenty students to work with, the studies will be at the level of Mohammed Kheider University of Biskra. What should be mentioned is that we delivered all the twenty copy and we received all of them.

2.1.2 Description of the questionnaire

In an attempt to ensure the relationship between writing and proofreading, we have designed this questionnaire to 20 students of Master one English Department of English at Mohammed Kheider University of Biskra, through this questionnaire

we tried to focus on students' general information to get an overview about their ages, their genders, and if they have chosen English or not. These questions are numbered as one, two, and three. We tried to focus also on the writing skill and students' attitudes and thoughts towards it, the questions about writing start from one and ends with ten. The questions are related to the students' interest on writing, the problems they face while writing and their strengths while writing. Our last interest will be on the final stage of the writing process which is proofreading, we will try to know their attitude towards it, their common mistakes while proofreading.

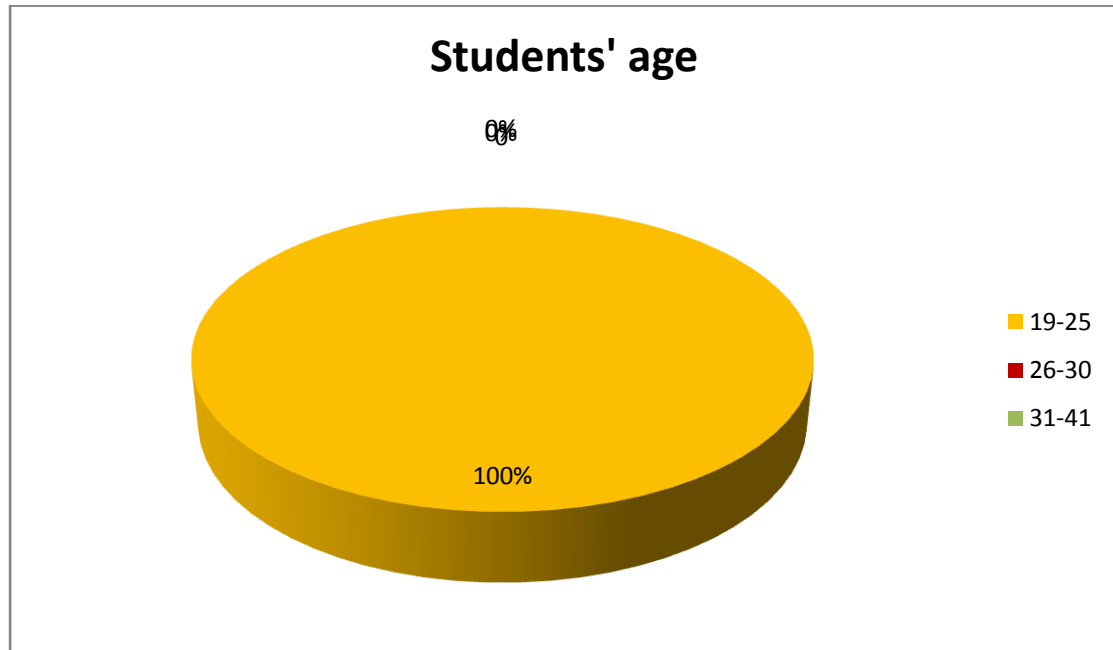
2.1.3 Administration of the questionnaire

Our questionnaire was directed to master one students, we took 20 of them as a sample, after finishing the T-test with them, it was the opportunity to ask them to give us their responses about the questionnaire in half an hour. The delivery of the questionnaire passed in a good atmosphere without and we received all the delivered copies. To be sure about the questionnaire, we have done a pilot study with 10 students.

2.1.4 Analysis of the questionnaire results

Section one : background information

Q1.Age :

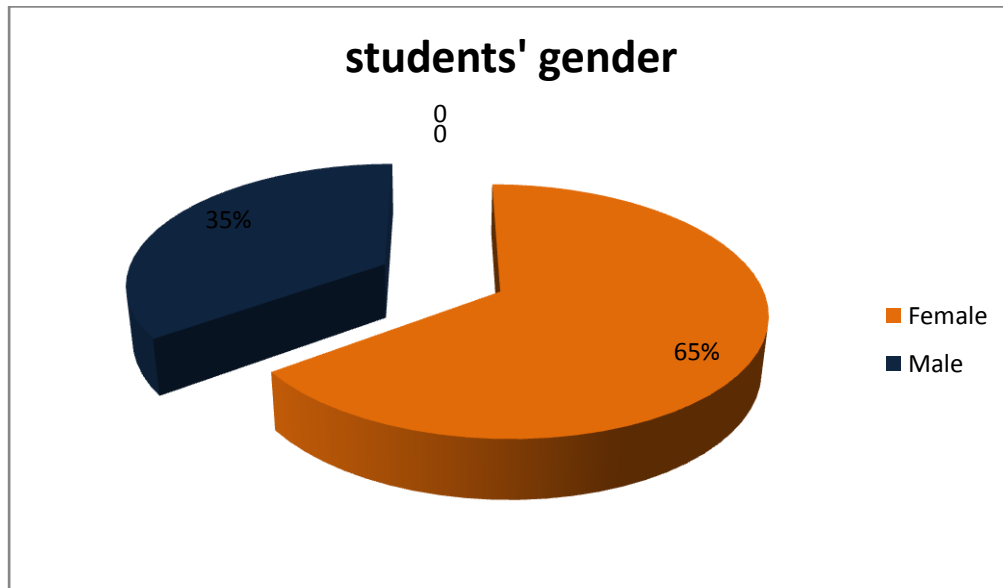


Graph .02.01: Students' age

As shown in the graph, most of the contributors in answering the questionnaire are from the group age of 19-25 with a percentage of 100%, their ages shows that English is their first specialty at University or English maybe their second studies, and this will be helpful to gather data from different points of view and from different angles.

In other words, there will a difference between the beginners' answers and the experienced ones which will enrich our analysis.

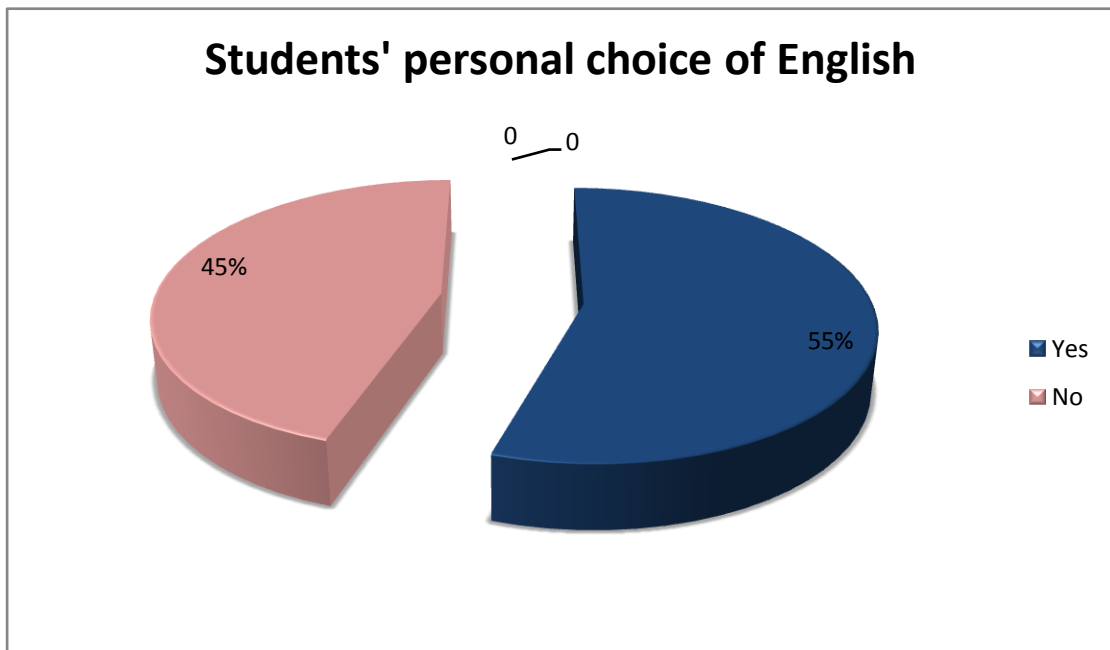
Q2.Students' gender



Graph 02.02: Students' gender

The table as well as the graph show that the majority of the collaborators are from the female sex with a percentage of 65% this is considered to be normal since the mentioned sex is the dominant one now or because they give more interest to learn foreign languages unlike the male sex whose percentage is only 35% who prefer to study the scientific branches such as mathematics and physics. The aim from knowing the students' gender is to know each sex ways of responding.

