People's Democratic République of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Section of English

The Effect of Unexplained Grammatical Errors on Students' Writing Performance

Case Study: second year students at secondary school Othman ben Affane -M'sila-

Dissertation submitted to the Department of Foreign Languages as partial fulfilment for the Master Degree in Sciences of Languages

Submitted by:

BARKAT Imane

Supervised by:

Mr, SLIMANI Said

Board of Examiners

- Dr, MEDOUR Moustaffa — Mohamed Khider University, Biskra
- Mr, SLIMANI Said — Mohamed Khider University, Biskra
- Mrs, AICHAOUI — Mohamed Khider University, Biskra

June 2016

Dedication

To my father and mother whose power, love, support

And trust have sustained me in my life, I really appreciate your standing

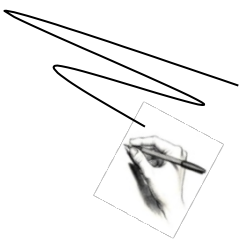
With me, because you are the source of encouragement and patience.

Also, to my husband who has been a great source of love, motivation and inspiration,

And to my Mother in law who always prays for me. To

my sisters and brothers, my friends and relatives.

I DEDICATE MY WORK.....



Acknowledgement

First of all, all thanks to allah for giving me power to finish this work.

I am sincerely grateful to my supervisor Mr. Slimani who has patiently read And corrected most of my errors, for his kindness, pieces of advice and guidance. I would like to thank the members of the jury: Dr Medour. and Mrs. Aichaoui for reading and evaluating this dissertation.

I also thank all the teachers of the department of English

Biskra University.

I also acknowledge the headmaster of secondary school Mr. Guenfoud Who Paved the way for me to start my experiment, for his help to remove all obstacles that faced me, and for all the teachers for their guidance.

I would like to thank my father, who suffered with me a lot , especially during my educational period.

Last but not least, my thanks go to the students who participated in the experiment of this work

Abstract

Many Algerian EFL learners find it difficult to write without making grammatical errors. Despite, grammatical errors is a major issue of concerns that need to be deeply treated. These errors are committed by students due to the lack of feedback. The purpose of this paper is to make every EFL teacher provide as much as effective and powerful feedback to fit the students' needs to become better and effective writers and to increase their critical thinking. Moreover, students' knowledge and vocabulary background become enriched due to the integration of other skills typically reading. To achieve this goal, a pre-test was done to 12 students of second year at Othmane Ben Affane secondary school of M'sila. After having been treated during eight sessions, a post-test was done to see the effect of the treatment which revealed not only an improvement in the experiment groups' writing abilities, but also grammatical errors in their written production reduced. The results can provide pedagogical implication for a well- explanation of student s' grammatical errors and providing them with the correction, and integrating other skills throughout practicing reading in teaching writing leads to better writing productions.

List of abbreviations

AL: applied linguistics

CA: Communicative Approach

EA: Error Analysis

EE: Error Evaluation

EFL: English as foreign language

ELT: English Language Teaching

FLL: Foreign Language Learner

SA: Structural Approach

TL: Target Language

UG: Universal Grammar

List of tables

N°		page
3.1	distribution of sample	38
3.2	The experiment group pre-test scores, and frequencies	46
3.3	The scores, mean, and standard deviation of the experiment group in the pre-test	48
3.4	The experiment group post-test scores, and frequencies	50
3.5	The Mean, Variance, and Standard Deviation of the experiment Group in the Post-test	51
3.6	Comparison of Pre-test and Post-test Achievement of experiment Group	53
3.7	Overall Pre-test/post-test difference of Experimental group	54
3.8	Experimental Group Scores Differences in grammatical errors when writing paragraph	56
3.9	calculation of the t-test value of experiment group	57

List of figures

N°		page
1.1	Effective feedback Gipps, 1994	14
2.1	White and Arndt's' process writing model	25
2.2	Elements of second language writing	27
2.3	Producing a piece of writing	32
3.1	distribution of sample	38
3.2	The experiment group pre-test scores, and frequencies	46
3.3	The experiment group post-test scores, and frequencies	50
3.4	Comparison of Pre-test and Post-test Achievement of experiment Group	53

Contents

Dedication I
Acknowledgment II
Abstract III
List of abbreviations IV
List of table V
List of figure VI
Contents VII
General Introduction 01

Chapter one: Grammatical Errors

Introduction 05
1.1. Error 05
1.1.1. Brief history of errors 05
1.1.2. Definitions of error 06
1.1.3. Classification of errors 07
1.1.4. Significance of errors 09
1.1.5. Source of errors 09
1.1.6. Error analysis 11
1.2. Feedback 12
1.2.1. Definition of feedback 12
1.2.2. Types of corrective feedback 14
1.2.3. Direct and indirect feedback 15
1.2.4. Positive and negative feedback 16
1.2.5. The effects of different types of corrective feedback on ESL students' writing 17
1.3. Teaching grammar 18
1.3.1. Definitions of grammar 18
1.3.2. The role of grammar in EFL instruction 20
1.3.3. Teaching grammar using different ways 21
1.3.4. The relevance between grammatical errors and writing 22
Conclusion 22

Chapter two: Writing

Introduction 23
2.1. Definitions of writing 23
2.2. The writing process and stages 24
2.3. Teaching the four skills together 26
2.4. Elements of second language writing (write a short intro) 27
2.5. Writing problems 28
2.5.1. Common writing problems 28
2.5.2. Causes of writing problems 29

2.6. The role of teacher in providing feedback on students' writing 30
2.7. Features of effective writing 31
2.8. Some current approaches to teaching writing 32
2.8.1. The creative writing approach 33
2.8.2. the productive approach 33
2.8.3. The process approach 34
2.8.4. The genre- based approach 35
2.8.5. The Grammar-Syntax-Organization Approach 36
Conclusion 36
Chapter three: The Implementation of the Experiment and Evaluation of Results and Findings
Introduction 37
3.1. Aim of the experiment 37
3.2. The population and the sample: 38
3.3. Procedures of the experiment 39
3.3.1. The pre-test 39
3.3.1.1. The aim of pre-test 39
3.3.1.2. Description of the pre- test 39
3.3.2. Treatment 40
3.3.3. The post-test 42
3.3.3.1. The aim of post-test 42
3.3.3.2. Description of post-test 43
3.4. Content of the experiment 43
3.5. Quantitative results of the experiment group (descriptive statistics) 46
3.5.1. Pre-test achievement 46
3.5.2. Summary of the pre-test 49
3.6. Experiment group achievement 49
3.6.1. Post-test 49
3.6.2. Summary of the post-test: 52
3.7. Comparative evaluation of achievement 52
3.7.1.Comparison of Pre-test and Post-test Achievement of the experiment Group 53
3.8. Hypothesis Testing 54
3.9. Interpretation 58
3.10. Summary of the quantitative 58
3.11. Recommendations for teachers and students 58
Conclusion 59
General conclusion 60
Bibliography 62
Appendices 65

General introduction

Many EFL learners find it difficult to write adequately without making grammatical errors. However, this problem occurred due to the poor feedback given by the teacher, and in order to get rid of this problem it is recommended to explain very well students' grammatical errors and providing them as much as effective feedback.

1. Aim of the study

The aim of this work is to investigate whether unexplained grammatical errors affect students' general achievement typically in their writing performance. It also seeks to shed light on the most committed types of grammatical errors, and tries to help EFL teachers to become familiar with the most common errors that EFL learners do while writing and make efforts to correct these errors. Because no one can deny the fact that correcting errors that the student make when they speak or write is one of the most difficult task in teaching a foreign language, but the results of correction will lead to improve the quality of learners' language. The object is to discover the effect of using new methods in teaching second year students at Othman Ben Affane secondary school -M'sila- in their writing performance.

2. Statement of the problem

English, like any other languages is based on grammatical rules, and naturally most EFL learners fall into errors. Correcting students' writing includes mainly correcting their grammatical errors, because writing is the most important and complex skill. Furthermore, grammatical errors have always been a main problem in teaching the English language, and teachers are responsible for correcting those errors in order to refrain them in the future, for that reason some teachers fail to explain those grammatical errors and avoid to correct them in the appropriate time, before they will grow up with them, and student can't get rid of them due to the lack of explanation by the teacher. Eventually, they will affect their performance, typically in their writing.

Despite the attention given to writing as an important skill in English language classes, the Algerian students still make errors in grammar when writing, they find it difficult to master all the aspects of writing and to produce an adequate piece of writing, since they suffer from mother tongue interference, and when they come to translate them into English, unseccusefull translation appears in form of errors specially grammatical one. But this issue and gap needs to be fully solved to reach better results in the future, and to minimize the amount of those errors. The solution will be realized by providing the students with the appropriate feedback and comprehensible instructional technique by using certain new

techniques or instruments that facilitate teaching a foreign language. And to increase students' self-competence to develop their writing skills.

Moreover, some errors are common to the value that are made and repeated by a large number of learners, due to the lack of explanation by the teachers. In this case, repeating the explanation will solve the problem; otherwise, the problem will increase and grow up. Fortunately, some errors are made by a limited number of learners due to the lack of attention or losing focus during the explanation, in this case, not all students repeat the same error but each one commits a different error. Here, it needs a direct and appropriate action by the teacher.