Q3. Students personal choice

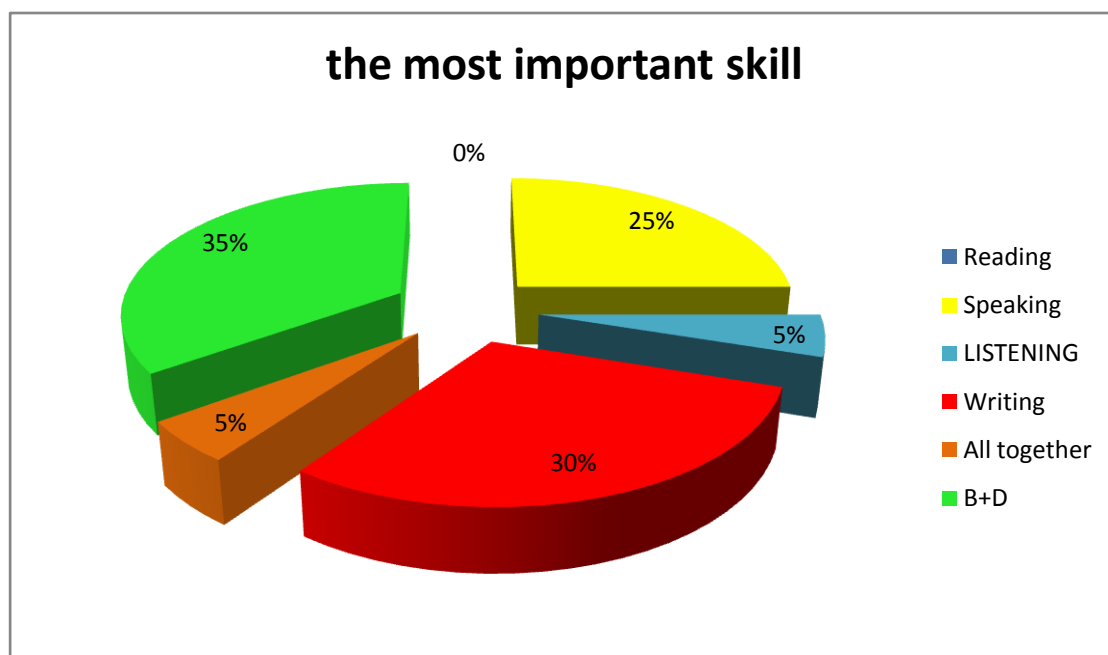


Graph 02.03 : Students' personal choice of English

the graph show that the choice of being English student took the percentage of 55%, in other words the majority of students. a near percentage of 45% represents the students who English was not their desire.

Section two : Writing process

Q1: According to you, which skill is the most important one?



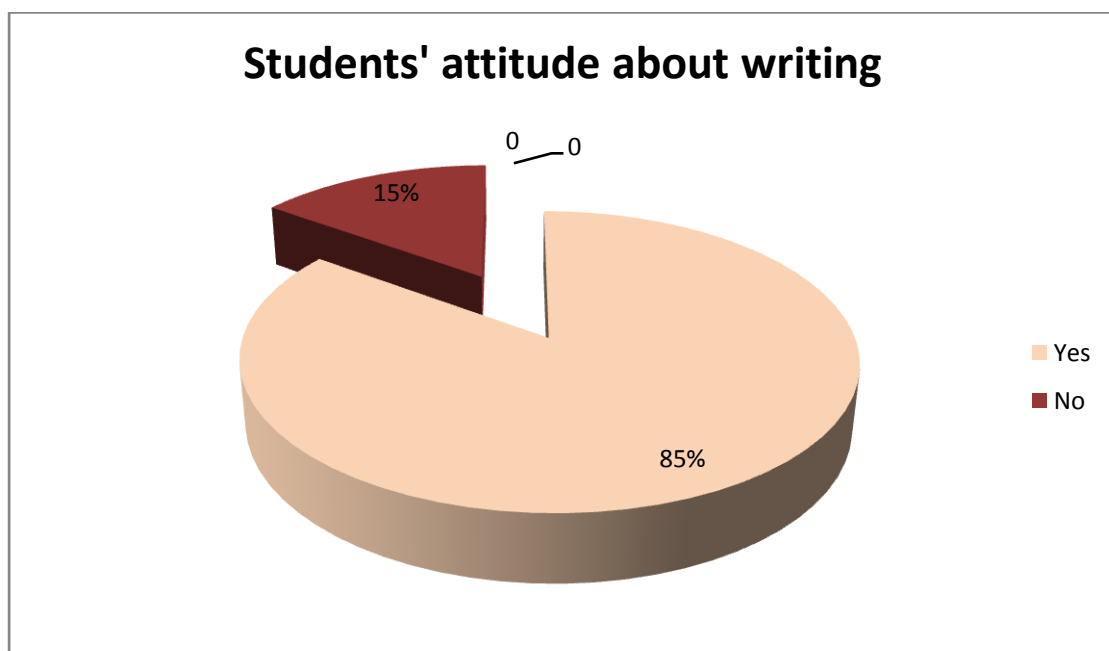
Graph02.04: The most important skill according to students

Since our research gives a big importance to the writing skill, through this questionnaire we were aiming at knowing the most important skills from the students' point of view. Some students choose more than one skill. Through the graph, we observe that EFL students focus on two skills which are writing and speaking with a percentage of 35% and this was expected since these two skills play a crucial role in the process of learning English, writing comes in the second place with a percentage of 30%, a percentage of 25% was given to speaking. 05% of the students see that English is the mastery of the four skills, in other words they have an equal importance.

The first question was about the most important skill in their opinion, only one student have chosen reading, when it comes to justification he said that reading

provides students with vocabulary and this latter helps them to speak, listen, and write well. Three students have chosen writing with different justification, the first students said that writing is the most important skill because it requires from us to read, to listen, and to speak, also because each skill can provide us with techniques that help us write. The second student said that in learning foreign languages, students have to master the four skills especially the productive ones. Moving to the third justification which said that writing is the best way to transmit ideas and messages. For those who choose speaking, they are two students, the first student said that without speaking, students cannot communicate their needs while the second student defined speaking as the basis of learning any foreign language. Only one student has chosen listening, his/her justification was that when he/she listens to something, he can write, and when he writes, he can read and speak. Finally we have one answer which said that all the four skills are important and the justification was that all of the skills help us achieve better results when developed all together.

Q2: When it comes to writing, do you find it an interesting module to be taught?

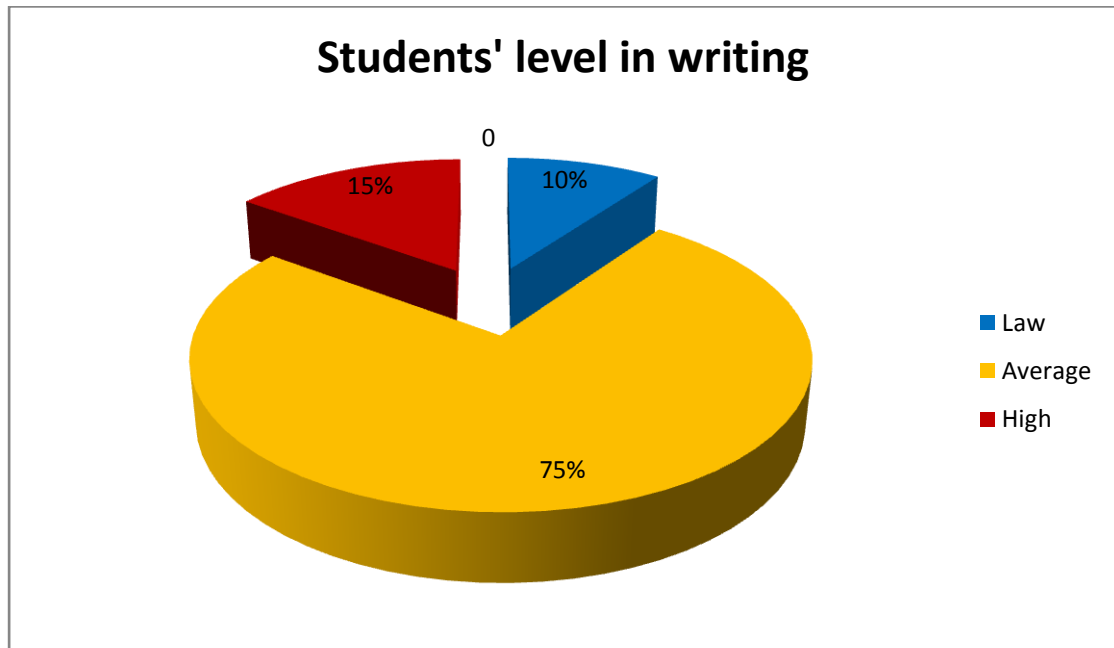


Graph02.05: Students' attitude about writing

Through this table and graph, we can understand how much EFL students are aware about the importance of the writing skill, and this can be noticed from the huge percentage which is 85%, while 15% of the students did not see writing as important skill, this maybe because of their poor level in it.

The second question was about if students find writing an interesting module to be taught, seventeen students said yes it is important while 03 students said no it is not. We asked them to justify their answers whether yes or no, let us start with those who said yes and they are seventeen student. The first student said that, he justified his answer by saying that we have to write in our daily life to communicate par ideas. That's why we ought to be interested. The second student said that we support and develop our level by writing especially during exams. The last justification said that writing shows how much do you know about different topics and how it helps you to develop your level. So among seventeen yeses, only three have done their justifications. Moving to the people who said no, they are three with only one justification which said that writing is not important module to be taught because the way we are taught with is not efficient at all.

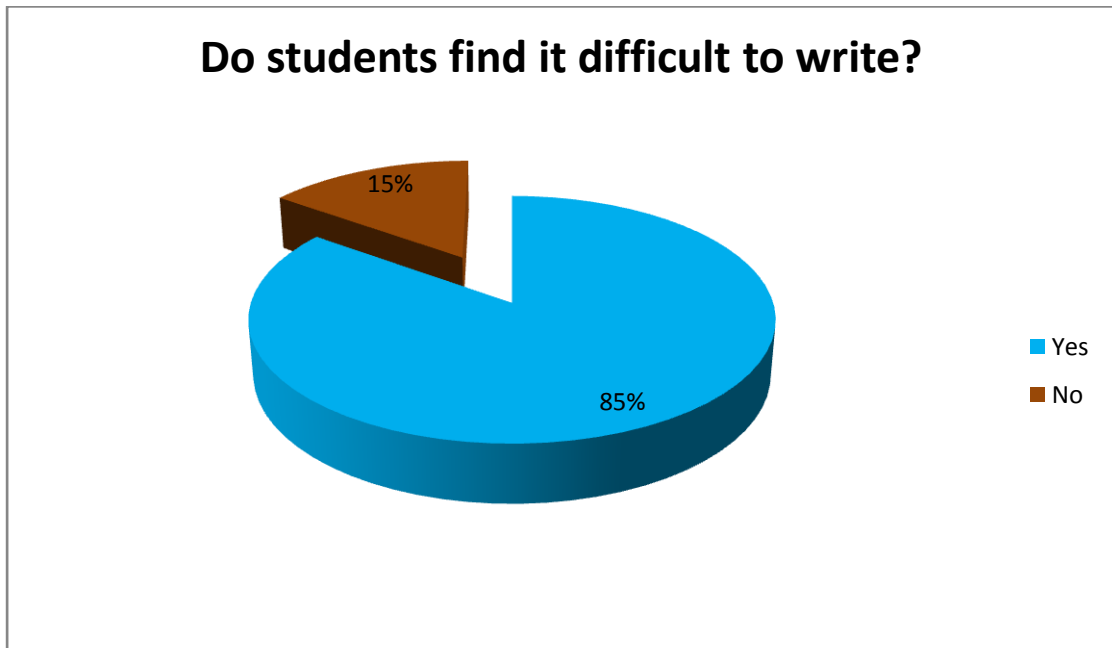
Q3: How do you evaluate your level in writing?