3. Research questions

This study aims at answering most of the following questions:

1. what are the most adequate feedback teachers should provide students with?
2. what are the most common grammatical errors committed by EFL students?
3. what are the most writing problems?
4. how unexplained grammatical errors do affects students' writing performance?

4. Research hypothesis

In this work the following hypothesis is going to be investigated:

If the grammatical errors are well explained, students' writing performance will be develop.

5. Research methodology

5.1. Research methods

The method that will be used is the experimental one. It is chosen because it will give the opportunity to investigate and test the issue by testing students themselves, and to reach the result which indicate whether well explained grammatical errors are effective or not. Since; neither questionnaires nor classroom observations will prove or neglect the hypothesis; the experimental method is the best way to find new techniques that detect our students' level.

5.2. Research tool

The tool will be used in the research is the written test. The sample will be a group of students from the whole classroom, represent the experimental group. The hypothesis will be applied on that group taught using the old method of the teacher. Before applying any procedure, a pre-test will be done to evaluate the students' level, after that they will go through a teaching period of 5 teaching lesson till they finish the unit. A post-test will be done in order to see the effect of the new method on their performance. In the pre-test students are asked to write a paragraph in a given topic, while in the post-test they are required to rewrite a paragraph on assigned topics and correct the errors according to what they have already learn. Finally, the results of both tests will be compared and analyzed.

5.3 Sample

The sample of the study is represented by students literary stream of second year in secondary school of Othman Ben Affane at M'sila; this stage is chosen because students are at sensitive stage, since they will pass the baccalaureate exam (BAC) next year, succeeding in this exam requires a good level in grammar to write a good essay. However, they will benefit from those errors later on in the university, or they will need the English language in their professional career.

6. Significance of the study

This study focuses mainly on the effects of unexplained grammatical errors on the students' writing performance. It is significant because learning is a process in which errors exist and must be corrected. Also it is a significant for both the teachers to be aware about teaching grammatical structures correctly, and for the students to be competent.

7. Structure of the dissertation

This work is divided into two parts: the first part is the theoretical part, while the second is practical one; two chapters represent the theoretical part. The first chapter will be devoted to grammatical errors. It consists of elements such as: the definition of error, its types, and its sources and significance. In addition, the term feedback is added in order to make a link between error and feedback. Furthermore the term grammar is mentioned, it includes subtitles such as: the definition of grammar, its importance in language teaching, and principles and approaches to grammar teaching.

The second chapter is entitled “writing performance” that clarifies the definition of writing, the writing process and its stages. Besides, some issues in writing and causes of writing problem will be discussed.

The third chapter is about data analysis. In the final chapter steps of the experiment were mentioned and each procedures will be explained and interpreted in details. The findings before and after the experiment will be analyzed and interpreted.

Finally, a general conclusion, some implementations and suggestions for further research are provided.

Chapter one:

Grammatical Errors

Introduction

Yang (2010) stated that as human beings, we are all bound to make mistakes and fall into errors. However, errors have been a main issue in teaching a foreign or second language. For a long time, researchers worked very hard in order to identify, categorize, and determine different views concerning errors. Indeed, it is a matter of teachers and students attitudes towards errors. Therefore, this chapter attempts to explore a short over view of errors, the definition of error, its types and sources, also it includes error analysis. The term feedback was added in order to make a relation between error and feedback. Moreover, this chapter is devoted to a part of grammar teaching, in which the definition of the term is mentioned, the role of grammar in EFL instruction. Furthermore, it endeavors to suggest some principles and approaches to grammar teaching. Last but not least, it highlights some current issues in grammar teaching and the relevance between grammatical errors and writing.

1.1 Error

1.1.1. Brief history of errors

Errors are related to the learning process since learning is a process in which errors occur. According to Inoue (n.d), before the 1960s and during the dominance of behavioristic school, there was strong agreement that learners' errors are something undesirable and considered them as a sign of mislearning. According to the behavioristic point of view, the reason behind making error lies in inadequate and deficient teaching methods, in which if it had been "perfect" they would never be committed. By the appearance of Universal Grammar (UG), concept proposed by Chomsky in 1965, he states that any human being has innate mental capacities that can guide him through a large number of sentence generation possibilities. While the structural approach (SA) avoided carefully errors and considered them as forbidden. In the communicative approach (CA) errors were tolerated, it viewed errors as a sign that indicates student development of the target language (TL).

Errors committed by foreign language learners (FLL) had a hard constraint, and criticized by many opposers until the emergence of current studies that accepted them and took them into consideration as a branch of applied linguistics. Error correction is the main interest of teachers; it has a noticeable place in English language teaching (ELT). The aim

of most instructors is to reach better level of their learners' achievement, which reflect and bend back their success in transmitting knowledge and explaining the intended material through the process of teaching.

1.1.2. Definition of error

Since the development of science and technology, numerous teaching techniques were developed. Therefore, student is still making errors and correcting them seems to be neglected and ignored by some teachers in the English classroom. Errors are problems that a native speaker would not do, whereas, errors are more occurring with foreign language learners. Errors of the second language learner have been defined from different perspectives.

Defining the term "error" was the interest of many scholars and still gains the same interest. Brown (1994:205) considers an error as: "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner". In addition Chaudron (quoted by Allwright and Bailey 1991:86) presented error definition in which he linked two main components that are the native speaker and the classroom situation. He stated that "errors are linguistic forms or content that differed from native speaker norms or facts, and any other behavior signaled by the teacher as a needing improvement".

Moreover, Corder (cited in Allwright and Bailey 1999:91) has defined error as regular patterns that are repeated by the learner and which differ from the target language. In contrast, the term mistake refers to the slips of the tongue, lapses of the memory, and other similar elements that can be corrected by the student himself. According to Jack and Richard(2002:184) "in the speech or writing of a second or foreign language learner the use of a linguistic item example: a word ,a grammatical item, a speech act….in a way which a fluent or native speaker of the language regards it as showing faulty or incomplete learning". However, Thornbury (2006:75) states that an error is instance of the language learner that does not conform to accept norms of usage, and which contributes to incomplete or faulty learning. These norms by which errors are judged are usually defined in terms of adult native speaker of Standard English (SE).

A distinction has been made by many scholars concerning errors and mistakes, but most of them have chosen the word error instead of mistake, since error is considered more

serious. James (1998:78) states the difference between mistake which is a fault that a learner is able to correct by himself, and error which s/he is not able to correct alone. According to Jack and Richards (2002:184) error is different from mistake, in which, the latter is made by the learner when writing and speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspects of performance, while the former results from incomplete knowledge.

Another distinction made by Norrish (1983:21). who stated that "errors are systematic deviation when a learner has not learnt something and consistently gets it wrong", that is to say that when a learner of English as a foreign or second language makes an error systematically, it is because s/he has not learnt the correct form. Whereas, a mistake is still named by Norrish as an "inconsistent deviation", which means that when a learner has been taught a certain correct form, and s/he uses one form sometimes and another later on quite inconstantly ,it is called mistake.

An important issue in language teaching and learning is the distinction between error feedback and error correction. Many researchers used the two terms interchangeably when perhaps they shouldn't be. For instance, Long (1996:455-467) is one among many researchers who distinguished between the two terms. He illustrated that error feedback is error detection, it is designed to promote correction, and it is not considered as really correction. While error correction tends to be the exact procedure of correcting error

1.1.3. Classification of errors

Errors seem to be one type but in fact, it is the opposite. They are divided into a different types depending on certain criteria in those different types of errors which have been classified.

James (1998:154) divided errors into four main categories that are: **1)** substance errors, **2)** discourse errors,**3)** grammatical errors, **4)** and lexical errors. The First type is the substance errors, which includes misspelling and mispronunciation at the productive level when speaking. The second type is the discourse errors; it includes errors in production such as: coherence, misunderstanding and pragmatic errors. The third type is the grammatical errors, which is the most common and committed by most foreign language learner (FLL), it is divided into two sub-categories: **a)** morphological errors, which are the failure in supplying any part of the word classes. On the other hand, **b)**Syntactic errors that

affect phrases, clauses, sentences and paragraphs in form of structure or cohesion. Finally, lexical errors, which involve inappropriate, direct translation from the mother tongue, or the use of incorrect lexical items.

Dulay et al (1982:146) states that the most useful and commonly used descriptive classification of errors is: linguistic category, comparative taxonomy, communicative effect taxonomy, and surface strategy taxonomy.

Linguistic category: it classifies errors according to either the language component or the specific linguistic constituent the error effects, which are: phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).example:“she putted the spoon there”: morphological error (the addition “ed” in irregular past tense), the correct form will be: she put the spoon there.

Comparative taxonomy: it is based on comparisons between second language and other type of constructions, such as comparing the language of Indonesian students’ errors to that errors made by the children acquiring English as the first language.

Communicative effects taxonomy: deals with errors from the perspective of their effects on the listener or reader, it distinguishes between errors which cause miscommunication and those that do not, under this category there are two types of errors: global errors and local errors. While the former affects overall sentence organization significantly that hinder communication, for example, “English language use many people”, instead of “many people use English”. The latter refers to errors that affect single elements (constituents) in a sentence and do not hinder communication significantly, for instance, “why do like we each other” Instead of saying: “why do we like each other”. Burt (1975:55-57) as well classifies errors into “local” and “global” types of errors. He insisted on the correction of global errors rather than the local one, since the former damage the meaning and break the communication. Moreover, he emphasizes on the importance of correcting high frequency errors that should be first corrected. Hence, the attention should be given to the repeated errors and correct them.