Graph 02.06: Students' level in writing

After asking our students about their level, the results which are in the graph shows that the majority of students have an average level in writing with a percentage of 75%, this percentage is very logical since it is known that the majority of students have a humble language fortune. 10% of the students consider their level as a low one while 15% percent see their level high.

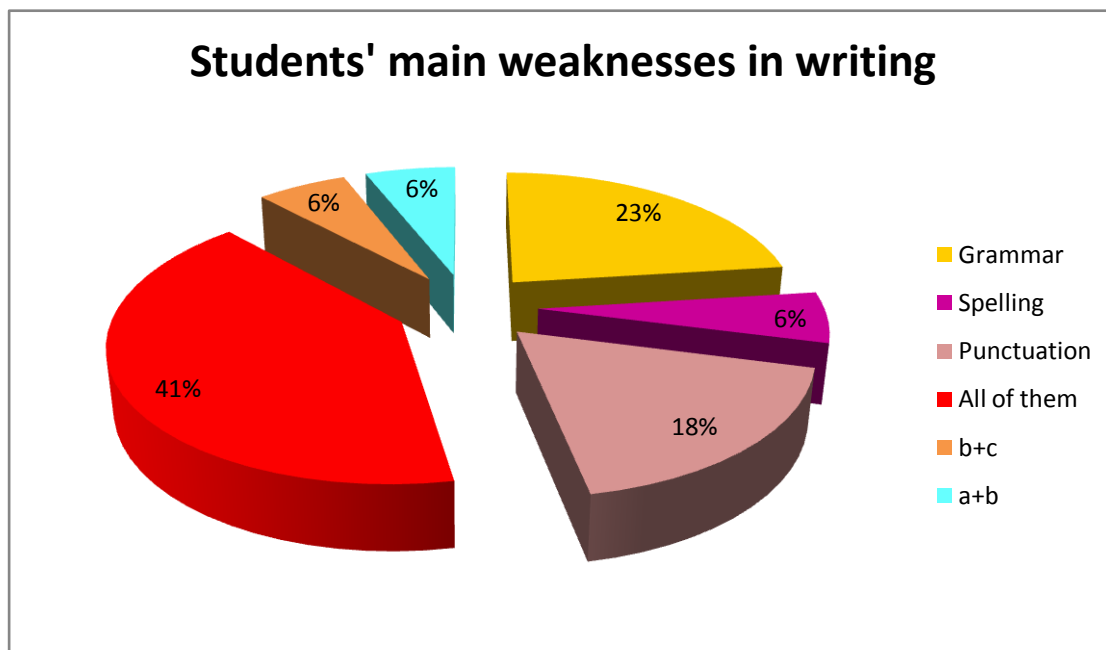
Q4: Do you face some obstacles when you write?



Graph 02.07: Students' attitude about writing difficulties

The previous question shows that EFL students have an average level in their writings, and this may be because of certain circumstances, to be sure of that we asked them if they face some obstacles while writing, a huge number of students answered with yes 85%. The rest of students think that they are perfect in writing, there answer was no with a percentage of 15%.

If yes, what are they?



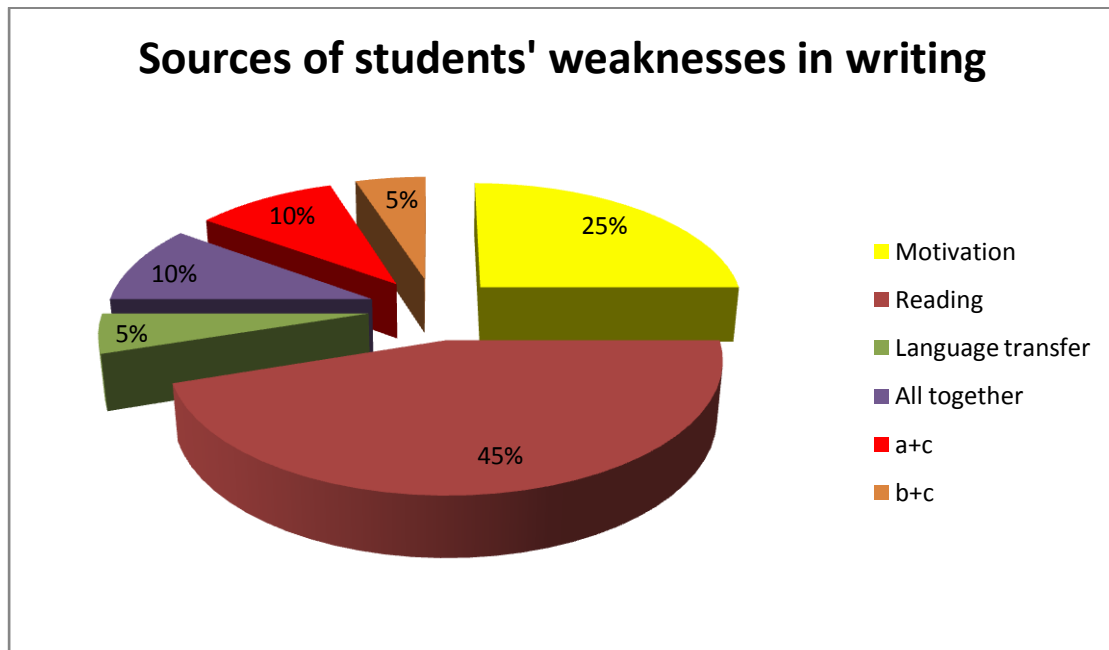
Graph 02.08: Students' main weaknesses in writing

For those who answered with 'yes', yes was not enough we need to know more about the famous mistakes students' fall in. The above graph shows the different kinds of obstacles and their degree of existence among EFL students. When we asked students about their obstacles, we gave them three options which are grammar mistakes, misspelling, and punctuation, we asked them to choose the one they think it is their big problem, to make things clear you should know that the majority of students chose more than one option and this can be noticed through the graph because a percentage of 41% goes to all of the suggested problems together (Grammar, Spelling, Punctuation). The second place goes to grammar mistakes, while the third place belongs to punctuation. An equal percentage was given to spelling, grammar and spelling (a+b), and finally spelling and punctuation (b+c).

The fourth question was about if EFL students face obstacles while writing, seventeen students answered with yes. Based on their answer we have asked them to

justify through choosing between the suggested obstacles which are: grammar mistakes, misspelling, and the misuse of punctuation, under this question we asked them if there are others, please specify. The first student has chosen grammar mistakes and he added a suggestion which is lack of vocabulary. The second students has chosen all the suggested problems and he added also the difficulty to find ideas, the third student also has chosen all the suggestions with adding lack of vocabulary and finally the fourth one who said that he/she find it difficult to gather ideas about the suggested topic. Sometimes, he/she spend hours thinking and gathering ideas about that topic, but nothing comes out.

Q5: your weaknesses in writing are due to:

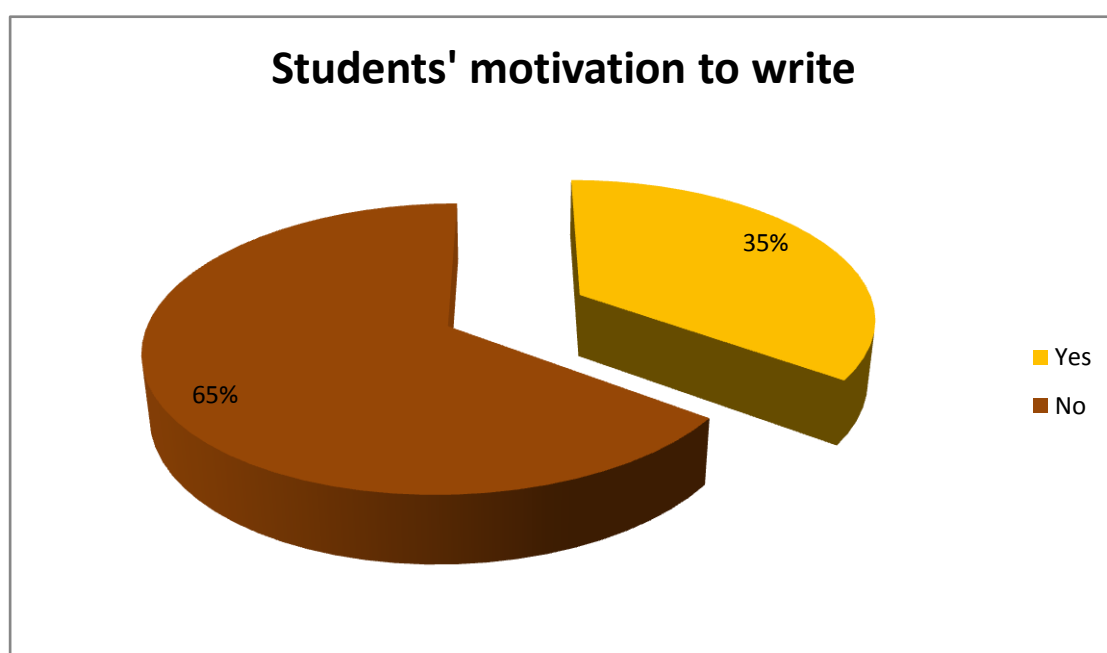


Graph 02.09: Sources of students' weaknesses in writing

After knowing the students' main problems while writing; now we need to know why they commit such kinds of mistakes or what their main sources of errors are. Our investigation shows that the number one main source of students' errors is the lack of reading with a percentage of 45% and this seems extremely right because good

writers need to be good readers in the first place. The second main source of EFL students' errors is the lack of motivation; I think that all the suggested sources of errors are related to motivation because being a good reader or avoiding negative transfer need a desire and a strong eager to know more and reach perfectness. The third place which takes the percentage of 10% shared by (a+c), a represents motivation and refers to language transfer, an equal percentage was given to all the mentioned mistakes together.. The last percentage 05% goes to language transfer, and go The fifth question was about the students' sources of problems in writing and we gave them some suggestions which are: lack of motivation, lack of reading, and language transfer from Arabic to English/French to English. Two students have chosen all of the suggested sources, two students also have chosen lack of motivation and lack of reading, five students have chosen lack of motivation, and only one student has chosen negative transfer. Nine of the students have chosen lack of reading. All the mentioned students have provided us with no justifications. es to also (b+c), b means lack of reading and c means language transfer.

Q6: Are you motivated to write?

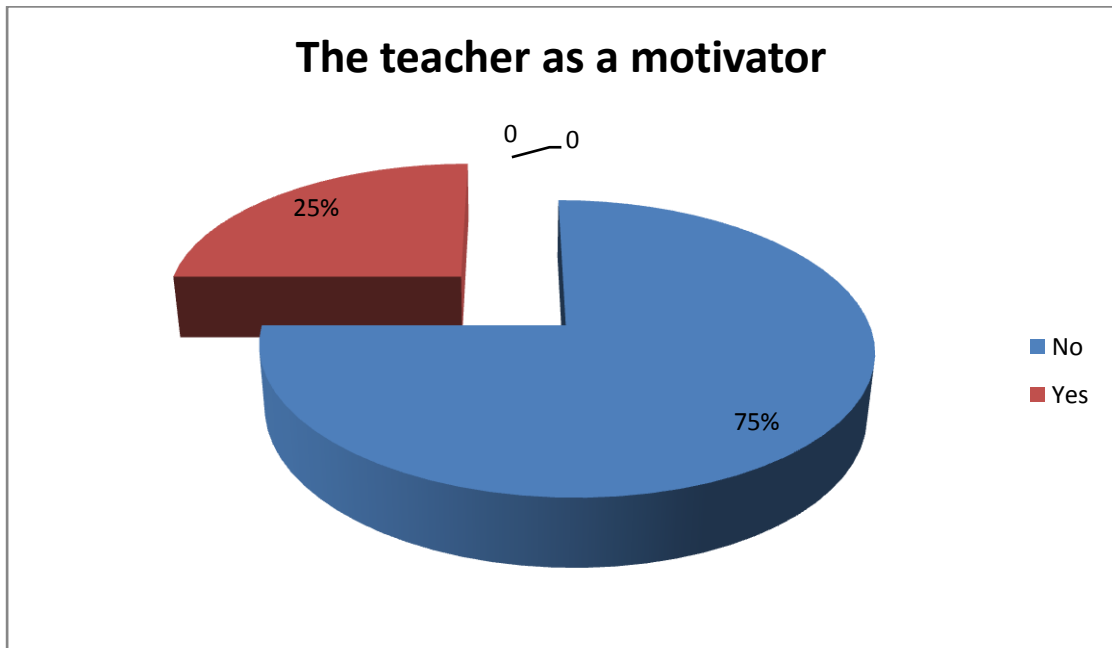


Graph02.10: Students' motivation to write

The above graph shows the percentage of students' desire to write. Although their awareness about the crucial part of writing, 65% of the students are not motivated to write this maybe because of their weaknesses in the mentioned skill, from the other side only 35% of the students are motivated to write . I think that the problem of motivation is due to the level, those whose level is good they like to write while those who have a poor level they prefer to avoid such skill, also the teacher can play a negative role when he demotivate his students to write.

The sixth question was about students' motivation to write, thirteen students said 'no' and only three of them has justified their responses, the first justification said that I am not motivated to write because I know that ideas will take forever to come, another justification said that he / she prefer to practice the language by speaking it, and the last one said that he / she find difficulty while writing because he / she do not have enough background about the subject. From the other angle, only seven students said that they are motivated to write, their reasons differ, for example, the first students justified his opinion by saying that he enjoys writing a lot and this case is rarely exist, the second justification said that his / her mother speaks English very well, so she always provides him with vocabulary which helps him to write well, the third student said that writing is the most important skill, so we have to be motivated towards it, moving swiftly to the fourth justification which is similar to the third one in which the student said that each student need to master writing and this latter cannot happen without a big amount of motivation. To make things clear we should say that the rest of 'the yeses' have been done without justification.

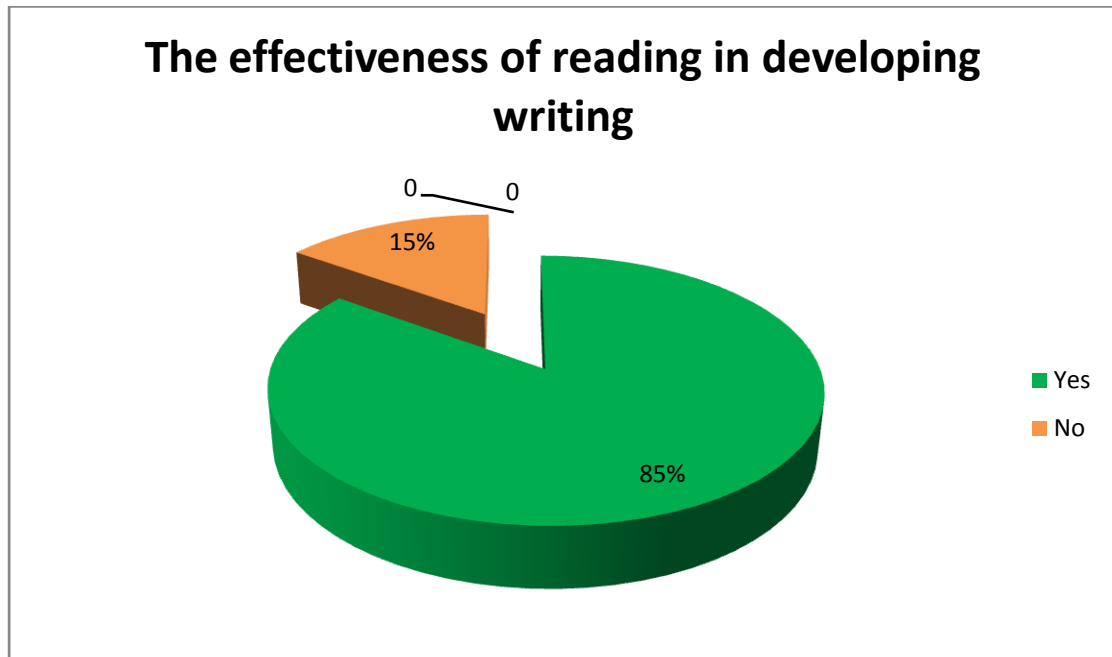
Q7: Does your teacher motivate you to write?



Graph 02.11: The teacher as a motivator

Why students are not motivated to write? In a trial to answer this question, we have asked EFL students if their teacher motivates them to writing, the majority of students' responses were negative with a percentage of 75%, this means that according to the students, teachers do not play their roles as they should do. From another angle 25% see that teachers are doing their job in a good way.

Q8: Do you think that reading is effective to develop writing?



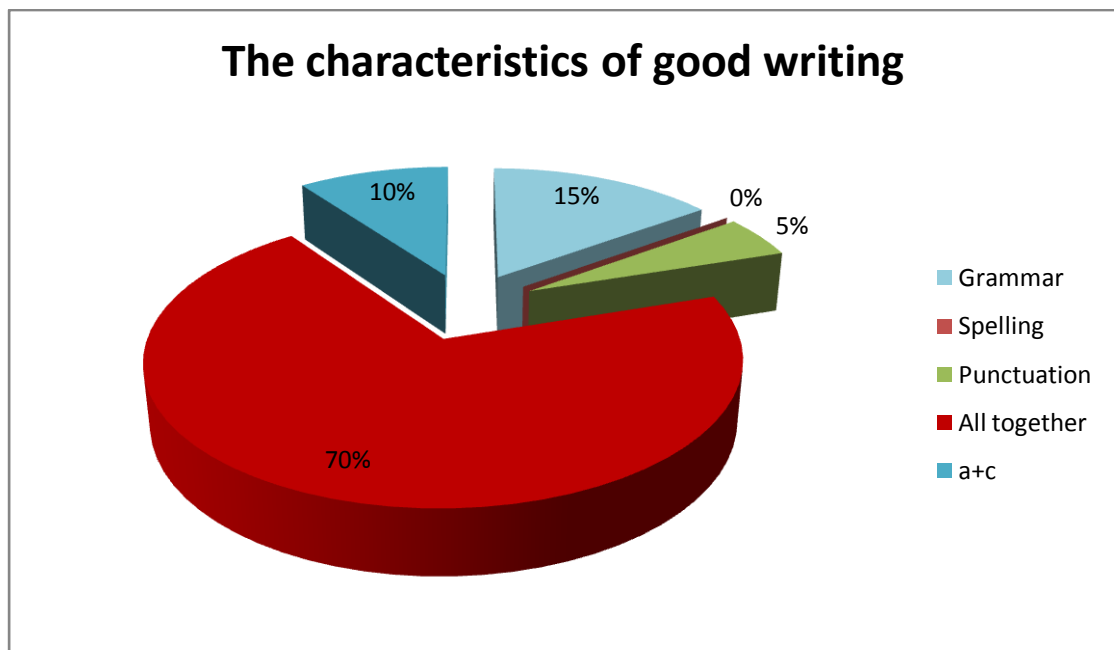
Graph 02.12: The effectiveness of reading in developing writing

As it is shown in the graph, the responses to our question are extremely logical because 85% of the students see that reading is important to develop writing and this is absolutely true since the former helps the writer to develop his skills and provides him with language fortune, What was unexpected is the 15% of those who said that reading cannot develop writing, I think that this category did not take the question in a serious way.