Surface strategy taxonomy: emphasize the ways surface structure is produced. The Learners may add, omit, and miss-order necessary items. Analyzing errors in this category is concerned with identifying cognitive process that highlights the learners’ reconstruction of the new language.

1.1.4. Significance of errors

Error analysists have focused on the crucial role and importance of second language learners' errors. According to Corder (cited in Ellis.2005:51), learner errors are significant in three ways: (1) they serve a pedagogical purpose by showing teachers what learners have learned and what they have not yet mastered; (2) they serve research purpose by providing evidence about how language is learned; and (3) they serve a learning purpose by acting as a devices by which learners can discover the rules of the target language (ie: by obtaining feedback on their errors). To illuminate (1), it will be necessary to conduct both an error analysis (EA) and an error evaluation (EE). However, (2) and (3) can be achieved by means of error analysis alone.

Many researchers have provided evidence emphasizing that learners' errors are effective means that improve grammatical accuracy, such as Carter (1997,p.35) who states that " knowing more about how grammar works is to understand more about how grammar is used and misused". That is to say that the learners need to recognize the significance of errors which occur in their writing, in order to grasp the nature of the errors made, which requires competent EFL teachers that are aware about their students' deficiency which faces them when writing.

1.1.5. Source of errors

Students commit errors when they write in a foreign language unconsciously, because they are not aware that they are doing so. Every EFL teacher should be well-versed in his students' source of errors and any missing element will be the source of those errors. Richards (2008:2-3) pointed out that learners fall into mistake when moving from the basic to intermediate to advanced levels in their language proficiency. He states that "inevitably, learners who have reached the upper-intermediate level will have somewhat different language use profiles and learning needs, but the following problems are often encountered:

1-there is a gap between receptive and productive competence: learners may have made considerable progress in listening comprehension and reading, but still feel inadequate when it comes to the speaking skills. Students remain silent during the first lesson, in the acquisition process known as "the silent period", in which the student tends to be receptive rather than being productive.

2- Fluency may have progressed at the expense of complexity: learners may take primary use of lower-level grammar, as well as vocabulary and communication strategies to express their meaning and they may not have acquired more sophisticated language patterns and usage characteristics of more advanced second-language users. In other word, student use simple structure and vocabulary rather than a complex one to convey meaning and communicate successfully.

3- Learners have a limited vocabulary range: vocabulary development has not progressed sufficiently. Learners tend to overuse lower-level vocabulary and fail to acquire more advanced vocabulary and usage. That is to say that unsuccessful use of new vocabulary made by the student especially in pronunciation and spelling.

4- Language production may be adequate but often lacks the characteristics of natural speech: learners' English may be fluent and grammatical but sounds too formal and too bookish. It means that students speak correct but do not speak in normal manner.

5- There are persistent, fossilized language errors: errors that are typical of lower-level learners reappear in certain circumstances despite the amount of time and effort devoted to correcting them. This source is out of the student control.

Brown (2000:224) argued that there are two main sources of errors, namely (1) interlingual errors and (2)intralingual errors. Interlingual errors are synonym to interference and transfer error and this transfer can be positive or negative, "interlingual" was coined by Selinker (1972) to refer to the mental grammar that a learner constructs at a specific stage in the learning process. Corder (1971) used the term "idiosyncratic dialect" to refer too much to the same construct. Likewise, Nemsers (1971) uses the term "approximative system". However, Richards (1985:146) defines the term interlingual error as "An error which results from language transfer, that is, which is caused by the learner active native language". It is the systematic knowledge of an L2 that is independent of both the learners' L1 and the target language. As far as he states that the term intralingual error is "One which results from faulty or partial learning of the target language, rather than from language transfer" (i.e. may be caused by the influence of one target language item upon another). According to Richards (1971:204-219), intralingual errors are also subdivided into four main types:

1- overgeneralization errors: the learner creates a deviant structure on the basic of other structures in the target language.
2- ignorance of the rule restriction: the learner applies rules to the context where they are not applicable.

3- incomplete application of rules: the learners fail to use a fully developed structure
4- false hypothesis: the learners do not fully understand a distinction in the target language.

1.1.6. Error analysis

Error analysis developed as a branch of applied linguistic (AL) in the 1960s. Perhaps, it has the longest history of all the methods for analyzing learners' language, it consists of a set of procedures for identifying, describing, and explaining learners' errors.

Many scholars in the field of error analysis stressed on the significance of second language learners' errors. According to Scott Thornburg (2006:76), error analysis is "A field of second language acquisition research that collects and explains errors, and, in this way offer insights into the internal process of language acquisition". However Crystal (1999:108) defines error analysis in language teaching and learning as the study of acceptable forms produced by some who are learning a language, especially a foreign language. This means that, it deals with the analysis of wrong item and structure, and bad language typically a foreign language.

According to Jack and Richard (2002:184-185) error analysis deals with the study analysis of the errors made by second language learners.Error analysis may be carried out in order to:

- identify strategies which learners use in language learning.
- try to identify the causes of learners' errors.
- obtain information on common difficulties in language learning, as aid to teaching or in the preparation of teaching material.

Error analysis is viewed by Corder (1967:161-170) as valuable information for three beneficiaries: for the teachers; since it indicates them on the progress of the student; for researchers, it provides evidence of how language is learned or acquired; and for learners, it gives them resources in order to learn.

Error analysis has its significance, but it also has its limitations. Too much interest on learners' errors is a problem in itself. Teachers tend to be distracted with observing errors while they should correct them, hence the objective will be marginalized. Another shortcoming in error analysis is the over streaming of data, because language comprehension has its importance as language production in foreign language teaching.

Finally, error analysis retains us too closely, and makes us focus on specific languages rather than interesting on universal aspect of language. These points do not neglect the importance of error analysis, since it is considered as a powerful tool or device to detect learners' errors.

1.2. Feedback

Feedback is considered as a powerful device that gives information for both teachers and their learners about the learning process. as Lyster and Ranta (1997: 40) have given a definition to feedback as the response to learners utterance that contains an error. Instructing students and providing feedback on their performance are probably the two most commonly conceived classroom functions of the teacher. Students' error should be corrected because they hinder the learning process, otherwise, students will not be able to use the language correctly. However, some teacher find that their student are repeating the same errors, as a result of unexplained errors by the previous instructors, and those errors have grows up with them and they can't get rid of them.

1.2.1.Definition of feedback

Feedback seems to be a natural and important part in instructional design. Major learning theories such as: cognitive theory and behavioral theory regard feedback as a crucial and great part in learning and teaching. Feedback that students receive from a source (teacher or peer or self), or a mixture of sources, gives them an idea about what is good, and what need to be improved so that they can use the feedback while revising the final products of their writing.

According to Jack & Richard (2002:199) the term feedback refers to any information that provides information on the result of behavior. For instance, in phonetics, feedback is both air and bone-conducted. However, they emphasized that feedback in teaching refers to comments or other information that the learners receive either form the teacher or other persons concerning their success on learning tasks.

Scott Thornbury (2006:79) defines the term feedback as: "the information, either immediate or delayed, that learners get on their performance. At least some of this feedback may have long-term effect on their knowledge of the language (their

competence)".This means, that it refers to the information that foreign language learner could have concerning the improvement on their performance and it also allows teachers to notice their progress.

Additionally, Harmer (2001:99) in his book entitled "the practice of English language teaching" states that feedback encompasses not only correcting students, but also offering them assessment of how well they have done, whether during a drill or after a longer period of language production exercise. Furthermore, he emphasized that the way teachers assess and correct students' errors will rely not only upon the type and the reason of mistakes being made, but also on the kind of activity the students are taking part in. Thus, teacher should not only focuses on correcting their students' errors, but also assessing the way to correct their own errors by involves all of them in the process of giving feedback.

Lightbown and Spada (1999:95) have defined corrective feedback as any sign on the part of the teacher to the learner to show that there is a mistake in his utterance. On the other hand, Brookhart and Susan (2008),giving feedback also help to enlighten the way in which the students are learning; it gives them the opportunity to see how successful they can be and correct their errors; feedback directs them to become conscious of what they do and how they do it. Moreover, they illustrate that giving feedback has two main objectives that help teachers to understand why giving proper feedback to students should be at the top of every repertoire, that are:

- help students to comprehend where their learning capacity is
- it will motivate and encourage them to have some energy over their own learning.

Another point discussed by Lynne (2001:238), is how making feedback is helpful to learners and improve their learning through assessment. It needs to be particular and detailed enough make a difference, and more important, it needs to be related to the target performance, which may be presented as a list of criteria, a rating scale, and comprehending toward which learner can move, to offer for learners the opportunity to observe what they are aiming at. Unlike, Gipps (1994, cited in Lynne, 2001:238) points out that "feedback should also help the learners to compare their current performance against the target performance and to close the gap between them". The process in which assessment and feedback can scaffold the learner to better learning is summarized below:

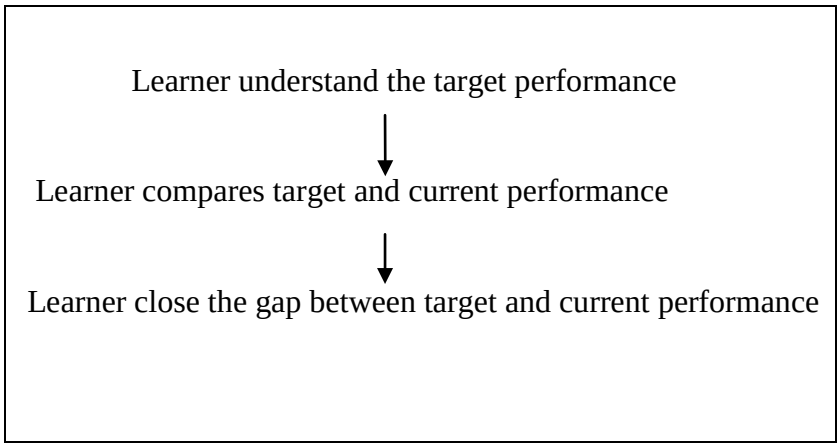


Figure1*: effective feedback Gipps, 1994 (cited in Lynne, 2001:238)*

The target performance could be modelled by the teachers, using aids (video/ audio aids) or by pupils who are at a higher level.

1.2.2.Types of corrective feedback

Teaching students and providing the appropriate feedback is the main interest of every EFL teacher. However, each teacher has his/her way of instruction and the way they give the different types of feedback according to the needs of their learners. They require different types of corrective feedback that are: metalinguistic clues, recast, elicitation, clarification request, explicit correction, and repetition.

The first type is metalinguistic clues, it include correcting the students' errors without providing the correct form. Rassaei et al (2006:60),define it as a little explicit in providing the learner with the type of error she/ he made. This means; the teacher plays the role of a guide and information producer and not as error corrector, the learner is the only one who works to detect and correct the error. Example: "do we say it like that". The second type is recast, it is the process in which the teacher implicitly reformulates the students' error, or provides the correction, without directly indicating that the students' utterance was incorrect. The third type is elicitation; the teacher directly elicits the correct form from the student by asking questions which require more than yes or no answer. The fourth type is clarification request; the teacher uses expressions to inform the student indirectly that his/her sentence is wrong, for instance "excuse me". The fifth type is explicit correction, in which a direct correction is given to the learner preceded by a direct indication that the student makes a mistake. The final type is repetition, the teacher repeats the student's error and adjusts intonation to draw the students' attention to it.

1.2.3. Direct and indirect feedback

There has been controversy as whether teachers should use direct or indirect feedback. Undoubtedly, correcting students' error by providing adequate direct or indirect feedback improve students' oral and written performance. However, one of the two approaches seems to be more favorable by some teachers and others won't, depends on its effectiveness on their students' progress.

On the one hand, direct feedback is a strategy of providing feedback to student to help them to correct their errors by providing the correct form of TL. Direct corrective feedback was regarded by Bitchener and Knoch (2008:411) as "the provision of the correct linguistic form or structure by the teacher to the student above or near the linguistic error". It may include striking out of superfluous word or phrase or morpheme, the insertion of a missing word or phrase or morpheme, or the provision of the correct form or structure. Another definition given by Ferris (2002:19), he defined direct feedback as one "when an instructor provide the correct linguistic form for student (word, morpheme, rewritten sentence, deleted word (s) or morpheme (s)". On the other hand, he stated that indirect feedback "occurs when the teacher indicates that an error has been made but leaves it to the student writer to solve the problem and correct the error". This means that the teacher announces that there is an error made, but it should be corrected by the student himself.

On the other hand, indirect feedback is a strategy used by the teacher to help students to correct their errors by indicating an error without providing the correction, which make students aware that an error exists without providing them the correction; in doing so, teachers can just provide them with clues and let students to engage in correcting the activity. Ferris and Robert (2001) suggested that indirect feedback takes two forms that are: underlining and coding (description) of error. They compare the two options by applying them on a group of student, and they found that this group did slightly better in revising their grammatical errors than receiving only underlining as the feedback. Unlike Ferris and Robert, Bitchner and knoch (2008:414) suggest that indirect feedback is that which indicates that in some way an error has been made. This may be provided in one of four ways: underlining or circling the error; recording in the margin the number of errors in a given line; or using a code to show where the error has occurred and what type of error it is.

As far as teacher prefers to use even direct or indirect feedback depends on its effectiveness and benefits. Over the year, an agreement has been advanced for both

procedures, those supporting indirect feedback suggest that it is the best approach, since it needs student to engage in guided learning and problem solving by activating their schema to promote the acquisition process, and Those who are more in favor of direct feedback suggest that it is more helpful to students, because it decrease and minimize the type of confusion that they may experience when they fail to understand or remember, also it provides them with adequate information to solve more complex errors.

1.2.4. Positive and negative feedback

Feedback is considered an inherent and crucial component in instructional design, including language learning and language teaching. The vital role of feedback on student learning is evident. However, two various ways in which feedback can be classified either positive or negative feedback.

Over the years, the most frequent distinction made between positive and negative feedback, for instance behaviorist inspired research has bring evidence that positive feedback is much more effective than the negative one in changing pupils' behavior. Additionally, Positive feedback increase students' engagement, self-confidence, engagement, and motivation which are beneficial for long term learning improvement. Furthermore, positive feedback has two principle missions: the first; to let student know what they performed correctly, the second; to increase motivation through praise. From Brookharts' point of view (2010:11) positive feedback is considered as positive reinforcement, while negative feedback is considered as punishment. Hence, teacher should be well-mannered and mitigate their feedback for developing L2 learners' competencies. In addition, they should be aware of the importance of providing effective feedback, during the course students' need feedback and comment but if feedback is negative, student will be demotivated and their ability to learn will go down.

Based on the previous points, teacher have to adjust their expectation and teaching method by giving positive feedback rather than the negative one, in order to suit the learners' level and increase their ability and motivate them to learn the target language successfully.

1.2.5. The effects of different types of corrective feedback on ESL students' writing

It is obvious that errors are integral part of the learning process; however they need to be corrected by teachers using different types of corrective feedback. Moreover, writing has been one of the most complex skills even in the first language; undoubtedly, it is more sophisticated to write in foreign language.

Providing feedback on L2 writing has been prominent during the last years as a result of Truscotts' debate about case against grammar correction in L2 writing classes in the 1996s, he emphasized that feedback in the form of grammatical error correction, is neither effective nor useful, he believed that error correction in not only ineffective in improving students writing but it is significantly harmful. In the 2007 he suggested that a fewer errors made by the student may be due to students avoiding correction by writing less or not writing certain correction. This view raises the debate among other researchers, in which they contradict Truscotts' point of view that crammer correction has no place in writing courses and it should be avoided and abandoned. Ryan (1997) states that feedback provided is effective and can alert students about their current writing skills and how the feedback can further develop their writing, also Bulter (1988) believes that self-confidence in writing and motivation is an important feature of feedback in the concept of active learning.

Another concern by Driscoll (2007) about the effect of feedback is that feedback serves two functions during the learning process. The first, feedback provides learners with information about the correctness of their performance. Second, feedback provides corrective information that can be used by the learners to modify their performance. This means that learners use information from feedback and store it in short-term and long-term memory. However, Carless (2006) confirms that students who receive feedback during the writing process have a clearer sense of how well they are performing and what they need to do to improve their performance. Furthermore, feedback may also modify and change students' behavior toward their work and direct their attention on the purpose of writing. Williams (2005) suggests, feedback in writing can stimulate explicit knowledge of student writers, he described explicit knowledge as the of language rules that student can articulate and provide reasons that certain rules should be applied. This means that student who receives feedback will restore to their prior knowledge and writing rules that they have already learned. From an analysis of study by Kepner (1991), Semke (1984), and Sheppard

(1992), they claim that error correction is harmful and useless because it wastes time and energy from the more productive aspects of a writing program.

Eventually, as the debate on the effectiveness of feedback on ESL student writing, a conclusive poll point seeks to examine this subject. Most of the studies state that feedback is powerful and effective device in improving student writing. In contrast, there have been controversies on it effectiveness on student writing. Recent studies have been conducted that attempt to fill the gaps which seen to have been over looked in the previous by Bitchner and others.

1.3. Teaching grammar

Teaching grammar is perhaps the starting point for raising a debate, because it is one of the most controversial issues in language teaching. In the 20th century Jespersen, like Boas, think that grammar teaching viewed as an essential part of language instruction, there was argument that if we knew the grammar rules of a given language, we would be able to use it for communication. This view was strongly criticized. During 1970s there was agreement that grammar teaching becomes less prominent and sometimes abandoned, it lies in the view that it is a collection of arbitrary rules, but in fact grammar is necessary to achieve communicative goals. In recent year, grammar started to regain its importance in the language curriculum and it can’t be ignored.

1.3.1. Definition of grammar

Many language authorities have different attitude to grammar and each one defined the term grammar according to his prescriptive poll point. When uttering the word grammar the first thing that comes to our minds is the rules of structure and forms that are possible in a language. According to the free encyclopedia, the history of grammar goes back to the ancient Greeks, who transformed it's from the art of writing and recognizing letters into a science of rules that govern the production of text. According to Valeika and Buitkeine (2003:07) the word grammar is derived from the Greek word “Grammatik” which is divided into two parts: “gram” means something written and “tike” means art, so grammar means the art of writing.