The eighth question is divided into two parts; the first part is closed question through which we asked students if they think if reading is effective to develop writing, three students said 'no' while seventeen students said 'yes', seven of them gave us justifications, the first justification is that reading is an important aspect to improve your writing because it provides you with vocabulary, the second one said that once you read, you get new words, structures, ideas, and styles, moving to the third one

which is near to the previous one, in the third justification it was said that reading improves students' styles in writing, another student said that the reading skill will help the students to achieve their writing skill through selecting and using the appropriate grammar and vocabulary. The fifth one said that reading expands the horizons of our thinking, develops our analytical skills, and ameliorates our writing skill. The sixth student said that reading gives us new words which we can use in our works, and finally the seventh through which the student said that reading is the source of knowledge whether in speaking, writing, or even listening.

Q9: According to you, a perfect writing is based on:



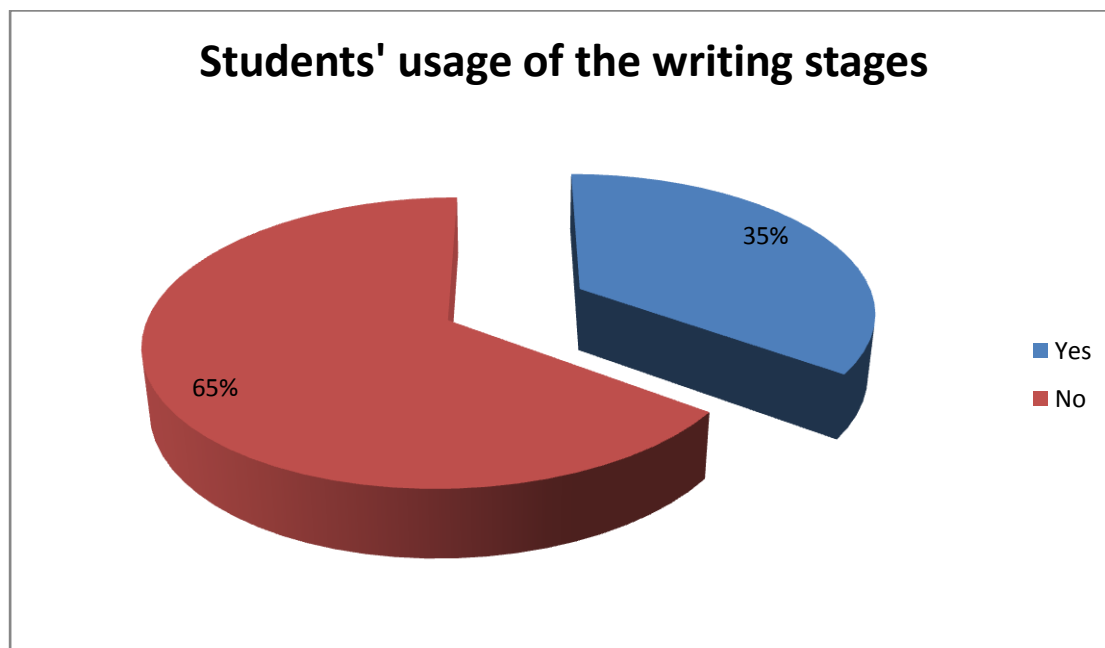
Graph 02.13: The characteristics of good writing

This graph shows the percentages of students' responses when we asked them about the most important thing that should exist in any writing; the suggested responses are (grammar, spelling, and punctuation). Students' main interest was on the three together with a percentage of 70%, I agree with this because good writing is based on all of these not only one of them. The second place goes to grammar with a

percentage of 15%. The third place goes to (a+c) grammar and punctuation with a percentage of 10%, and finally comes punctuation with 05%.

In the ninth question, we asked the students about the perfect piece of writing in their opinion and we gave them those suggestions (correct grammar, correct spelling, and a good use of punctuation.), fourteen of the students have chosen all of the mentioned suggestions, two of them have chosen correct grammar and punctuation, three of them have chosen correct grammar and finally one of them has chosen punctuation. In this question we did not ask them for justifications, we asked them to add other elements related to good work if they think that the mentioned ones are not enough, a student said that good writing needs also a large amount of ideas and a reach content, another student his answer was almost the same, the third student said that good writing requires good style, moving to the fourth student who said that good writing needs using formal style and good information, the fifth one said that writing needs the mastery of vocabulary, the last student said that good writing means a good style, a good transition of ideas. You can clearly distinguish the writer's voice.

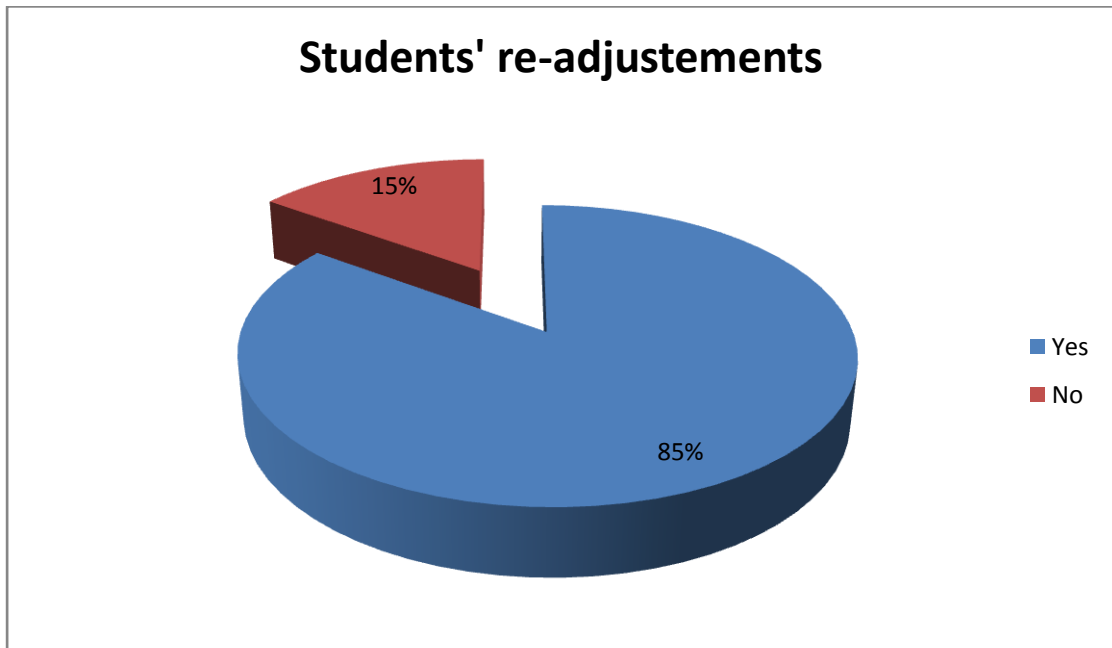
Q10: When you write, do you use the writing stages?



Graph 02.14: Students' usage of the writing stages

The above graph shows students' attitudes towards writing stages which are considered to be an important part to reach a perfect piece of writing, what was surprising for me is that the majority of EFL students do not care about those stages, their percentage is 65%, so I think it is something normal that their level in writing is still poor . From the other side,35% said that the writing stages are important for them.

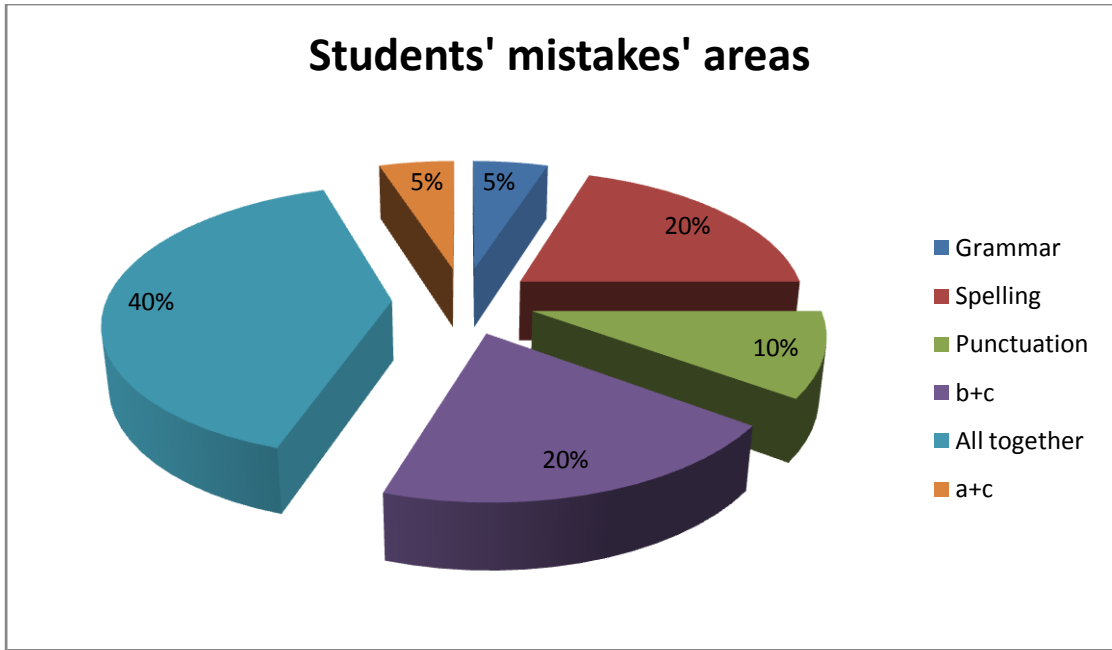
Q11: When revising your writing, do you make any changes?