However, this term does not remain the same but it changed over time. In ancient Rome and Greek the term was used to describe the complete literary studies. In the middle age, the term was linked only to the study of the Latin language and grammar was prescriptive. Larry M. Lynch. In the 18th century, the difference between implicit and explicit grammar emerged. By the end of 19th century, grammar started to be regarded from different prescriptivism since the dominance of the scientific approach, descriptive grammar emerged to give systematic description to rules of the language

On the other hand, Jack and Richard (2002:230) define the term grammar as "a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language". Moreover, Andrew et al (2004:02-04) referred the term grammar to written sentences and texts grammar, that consists of the study of the syntax, word order, clause and phrase structure, parts of speech, and issues of cohesion and coherence. Ur (1980.p.4) in his book entitled "Grammar Practical Activities" states that" grammar is the way a language manipulates and combines words or bits of words in order to form longer units of meaning". It is the construction of sentences and building words in order to have a meaningful product.

Another definition given by Harmer (2001:12), who states that grammar of the language is the description of the rules through words that can be formed and then can change their meaning, in addition to the possible ways of their construction into sentences. Many writers such as El-Moutawa and kailani (1989); Harmer (2001); Thurunbory (1999); and Ur (1980) cited in (*Truscott :1996)* considered grammar as the study of syntax and morphology, like Radford (2004:02) who argued that grammar is divided into two interrelated areas that are: syntax and morphology. While the latter refers to the study of how smaller units are combined to form words. The former refers to the study of how sentences are build out of words. Unlike other researchers like Greenbaum and Nelson (2002) suggested that grammar refers only to syntax.

Traditionally, the view towards grammar has been nearly the same. Grammar is considered as rules to be ordered. However, during the last twentieth and thirteenth years as mentioned before, there has been a change in our view of grammar instruction. Arguably, it is regarded as skill practiced rather than knowledge to be studied. These raise the debate about the role of grammar in teaching FL.

1.3.2. The role of grammar in EFL instruction

The role of grammar in teaching FL learners has been the focus of many researchers for many years. Learning a foreign or second language provide us to use that language effectively. Grammar is often misunderstood in language teaching field, but nowadays it takes a central part.

Ur (1980) believes that “there is no doubt that knowledge- implicit or explicit of grammatical rules is essential for the mastery of a language”. Unlike, Michael Lewis who pointed out that “grammar is not the basic of language and the balance of linguistic research clearly invalidates any view to the contrary”.

Hedge (2000) states that many teachers gives grammar teaching their great attention in their classroom methodology, that makes grammar gains a great importance because of its vital role in classroom teaching. Moreover, Williams (2005) emphasizes that the effect of grammar is necessary for writing since it gives information about the form and function of the words.

According to Cook (1994), grammar has had a bad press for many years. To many people it is boring subject done at school that consists of “learning parts of speech and parsing the 15 types of adverbial clauses”. Moreover, he states that to language teacher it is associated with the despised use of “formal” grammar and the learning by heart of paradigms and rules with innumerable exception. Yet, originally the word “glamour” came from the same root as grammar; which means that the person who knew grammar was glamorous and could cast mysterious spells, but in recent times, grammar has been the most existing area of language, for what actually enables people to communicate, it is at the heart of the activity as well as at the heart of all human act such as: declaring war, writing love poem, advertising soap powder.

Also, Cook argued that it is clear that the role of grammar go beyond the sentence and the utterance level to affect the four skills. In the receptive skills (listening and reading) we cannot make the interrelationship between the part of the discourse if we have not had a basic grammatical knowledge. Whereas, in the productive skills (writing and speaking) producing comprehensible meaningful sentences and utterances and relating them depend to a large extent on grammar.

To conclude, the role of grammar has had a hard constraint. For many people they link the word “grammar” with the verb paradigms and rules about linguistic form, they

think that grammar is meaningless and neglected its role, whereas it is the opposite. It embodies the three concerns of form, meaning, and use.

1.3.3. Teaching grammar using different ways

Foreign language teaching is an interesting as well as a complex issue; it is described as both an art and a science. It is considered as an art because it relies on teachers' personal experience and abilities. At the same time, it assume a scientific connotation, since it must be based on durable facts to be developed and then though. This dichotomy represents the main problem that highlight which is best used by the teacher to teach grammar.

According to Ur (cited in Nunan,1991), he advocated a fairly traditional four stages-approach to the teaching of grammar items:

1- Presentation: making the structure salient through an input text in which the item appear.
2- Isolation and explanation: ensuring that students understand the various aspects of the structure under investigation.
3- Practice: getting student to absorb and master the language.
4- Test: getting learners to demonstrate mastery.

On the other hand, McKay (1987) in her book "Teaching Grammar"? she suggests that there are three different views on what means to "teach" grammar. The first view is that teaching grammar entails the formal explanation of grammar rules, which will makes learners end up knowing quite a lot about the language. The second view is that teaching grammar is basically a matter of providing learners with practice in mastering common grammar patterns through the process of analogy rather than explanation. The third view is that teaching grammar is a matter of giving student opportunity to use English in a variety of realistic situation, but the negative effect of this approach is that learners will not be able to provide explanation of the grammar rules of the target language (TL).

1.3.4. The relevance between grammatical errors and writing

Each language has its' own grammatical rules which are shared by people who speak the same language. However, they are able to communicate effectively since they know the grammatical systems which convey that language. Some students may be effective English speakers, but they need to become rather effective writers as well. They are in need to learn how they transform their oral background of grammatical concepts to written language.

In the early of 1960s, a research conducted by Braddock and others shows that grammar instruction that is separate from writing instruction does not improve students writing competence. That is to say that teachers should include the grammatical rules within the writing tasks and make students apply those rules when they write. In addition, Shaughnessy (1977) advocates four important grammatical concepts that are: 1) sentence, 2) inflection, 3) tense, and 4) agreement. She recommends that instructors encourage students to examine grammatical errors in their own writing. She also cautions teachers not to overemphasize grammatical terminology to determine students' ability to understand and apply these concepts, and publish a final correct written composition.

Grammatically correct texts include basic components such as grammar, spelling, and punctuation are easier to read, to get published, and sell to readers and vice versa a firm understanding of grammar also makes the writing process easier.

Conclusion

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

Chapter two:

Writing

Introduction

In our globalized world, communication across languages becomes more essential and very crucial. As a result, writing effectively in second or foreign language is highly considered as one of the four important macro skills for success. This chapter is a review of literature concerning the writing skill. It starts with various definitions of writing, its stages, teaching the four skills together, some writing problems and their causes. This is followed by the description of some current approaches to teaching writing.

2.1. Definitions of writing

Writing is a form of communication to express thoughts or feelings using several phrases. Also, it is one of the most challenging and complex issues in EFL instruction In order to assess this productive skill providing the definition first is the starting point for raising discussion. For David Crystal (1991:214) "writing is not a merely mechanical task, a simple matter of putting speech down on paper, it is an exploration in the use if graphic potential of the language –a creative process-an act of discovery". Taking into account the fact that writing is an act of discovery that leads the teacher to support their students to write about their personal experience and points of view to produce update and fresh pieces of writing.

On the other hand, Lado (2000:248) considered writing in a foreign language as " the ability to use structure, the lexical item, and their conventional representation in ordinary matter of fact of writing". Differently stated, writing is to use language and its' graphic representation productively in an ordinary writing situation. Therefore, learners have to master the graphic system of a given language containing different aspects such as: grammar and appropriate vocabulary related to the subject matter.

However, while Widdowson (2001) regards writing as the act of making up correct sentences and transmitting them through visual medium(s) as marks of paper, the meaning of writing does not stop on the boundaries and limitations of these graphic symbols or visual marks. Nevertheless, these symbols must be arranged and organized following certain rules to form words and sentences until we produce a text that actually communicates a message and express our feeling.

What is more, writing is not limited to express thoughts and feelings via written symbols, but as it is reported by Kate and Guy (2003:148) "writing is a process of

exploring ones' thoughts and learning from the act of writing itself from what thoughts are". Supporting the evidence that writing is a complex and difficult skill to be mastered by EFL students, Nunan (1999:36) pointed out that "writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously". It means that the writer has to take into consideration many characteristics like: vocabulary, grammar, punctuation, and spelling to produce coherent and meaningful paragraphs.

Moreover, writing is one of the macro-skills that need to be learned. It does not come naturally or spontaneously as it is stated by White (cited in Nunan 1996:36) "writing is not a natural activity", but it comes through cognitive effort and training instruction".

2.2. The writing process and stages

In the process of learning a foreign language, writing in itself is a difficult process. Learning to write is challenging because it requires the mastery of complex language skills, including vocabulary, grammar and spelling and the ability to construct and organize ideas.

The writing process contains various points that must be taken into consideration: (a) higher level skills for instance structure, organization, and content. Whereas, the (b) lower level includes: pronunciation, choice of appropriate vocabulary items, and grammar structures which are terms used by Richard and Renandya (2002). Moreover, the writing process considered to be a series of sequential steps that a writer follows using a plan. It starts with an idea and ends with a final product, but the writer should first think about what you are going to write before he/she starts to write.

Generally, it was suggested that the writing process follows three (3) to five (5) stages that are: 1) prewriting, 2) drafting, 3) revising, 4) editing, 5) publishing. These stages were differently interpreted by Gardner and Johnson (1997) who suggest that the writing process goes through eight (8) stages to produce the final product. So, all these stages are summarized as follows:

- Pre-writing (planning): students generate ideas for writing using brainstorming and reading literature.
- Rough draft: students write down their ideas on paper, without carrying too much on conventions.
- Re-read: students proofread their own work, for instance, by reading it aloud.

- Share with a peer and revise: students share and make suggestions for improvement, looking for better vocabulary and talking about how to modify the work and make it better.
- Revise: students write additions, imagery, and details using peer suggestions to improve and clarify some ambiguous things.
- Editing: students work together on editing for mechanics and spelling.
- Final draft: students produce their final copy.
- Publishing: students publish their own written production.

Comparing the two suggested steps with the previous one, Gardner and Johnson stages may be difficult to apply those series of steps from the part of students at first time since they may take a long time for organizing the final product. In other words, the writing process may also be hard and long, but it is a guaranteed way to success.

Unlike, White and Arndt (1991:5) who stressed that "writing is re-writing that revision-seeing with news eyes- has a central role to play in act of creating text". This model is an interrelated set of recursive stages that includes: drafting, constructing, reviewing, focusing, evaluating, and generating ideas. Their model can be represented diagrammatically as it is displayed in figure 2.1.

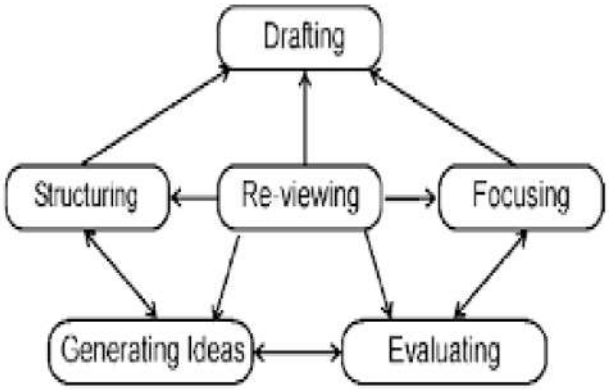


Figure 2.1: White and Arndt's' process writing model**.**

It is noticeable that White pays more attention to the topic, the purpose, and the audience which are the main elements for effective writing.

2.3. Teaching the four skills together

In reality, it makes a little sense to talk about language skills in isolation since they are related in real life. Both for speaking and listening comprehension are needed in a conversation, whereas in some contexts, reading or listening and taking note (writing) is likely to be almost used.

Widdowson (1978) was one of the first linguists who insisted on integrating the four language skills in instruction in order to raise learners' proficiency level. He emphasized that virtually all language uses take place in the form of discourse and in specific social context. Also, he notes that teaching language skills separately is probably more administratively convenient as in "divide and rules" (1978:44). In fact, language comprehension and production do not take place in discrete "units". Thus learners need to develop receptive and productive skills in both written and spoken discourse to attain proficiency.

Richards, Platt, and Weber (1988:144) define the teaching of integrated skills in the Longman Dictionary of Applied Linguistics as follows: " the teaching of language skills of reading, writing, speaking, and listening in conjunction with each other as when a lesson involves activities that relate listening and reading to speaking and writing"

Several principle models for integrating the teaching of two or more language skills, but these models vary in their complexity and in the types of skill that can be integrated. The simplest type of integrated teaching the language skill in the same language medium, either spoken, to include listening and speaking, or written includes writing and reading. However, more complex integrated curricula combine a range of language skills. For instance, teaching activities can bring together listening and reading input to promote and facilitate both speaking and writing. The approach of integrating skills together in teaching allows teachers to check students' progress in multiple skills at the same time, and to motivate students of all ages and backgrounds.

In order to integrate the language skills in EFL instruction, the teacher should take into consideration these steps:

- learn more about various ways to integrate language skills in the classroom
- choose instructional materials, textbooks, and technologies that promote the integration of the four skills, as well as, the associated skills of syntax, vocabulary, and so on.

- even if the course is labeled according to just one skill, teacher should remember that it is possible to integrate the other language skills through appropriate tasks.
- teach language learning strategies and emphasizes that a given strategy can often enhance performance in multiple skills.

Any teacher can integrate the language skills in order to strengthen the complex details of language teaching, and learning by careful reflection and planning of language courses or lessons so that learners can use English effectively in communication.

2.4. Elements of second language writing

Writing in second or foreign language based mainly on some specific elements that are necessary to produce a final piece of writing, these elements are summarized in the following figure, after it will be explained later on:

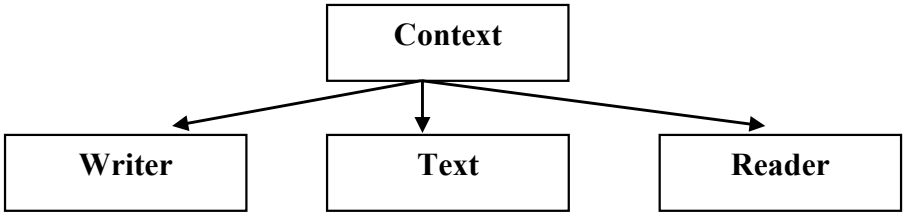


Figure 2.2: elements of second language writing. Tony Silver, (cited in Barbara Kroll, 1990:18).

Second language writing is characterized as a purposeful and contextualized communicative interaction, which involves both the construction and transmission of knowledge. According to the previous figure there are five (5) basic elements that need to be addressed that are

1- L2 writer: the person in terms of personal knowledge, attitudes, and characteristics; cultural; language proficiency….

2- L2 reader: perhaps the primary audience for academically oriented, college-level, English second language (ESL) writers.

3- L2 context: in terms of genre, aims, modes, discourse structure, syntax, lexis…

4- The text: for L2 writing (cultural, political, social, economic, and situational).

5- The interaction of these elements in a variety of authentic ESL setting.

As far as, writing is a task that contains elements that need to be complete and sustaining each other. These elements follow some logical steps in order to create a text, started by the writer who selects the appropriate context to create a good writing product which represents the text, and finally the final product will be addressed to the reader.

2.5. Writing problems

As far as learning a second or foreign language cannot be separated from creating errors even for native speaker. However, in writing process there are several writing problems occurs when the writer start, that leads to the appearance of errors.

2.5.1. Common writing problems

In fact, there are few people who write spontaneously and feel comfortable with a formal writing task, because the writing atmosphere is warm and supportive. On the contrary, other people have difficulties when writing simple passages. The most writing problems stated as follow:

- Combining sentence: combine short sentences into longer, and more varied structure.
- Edit for economy: learn how to omit needless words and get to the point. Be concise, but this doesn't mean being abrupt; say only what needs saying. Wordiness results from redundant expressions and/or repetition, both problems can be corrected.
- sentence fragment: a fragment is group of words or phrase (dependent) used as if it were a complete sentence (independent)
- Paragraph design: every paragraph needs a central idea. According to Oxford English Dictionary (222), a paragraph does not have one key idea but probably contains several, somewhat, related ideas run together.
- Punctuation: such as we use commas only were we pause when reading a sentence. And we use semi-colon to separate items in a list or to separate two closely related independent clauses.
- Run-on sentence: are series of short sentences linked by "and" or other conjunctions.

- Application of rules when writing: most students know and master some of the most important rules, but when it comes to the application of these rules they fail to apply them, may be, due to the lack of practice.

Eventually, most writers cannot be excluded from making errors. Writing a good paragraph includes moving through the writing process, and respecting the rules of writing such as: the form of paragraph, punctuation, capitalization, and other features of writing. Moreover, students should focus on what they learn before writing in order to avoid writing problems.

2.5.2. Causes of writing problems

Writing problems are almost one of the most difficulties that face the students. Besides, the causes of these problems vary considerably according to the writers' age, level, and background.

The first cause may be due to the lack of talent or skill of writing. Because sometimes students feel that their abilities are just not enough to write academic assignment, this problem reflects student's lack of confidence. Additionally, some students expand their ideas instead of simply listing lots of separate ideas, and sometimes they are not directly linked to the topic.

Therefore, teachers might also cause writing difficulties to their students. Since they present the lessons and give the rules, and when it comes to the practice they correct students' errors but without giving explanations. So, students will master the form not the function of a given rules. Thus, the cause of this problem is linked to the teachers' poor feedback.

Al-Khsawenh (2010) indicated that the main causes of student's weaknesses in English are the teaching methods and the environment. Their qualification in English language is either related to the lack of student motivation, or the lack teachers' interest. Thus, many learners use their mother tongue to produce something in the target language, because of the limited and isolated culture and background of that language.

As a conclusion, the cause of writing problems may be linked to both teachers and students. From the part of the teacher, problems are linked to the lack of explanation, good feedback, and practice. On the other hand, students can cause these problems due to the lack of organization, generating ideas, bad vocabulary choice, and other features.

2.6. The teacher's role in providing feedback on students' writing

Undoubtedly, teachers have different ways in giving feedback to their students. This is depending on the teachers' purpose for giving feedback, the amount of time available to him, and his preferred communicative style. Some teachers could give their students feedback in person, or through video recording. However, teachers' role in providing feedback is very necessary since it is actually an extremely demanding task.