Graph 02.15: Students re-adjustments

When we asked our students about revising and if they use it, it was expected that the majority of them will say 'yes' with a percentage of 85% , who said 'no' their percentage was 15%.

If yes, at what level do you make them?

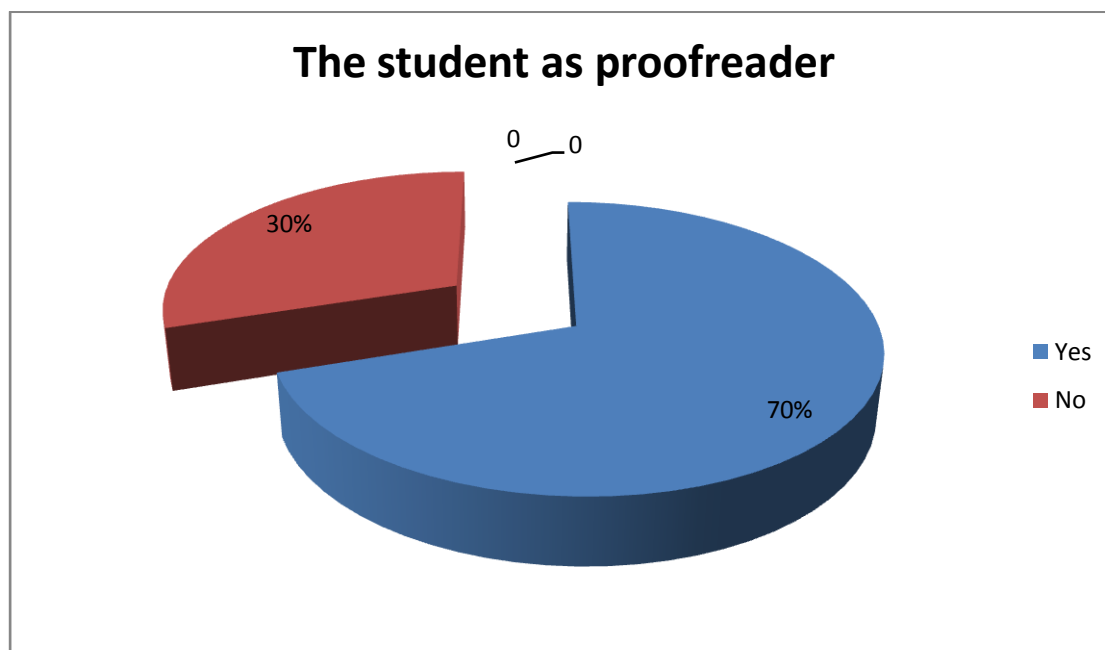


Graph 02.16: Students' mistakes areas

The previous question leads us to ask about the main elements which students' correct while revising, 40% of the students responses was directed to all the three elements together (grammar, spelling, and punctuation), this shows how much their level is still poor, a percentage of 20% was given to spelling and spelling + punctuation (b+c). Punctuation comes in the third place with 10%. Finally an equal percentage of 05% was given to grammar, and grammar + punctuation (a+c).

Section two: The proofreading stage

Q1: Do you proofread your writing?

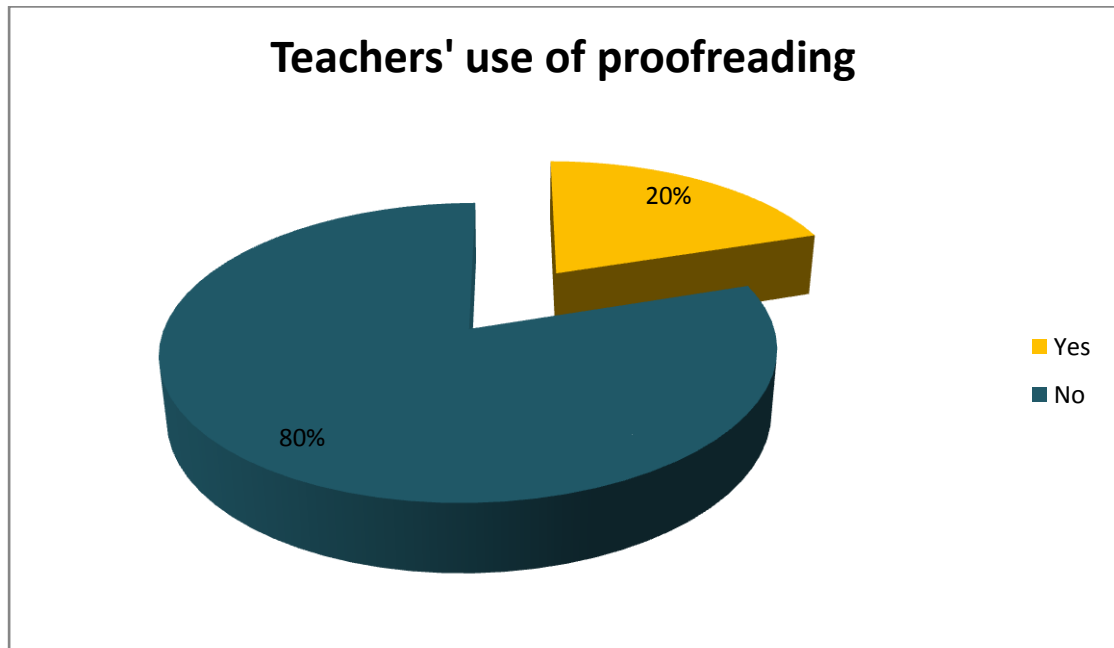


Graph 02.17: The student as a proofreader

Proofreading is the final and the most important stage of writing, and that's why we asked EFL students if they care about and if they use it, most of the students answered with 'yes', their percentage was 70% while a percentage of 30% shows that proofreading does not take a part of the writing process.

The second part of the question was if you said no, explain why? 30% of students said no, they are 14 students, to make things clear the majority of them did not justify their answer (11 students) and only (03) gave us explanations, the first student said that he do not know how to apply proofreading in his paper since this is the first time he heard this term, the second student justified his answer by saying that he / she do not think that proofreading is needed, and finally the third answer was that he / she do not care about writing at all.

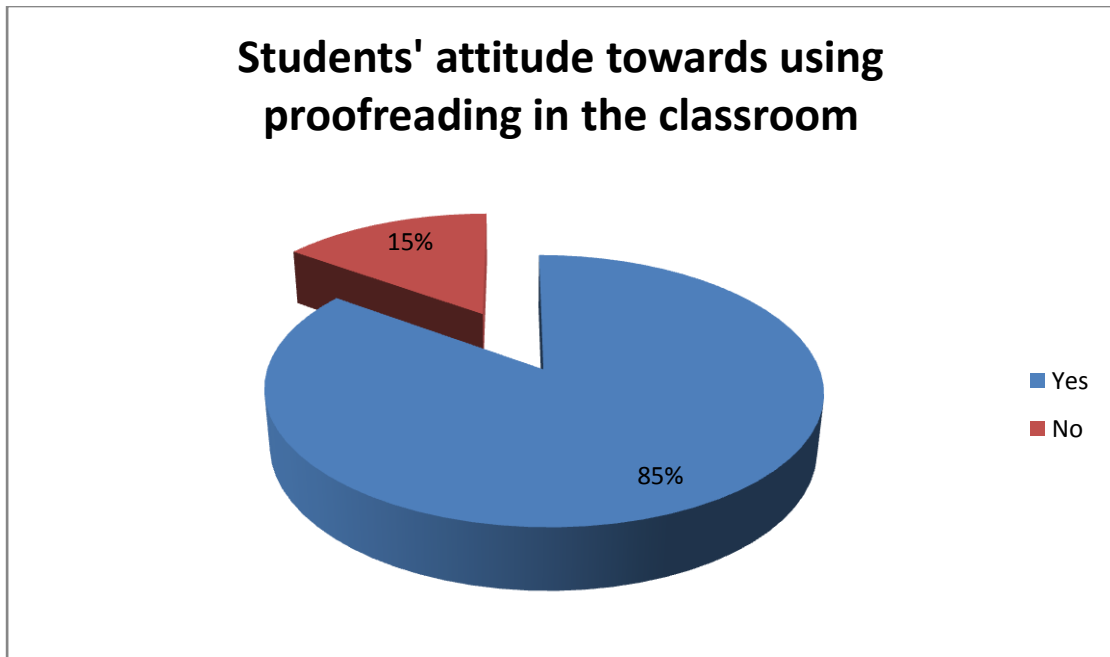
Q2: Does your teacher use proofreading in the classroom?



Graph 2.18: Teachers' use of proofreading

Students' awareness about proofreading is the teachers' responsibility in the first place, in a trial to know the role of the teacher from this angle we asked the students if their teachers use proofreading in the classroom, almost all the students said 'no' with a percentage of 80%, if teachers do not proofread their students writing how this latter can discover and eliminate their weaknesses, teachers should support students with giddiness. From another angle, 20% of students said that EFL teachers are doing their job in a perfect way.