First, the teacher should fix the instructional purpose by using summative or formative comments. While the former intended to help students to revise their work, the latter evaluate the quality of final product. Thus, summative comments, too, should address both the strength and the weaknesses in a paper, but with explaining the connection between them and may include advice about how the students might improve their work in the future. Formative comments usually include recommendations for revision and questions that may help them rethink weaker elements in their paper. (Catherine Garrison, Michael Ehringhaus: 2014)

Additionally, teachers must check whether the ideas in the paper make sense, are claims supported with evidence, do paragraph follow a logical order (higher order), and the correctness of paragraph involves: grammar, style, and formatting (lower level). All these concerns are important; teachers can send contradictory messages when they try to address both levels of order at the same time, so that students can construct coherent passages.

According to Bokhart and Susan (2008), giving feedback also helps to enlighten the way in which the students are learning, it gives them the opportunity to see how successful they can be and correct their mistakes. They agree that teachers' feedback will help their students to become aware of what they do and how they do it. They also point out that giving feedback has two main purposes: it will help students to understand where their learning capacity is, and it will motivate them to have some power over their own learning.

Feedback on students' writing can make learning more effective, as noted by Cardelle and Corno (1981), the more feedback students receive of their performance the better they understand what they need to do to correct their errors. The comprehension of why they make errors and how to correct these errors helps students correct their mistakes and increase their achievements level (Kulhavy, 1977).

In short, it is important that the teacher properly provides feedback, because it is expected to help students to improve their writing performance, as well as, their level in language learning.

2.7. Features of effective writing

Writing is frequently a difficult and challenging skill for any language user, for both native and non-native speakers. Effective writing gives students valuable preparation for the test of written English, and other standard writing examination.

According to Jones (cited in Barbara, 1991:40) "the poor writer was bound to the text at the expense of ideas, whereas the good writer allowed her ideas to generate the text". Thus, the poor writer had lack of competence in composing rather than a specific lack in L2 linguistic competence which was the source of her difficulty in L2 writing, while the good writer had the opposite. Therefore, it is obvious that in writing, teachers need effective and efficient ways to respond to student writing without becoming what Hairston (1986) calls "composition slaves".

Because writing has a vital role and place in language teaching as an important skill, students who study writing will be able to write more effectively by exploring the use of information structures, similarly when they present an argument, also by familiarizing students with the characteristics of academic genre, and finally by analyzing the grammar and vocabulary associated with academic writing. Moreover, effective writing focuses mainly on the topic which states organizational patterns that enable the reader to follow the flow of ideas through the three main parts that construct a passage that are: the introduction, the body, and the conclusion.

Elements such as: style, focus, organization, evidence and elaboration, and convention are features defined by Shauna (2015) used by teachers to help their students to become effective writers. These features are defined (still by Shauna) as follows:

1. Style: the way writing is dressed up or down to fit the specific context, purpose, and audience. It includes: a) word choice (writer weeds out unnecessary words and choose the exact words to convey meaning), b) sentence fluency (the flow and rhythm of phrases and sentences), and c) voice (essential elements of style that reveal the writer's personality).

2. Focus: by answering the question "so what?" It involves more than just knowing what the story is about, but understanding why you are writing it in the first place, also elaborates details to word choice, sentence length, and punctuation. But, you must know the audience before establishing the focus.

3. Organization: includes mainly logical expressions and completeness of ideas in a texts, text structure or framework (beginning, middle, and ending), and cohesion by using transitional words or phrases and glue that holds the structural elements together.

4. Evidence and elaboration: includes specific details and information to develop a topic. Two important concepts are used: sufficiency (the amount of detail), and relatedness (the quality of details).

5. Conventions: involve mechanics (spelling, punctuation, capitalization, and paragraphs), usage (word-order, verb-tense, and subject-verb agreement), and sentence formation (structure of sentence, simple or complex).

Good writers arrange the previous features in order to make a good writing product. However, effective writing helps the writers to gain some of the skills that they need when writing in the target language.

2.8. Some current approaches to teaching writing

There are a number of different approaches to the production of writing both in and outside the classroom. According to Harmer (2001) we need to choose between them to deciding whether we want student focus more on the process than its product, to study different written genre, or to encourage creative writing either individually or cooperatively. the question of how to teach writing has no single answer; it has interpreted differently by many scholars. The following diagram shows what the writers need to produce a final piece of writing:

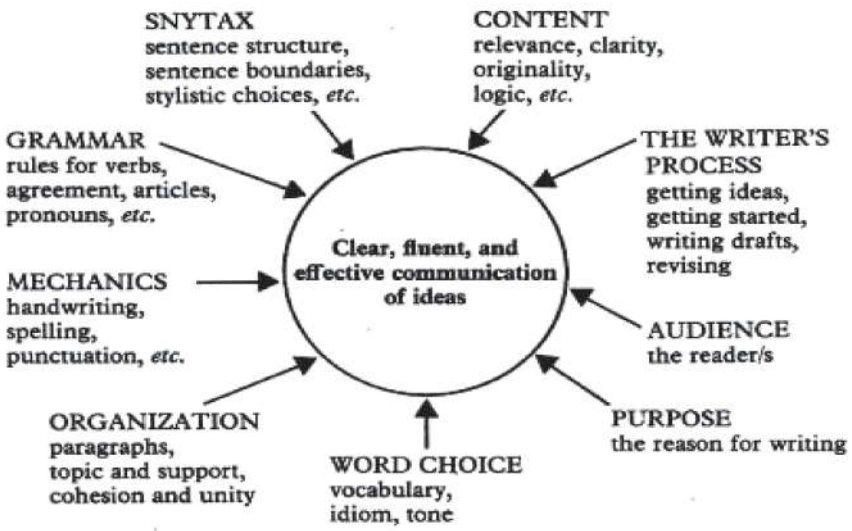


Figure 2.3: Producing a piece of writing (Raimes, 1983, p. 6)

The above diagram contains many features such as, syntax, context, writers 'process, audience, purpose, word choice, organization, mechanics and grammar that are necessary elements in producing a piece of writing. Teacher have stressed different elements of the diagram based on their knowledge about theory and their students' need, and thus developed a variety of approaches to the teaching of writing.

2.8.1. The creative writing approach

The term "creative writing" suggests imaginative tasks such as: poetry, stories, plays, and novels. According to Ur (1996: 169) "most people feel pride in their work and want it to be red". This is significantly marked for creative writing. The main principle of these approach is to show the pure creativity of learner through writing which represents their own views and experiences, as well as their self awareness. To promote "the product pride" it is necessary to provide an appropriate reader audience, a part from teachers can use friends, parents, magazines, and even web-sites.

The creative writing approach was criticized by many researchers, they argued that students may find writing imaginatively difficult and mainly these who have n thing to say, and they may find creative writing a de-motivating experience that will be associated in their mind with a sense of frustration and failure.

2.8.2. The productive approach

According to Vanessa Steele (2005) this is a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analyzed at an early stage. A model for such an approach is outlined below:

Stage 1: Model texts are read, and then features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If studying a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

Stage 2: This consists of controlled practice of the highlighted features, usually in isolation.

So if students are studying a formal letter, they may be asked to practice the language used to make formal requests, practicing the 'I would be grateful if you would…' structure.

Stage 3: Organization of ideas. This stage is very important. Those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.

Stage 4: The end result of the learning process. Students choose from a choice of comparable Writing tasks. Individually, they use the skills, structures and vocabulary they have been taught to produce the product; to show what they can do as fluent and competent users of the language.

However, Picas (1882: 24) sees writing as being primarily about linguistic knowledge with attention focused on approach use of vocabulary, syntax, and cohesive devise. In this approach learning how to write has four stages:

Stage1- familiarization: aim to make learners aware of certain feature of particular context

Stage 2- control writing: the learners practice the skill

Stage3- guided learning: with increasing freedom until they are ready for the three writing sections

Stage4- free writing: they use the writing skill as a part of genuine act such as a letter, a story, and essay.

Moreover, Pica sees learning how to write as assisted imitation and adopts many techniques (substitution tables where learners respond to stimulus provided by the teacher). Furthermore, she comments that at the stage of free writing "students should feel as if they are creating something of their own. (Ebid: 110).

2.8.3. The process approach

The introduction of the process approach to writing in the mid-seventies seems to have motivated by this satisfaction with the product approach and the current traditional approach. According to Kroll (2001:15) the process approach places more emphasizes on the stage of the writing process than on the final product, it is a learner-centered approach, and not specifically related to examinations. Accordingly, the process approach to writing has been considered as a positive innovation that will contribute to the teaching of writing

in ESL classes. According to Zamel (1983:147) writing is a process through which students can explore their thought. He also believed that composing means thinking that the process approach concentrate one writing as a recursive process in which writers have the opportunity to plan, write, receive, and edit the work. Writing in the process approach is seen as predominant to do with linguistic skills such as planning and drafting, and there is less emphasize on linguistic knowledge.