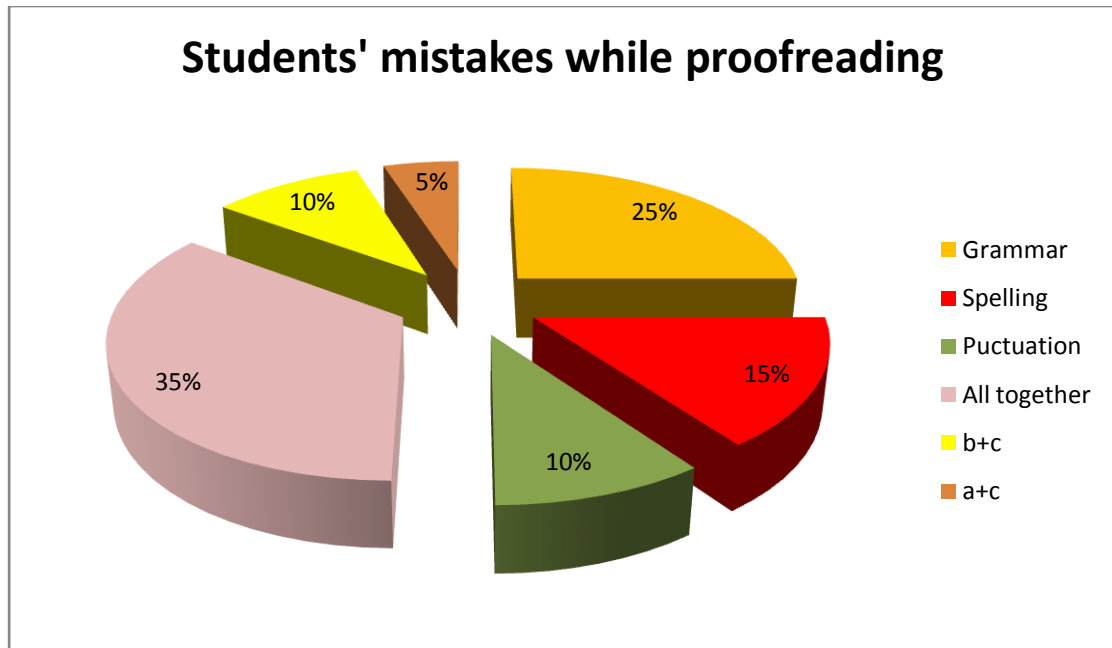
Q3: Do you think that proofreading should be given more importance in the classroom by the teacher?



Graph 2.19: Students' attitude towards using proofreading in the classroom

A huge number of students said that their teachers do not use proofreading in the classroom but what about the students' opinion about proofreading, do they think it should be used in the classroom? To answer this question we have asked students if they think that proofreading should be used in the classroom, the responses were positive, 85% of the students think that proofreading should be used in the classroom, while 15% see the contrary and I think they did not answer the question with the needed care.

Q4: When you proofread your production, what kinds of mistakes you find a lot?



Graph 2.20 : Students’ mistakes while proofreading

After we knew that EFL students use proofreading, we want now at what level they make re-adjustments (grammar, spelling, or punctuation). The majority of students have chosen all the suggested levels together with a percentage of 35%, this grammar mistakes with a percentage of 25%, misspelling in the third place with 15%. Moving to the fourth place, which goes to the misuse of punctuation and goes also to misspelling + misuse of punctuation (b+c). Finally comes grammar + punctuation with 05%.

Some students’ add their own suggestions, we have two students who said the lack of ideas is their main problem, and one student focuses on vocabulary.

2.2 Discussion of the results

When it comes to the discussion of the results, many issues related to the analysis of the questionnaire should be mentioned.

To support our research hypothesis, and to give more reliability to it, we have designed a questionnaire for Master one students at Mohammed khider Biskra .After getting the needed data and analyzing them, we observed that the majority of students neglected, they just keep it empty.

Our research questionnaire includes twenty questions, through analyzing these questions; we noticed that most are aware about the importance of writing but they prefer to avoid it since it is difficult to transmit the intended message.

Actually, most of students' answers were expected especially when we asked them about their weaknesses in writing and we gave them suggestions about spelling, grammar, and punctuation; most of the students have chosen grammar mistakes.

When it comes to students' level in writing, most of the students consider their level as average, some of them as weak and others as high. After knowing the students' weaknesses in writing, we tried to know their weaknesses sources through giving them suggestions which are the lack of reading, the lack of motivation, the interlanguage, most of them have chosen the lack of reading as their main cause of poor writing productions.

During the third section which took proofreading as its main concern, the majority of students agree the importance of proofreading, but their answers shows their teachers do not use proofreading in the classroom.

Chapter three

Chapter three

The analysis of the T-test

3.1 Students' T-test

3.2 The description of the T-test

Participants have been given a task of correcting several mistakes in a small paragraph, the test has been made to evaluate the students' level in writing before and after the treatment.

3.3 Administration of the T-test

This T-test has been done in two sessions with twenty students in a classroom, we did not face any kind of problems during the two sessions, and our only problem was the lack of time.

3.4 Analysis of the T-test

We aim at testing the students' writing achievement through proofreading through a paired T-test. To let this work see the light, we dealt with twenty students before and after the treatment. Does proofreading do anything? Use alpha 0.05.

Through this T-test we gave Master one students a small paragraph to be corrected, this paragraph is full of mistakes which are related to grammar, spelling, punctuation, word order, and plural's'. The number of mistakes in grammar are eleven, in spelling are seven, in punctuation are two, in word order are one, and finally in plural's' are three mistakes. The aim from this T-test is to know the students' level of writing and awareness and this can be noticed through their strong observation of the mistakes which were done in purpose.

Students	Grammar	Spelling	Punctuation	Word order	Plural's'	Total
1	07	05	00	01	03	16
2	10	05	02	01	03	21
3	07	07	01	01	02	18
4	09	06	00	01	03	19
5	08	04	01	01	02	16
6	09	07	02	01	02	21
7	10	06	02	01	02	21
8	06	03	00	01	01	11
9	05	04	01	01	02	13
10	09	05	02	01	02	19
11	10	06	02	01	02	21
12	06	04	01	01	01	13
13	10	06	02	01	02	21
14	07	06	02	01	03	19
15	08	04	01	01	02	16
16	05	05	02	01	01	14
17	08	07	02	01	03	21
18	09	04	02	01	02	18
19	07	05	02	01	02	17
20	05	05	02	01	02	16

Table3.1: Students' results after the Pre-test

Students	Grammar	Spelling	Punctuation	Word order	Plural 's'	Total
1	06	01	00	01	02	10
2	10	05	01	01	03	20
3	07	07	01	01	01	17
4	09	06	00	01	02	18
5	08	04	01	01	02	16
6	07	06	00	01	01	15
7	09	06	01	01	02	19
8	06	03	00	01	01	11
9	05	04	01	01	02	13
10	08	05	02	01	02	18
11	10	06	02	01	02	21
12	06	04	01	01	00	12
13	09	06	02	01	02	20
14	06	05	02	01	00	14
15	08	04	01	01	02	16
16	05	05	02	01	01	14
17	07	07	02	01	02	19
18	07	04	02	01	02	16
19	07	05	02	01	02	17
20	05	06	02	01	00	14

Students	Pre-test	Post-test
1	16	10
2	21	20
3	18	17
4	19	18
5	16	16
6	21	15
7	21	19
8	11	11
9	13	13
10	19	18
11	21	21
12	13	12
13	21	20
14	19	14
15	16	16
16	14	14
17	21	19
18	18	16
19	17	17
20	16	14

Table3.3: Students' scores in the pre-test and post-test

To start analyzing our T-test, we have to follow the following steps:

1. Define Null and Alternative hypothesis

$H_0 = M \text{ before} = M \text{ after}$

H_1 (non-directional hypothesis) = $M \text{ before} \neq M \text{ after}$ or $H_1 = M \text{ before} - M \text{ after} \neq 0$

H_1 (directional hypothesis) = $H_1 = M \text{ before} > M \text{ after}$ or $H_1 = M \text{ before} < M \text{ after}$

2. State alpha

$\alpha = 0.05$

3. Calculate degrees of freedom

Because we are working with paired sample and different scores, we need to know the number of differences, in our case there are twenty differences. To calculate the degrees of freedom we have to minus one restriction from the number of pairs.

$df = N - 1$

$df = 20 - 1 = 19$

4. State the critical value

To state the critical value, three things should be used (degrees of freedom 'df', alpha ' α ', and the t table). The degrees of freedom is N-1 which means 20-1=19. Moving to alpha which equals 0.05 ($\alpha = 0.05$). Now to state the critical value, we should look at the t table, to look at 0.05 and 19, we will find the critical value which

equals 2.093.

The critical value = 2.093.

5. Calculate the t statistic

To calculate t, we have to find the mean difference, to know this latter, we have to calculate the difference. The difference is : Pre-test – Post-test, for example, the Pre-test mark is 15 and the Post test mark is 13, what we are going to do now is to minus 15 from 13, we will get 2. $15-13=02$, so the difference is 02. Now let us interpret the rule into numbers.

Students	Pre-test	Post-test	Difference
1	16	10	6
2	21	20	1
3	18	17	1
4	19	18	1
5	16	16	0
6	21	15	6
7	21	19	2
8	11	11	0
9	13	13	0
10	19	18	1
11	21	21	0
12	13	12	1
13	21	20	1

14	19	14	5
15	16	16	0
16	14	14	0
17	21	19	2
18	18	16	2
19	17	17	0
20	16	14	2

Table3.3: The calculation of the difference

Now after finding the difference, we are going to find the mean difference, to calculate this we only need the difference which is mentioned in the above table. The mean difference equals all the differences together under their number.

The mean difference = $6+1+1+1+0+6+2+0+0+1+0+1+1+5+0+0+2+2+0+2=31/20=1.55$.

So, the mean difference = 1.55

To calculate the t statistic, we need also to calculate the standard deviation.

The standard deviation = 1.93

After knowing both the mean difference and the standard deviation, now we can easily calculate the t statistic. The t statistic equals the difference mean / the standard deviation / the root of n (the number of sample or differences). Let us interpret the mentioned rule into numbers, so:

The t statistic = $1.55 / 1.93 / \sqrt{20} = 3.59$

$$t = 3.59$$

7. State our results

If the t statistic is less than -2.093 or greater than 2.093, the null hypothesis will be rejected. Let us check the t statistic in order to judge the null hypothesis, we can notice that the t statistic 3.59 is greater than the critical value 2.093, from this we can understand that the null hypothesis is rejected, in other words proofreading has a positive effect on students' writings.

Result: reject H0.

3.5 Discussion of the T-test analysis

Through this T-test which was designed to Master one EFL students at Mohammed Khider Biskra University, we observed that the majority of students have catastrophic mistakes and errors while writing. Although their contributions and attempts to correct the suggested task, some of the students' find it difficult to rewrite the paragraph again and they just wrote "I have nothing to add", they are two students, what amazed us is that some students committed mistakes specially spelling ones, we've asked them to correct the wrong things, the majority did not and they committed other mistakes which were not in the original paragraph, let us give an example of one student who wrote "which" without "h" "wich", at the beginning we thought he/she forgot it, but when we read his/her second version of the paragraph,

our fears are confirmed, she/he really does not know how to write “which”

To be honest, some papers we could not even read because of the bad hand writing. Within this paragraph, there is a grammatical intended mistake “were are”, we thought that it is obvious that one of the tenses should be omitted, we were shocked that some students keep the structure as it is.

General conclusion

Through our research we tried to highlight the importance of proofreading in eliminating EFL students writing errors and mistakes and prove our hypothesis that proofreading can improve students' level in writing. To make this research see the light, we have designed three chapters; two theoretical which supported by a practical chapter.

In the first chapter, we tackled with the writing process its definitions; we have talked about its importance of writing, we have dealt with the main approaches to teaching writing, and the most important point that we tried to focus on is students' common mistakes and errors in writing as well as we gave an importance to the sources of students' errors. Let us now not to forget the importance of the writing stages, we have talked also about EFL writing. During this chapter we have talked about writing and other skills like reading and speaking, we have dealt also with teachers' responses towards students' writings.

In the second chapter we gave a special focus to the process of proofreading, its main definitions and the common confusing words and clichés, we have dealt also with the importance of proofreading and ways to proofread. Because of the confusion between proofreading, revising, and editing we were interested on showing the differences between them, we have dealt also with the spell checker and we have

talked about how this latter cannot correct all the students' mistakes, we have talked also about the relationship between proofreading, reading, and writing without forgetting the main ways to improve the proofreading skills and symbols.

The third chapter is the field work which is based on two research tools which are questionnaire and T-test for students. The results of the questionnaire show that students use proofreading but in inappropriate way while the analysis of the T-test shows that the level of students in writing improves when they take proofreading into consideration.

Recommendations

The research main concern was about proofreading and writing, through our work we tried to make the relationship between the former and the latter understood by both students and teachers. Proofreading plays a crucial role in eliminating students' mistakes such as grammar mistakes, spelling mistakes, and the misuse of punctuation. Related to our topic, certain recommendations should be given for further researches and studies, they are the following:

a- For students

- Students should focus more on proofreading since this latter it is the key of successful writing.
- Students should choose the best way to proofread their paper according to their needs.

b- For teacher

- Teachers should stop neglecting proofreading and try to enrich the students' level in writing through several exercises about proofreading.

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Students' questionnaire

Dear students,

Under the aim of submitting our dissertation which takes the theme of "the role of proofreading in eliminating EFL students writing errors" as its main concern, we were in need to design this questionnaire as a tool to give more reliability to our research, that's why dear students of third year LMD system you are asked to help us achieve our objective through giving us effective responses. Please remember by helping us, you will be helped in the future, so, try to give it your interest as much as you can. Please tick (✓) the appropriate box or write full statement when you are asked to. In advance, I would like to thank you for your cooperation.

Section one: personal information

1-In what group age are you?

- 19 – 25 ➤ 26 – 30 ➤ 31 – 41

2- Gender:

- Male ➤ Female

3-Being in the field of English, was it a personal choice?

- Yes ➤ No

Section two: Writing process

1-According to you, which skill is the most important one?

- Reading ➤ Listening
➤ Speaking ➤ Writing

Why?.....
.....

2-When it comes to writing, do you find it an interesting module to be taught?

- Yes ➤ No

In both
cases. Why?.....
.....

..

3-How do you evaluate your level in writing?

- Low ➤ Average ➤ High

4-Do you face some obstacles while writing?

- Yes ➤ No

If yes, what are they ?

- Grammar mistakes ➤ Spelling mistakes
➤ Punctuation

Others? Please
specify.....
.....

5-Your weaknesses in writing achievement are due to?

➤Lack of motivation ➤Lack of reading

➤Language transfer from Arabic to English / French to English

If others, specify
please.....
.....

6-Are you motivated to write?

➤Yes ➤No

If no, explain why?
.....
.....

7-Does your teacher motivate you to write?

➤Yes ➤No

8-Do you think that reading is effective to develop writing?

➤Yes ➤No

If you think it is yes, how?
.....
.....

9-According to you, a perfect writing is that which is based on:

➤Correct grammar Incorrect spelling
➤A good use of punctuation

Others, please
specify.....
.....

10-When you write, do you use the writing stages ? (pre-writing, drafting, editing, revising)

➤Yes ➤No

11-When revising your writing, do you make any changes?

➤Yes ➤No

If yes, at what level do you make them?

➤ Grammar ➤ Spelling ➤ Punctuation

Section two: Proofreading stage

1-Do you proofread your writing?

➤ Yes ➤ No

If no,
why?.....
.....

2-Does your teacher use proof reading in the classroom?

➤ Yes ➤ No

3-Do think that proofreading should be given more importance in the classroom by the teacher ?

➤ Yes ➤ No

4-When you proofread your production, what are the common mistakes you find a lot?

➤ Grammar ➤ Spelling ➤ Punctuation

If others, what are
they?.....
.....

5-Do you trust your spell checker?

➤ Yes ➤ No

If now,
why?.....
.....

6-How do you like to proofread?

➤ Alone ➤ With another person

Thank you

Mohammed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign languages

Division of English

Third Year Classes

Lecture: **Proofreading**

What is proofreading?

Proofreading means examining your text carefully to find and correct errors and mistakes related to spelling, punctuation, grammar, vocabulary, capitalization, style, and other kinds of errors. As Hacker (2009:30) writes, " Proofreading is a special kind of reading: a slow and methodical search for misspellings, typographical mistakes, and omitted words or word endings".

Example:

The following paragraph contains many errors in organization, grammar usage, and spelling.

My sister's home on Jefferson Street is terrably noisy. Every five minutes or so a monster jet takes off from the nearby airport and its screeching silences everyone until it passes overhead. So many people travel these days that its difficult to get tickets for certain flights. I'D like to go too Colorado for the summer. Then, too, there is the noise from the heavy traffic in front of the house. I wish they would get a new shopping center for this area. Last and worst, there is the noise from the bulldozing for the new apartment building project in back of my sisters house. You can believe it. My sisters home is a noisy place.

CORRECTED PARAGRAPH

My sister's home on Jefferson Street is terribly noisy. Every five minutes or so, a monster jet takes off from the nearby airport, and its screeching silences everyone until it has passed. Then, too, there is the noise from the bulldozing for the apartment complex in the back of her house. My sister's home is definitely a noisy place.

"Thank you for your attention"

المخلص

الهدف المنشود من هذه الدراسة هو التعريف ب واثبات أن تصحيح الطالب لكتاباتة يساهم بشكل فعال في تخفيض نسبة الأخطاء لديه. هذا البحث مبني على فرضية أن اهتمام الطلاب بالمرحلة الأخيرة من الكتابة ألا وهي التصحيح والتمعن في النقائص المحيطة بالعمل سيحد من نسبة الأخطاء التي تؤثر بشكل سلبي على جودة هذا الأخير مما يعطي انطبعا سيئا لدى القارئ, لتدعيم الفرضية المذكورة أعلاه, قررنا تدعيم هذا البحث بأداتين فعاليتين للإحصاء ألا وهما استبيان و اختبار للطلبة. من خلال الإستبيان لاحظنا ان معظم الطلبة يلجؤون إلى تصحيح الأخطاء لكن بطريقة غير فعالة مما لا يساعد في تحسين مستواهم الدراسي كما أشارت الأغلبية الساحقة إلى اهتمام الأساتذة المتواضع بالمرحلة الأخيرة من الكتابة مما يفسر بدرجة كبيرة ضعف الطلبة الكتابي. الوسيلة الثانية المعتمدة في هذا البحث هي اختبار وجيز لطلبة السنة أولى ماستر, المطلوب منهم من خلال هذا الإختبار هو مراجعة فقرة وجيزة مليئة بأنواع مختلفة من الأخطاء ومحاولة تصحيحها ثم تأتي المرحلة الثانية التي من خلالها يتم اعطاء شرح مبسط عن المرحلة الأخيرة للكتابة وكيفية توظيفها بطريقة صحيحة و فعالة وأخيرا مرحلة إعادة كتابة نفس الفقرة لرؤية مدى استفادة الطلبة من الشرح. بعد جمع النتائج المطلوبة, لاحظنا التأثير الإيجابي للتصحيح على كتابات الطالب حيث انها ساهمت بشكل كبير في تحسين مستوى الطالب.