2.8.4. The genre-based approach

The genre-based approach can be regarded as an extension of product approach. Like the process approach, the genre approach regards writing as predominantly linguistic, but unlike the product approach it emphasizes that writing that writing varies with the social context in which it is produced. In fact, there is a range of kinds of writing such as: sales letters, research articles, and law report. This approach is a specifically appropriate for student of English for specific purposes (ESP), that's why it has been called "English for Academic Purpose Approach". According to Cope and Kalantines (1993:11) the genre-based approach consists of three phases:

1- Modeling: learners are exposed to examples of the genre they have to produce, in this stage teacher has a strong directional input at the beginning and explicitly scuffled students' writing structured to recognize the purpose of the text, the intended audience, and the stages of the text. The model is well analyzed by the teacher.

2- The construction: the teacher and the student engage in the construction of a new text explicitly. To do these, the teacher and the students draw on previous knowledge about text gain from reading, writing, and the model text. Learners can carry out exercises which manipulate relevant language form.

3- Independent construction: students use their knowledge stage in the text, language features, the purpose of the text, and the intended audience to write their own. This pararelles productive approach very closely.

In this approach, learning can take a place in social situation and reflect a particular purpose; it can happen consciously through imitation and analysis which facilitate explicit instruction. Proponents of these approach believes that it is successful in allowing students understanding that different texts require different structures, and that the introduction of authentic text enhances students involvement and bring relevance to the writing process.

To become competent writer, students need to acquire discourse knowledge about the different purposes and forms of writing, as well as about the topic.

2.8.5. The Grammar-Syntax-Organization Approach

This approach emphasizes the simultaneous work on more than one feature in the composition diagram. Proponents of this approach maintain that writing cannot be seen as composed of separate skills which are learnt sequentially. Therefore, students should be trained to pay attention to the necessary grammar and syntax while they also work on the organization by giving those words such as first, then, and finally to organize their text. Raimes (1983:08) states that this approach links the purpose of writing to the forms that are needed to convey a message. To conclude, the Grammar- Syntax-organization Approach is a purpose based approach to writing that requires students to focus on the different aspects of writing at the same time to bring about good results.

Conclusion

Foreign language teaching and learning, with its four skills, is a complex process especially the writing skill. Teaching writing is perceived as both crucial and complex skill in language teaching. It is important in becoming more and more popular because its' role goes beyond being merely an effective English writer. It can give the opportunity to improve the basic writing of students in an interesting manner, so that common errors committed by the students can be reduced. Similarly, teachers' feedback on students' writing is a powerful device to enhance students' writing. Further feedback is essential in order to reduce writing disabilities that influence the students' performance.

Chapter three:

The Implementation of the Experiment and Evaluation of Results and Findings

Introduction

The current study aims at examining and investigating the effectiveness of well-explained grammatical errors to improve students' writing performance. Therefore, this chapter exhibits the experiment conducted at the secondary school of Othman Ben Affane in M'sila. The significance of this study is to discover whether the implementation of different procedures in giving feedback to students in the classroom to improve the writing performance of second year students at the literary stream at the secondary school mentioned before. In this chapter, there will be an application of the hypothesis proposed for this study, and then the hypothesis will be confirmed or rejected due to the results obtained from the analysis. Also, most of the research questions will be thoroughly answered. Hence, the mean and standard deviation results of the experiment group are calculated to be used to analyze and compare the pre-test and post-test results in order to figure out whether giving good feedback may improve students' writing performance.

3.1. Aim of the experiment

Earlier, we pointed out in the introduction of this study that the aim from conducting this research is to recognize the effectiveness of giving good feedback by well-explaining students' grammatical errors in the classroom, in order to improve their writing abilities. It is obvious that the teacher's feedback is part of the communicative and language teaching method. Thus, feedback intervenes in the classroom to be a comparative element between the recent procedures and the one used by the principal teacher. Hence, an experiment group of second year student included where we taught five lessons. The sample was selected randomly. Besides, the experiment group was taught through focusing on explaining their grammatical errors committed when writing during eight sessions of one hour. (The 3 pre-test and post-test sessions were added here.)

Writing a grammatically correct paragraph was the main concern of our study, because it is necessary for second year students at secondary schools to construct correct paragraphs; involving both correct content and form, and because they will pass their final exam next year, where they will be asked to write an essay. Meanwhile, the misplacement of the correct vocabulary to form correct sentences, punctuation, and appropriate tense according to the type of paragraph may mislead the reader to the meaning of written words, and leads to communication breakdown. Effective feedback allows students to improve

their skills and abilities and become accustomed to native writer, and developed their writing skills leads to catch much new vocabulary.

3.2. The population and the sample:

The sample consists of one group of second year students at secondary school – M'sila. This sample represents the experiment group (n=12). This group represents the whole population which consists of 26 students. They are almost between 16-18 years old. Furthermore, they have different level and exposure to English language.

As shown in the table, the experiment group represents 46, 15 % from the whole population. However, the population itself represents 50.98 % from the promotion of second year. The number of sample (12) was chosen among 26 learners in the class because most learners were absent during the experiment.

	Frequency	Percentage
Experiment group	**12**	**49,15%**
Whole population	**51**	**100%**

Table 3.1: *distribution of sample*

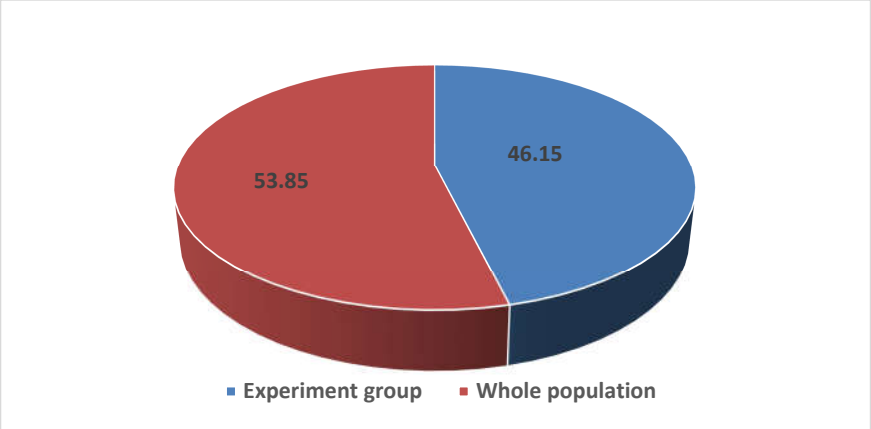


Figure 3.1: *distribution of sample*

The quasi- experiment was divided into three stages: pre-test, treatment, and post-test. This type of t-test is called paired t-test because it contains only one group to be tested, in our case it is represented by the experiment group. The pre-test administrated to the experiment group in the first session before applying any procedures, in order to evaluate the student's level. This group received courses about sentence combining,

punctuation, types and forms of paragraph, and rules of capitalization by using new techniques different from the one which was used by the principal teacher. The experiment took two sessions i.e.: two hours of practice to write grammatically correct sentences, and combine them together using conjunctions and punctuation marks to form a correct paragraph. At the end of the experiment, the same group received a post-test including a wrong form of paragraph and a lot of grammatical errors related to what they have already learned, and they were asked to correct these errors when needed.

3.3. Procedures of the experiment

This experiment is divided into three stages:

3.3.1. The pre-test

3.3.1.1. The aim of pre-test

The aim of pre-test was to investigate and test the students' level of achievement before applying any new procedures on the experiment group. The pre-test was used as a research tool to see the effect of unexplained grammatical errors on students' writing achievement. It gives the opportunity to examine the current level of students in grammar when writing paragraphs. The results of the pre-test will be analyzed and interpreted in order to evaluate the effectiveness of the new technique of giving feedback and explaining errors.

3.3.1.2. Description of the pre-test

The pre-test was done in the first session without any previous instruction. At the beginning of the written test, students were informed that their answers will be part of a study for a master degree. The pre-test paper was constructed in an organized manner, which includes a clear statement of the question written at the upper part of the paper, also it includes some academic data such as: the university name and place, the department, and the motto of the university. (Check appendix 1)

In the pre-test, the activity was about writing a paragraph in which students explain the water cycle process. The topic was chosen since students have dealt with previous oral

presentation using videos and explanation with the principal teacher about the water cycle operation. So, students already have previous knowledge about a given topic.

During the pre-test, there were movements of new teacher around the classroom in order to check the students' progress. However, students were provided with the necessary time during one hour in the afternoon (from 15:00 to 16:00 pm), and they were informed to ask about any needed word. After finishing the pre-test, the papers were gathered by the researcher in order to avoid any kind of cheating.

3.3.2. Treatment

The independent variable which is grammatical errors has one condition, which is the experimental in which students received a treatment throughout the use of a new technique of giving effective feedback, and explains the cause of their grammatical errors which occurs when writing a paragraph.

The first session was devoted to the pre-test. The pre-test includes mainly one question in which students are asked to write a paragraph about the water cycle process.

At the beginning of the second lecture, we explained the experiment to the students, its objective, principles, and procedures. Before implementing any feedback, students were unfamiliar and unconscious of the grammatical errors they made when writing and they didn't know the steps they should follow to construct well-formed paragraph, so they are unable to write correct paragraph. Because of that, and in order to warm-up students and activate their schemata they were provided with examples followed by detailed explanation to understand the source of their errors; meanwhile, they discover the importance of grammar when writing in the English language.

The unit taught to students was unit number four, which was entitled "Fiction or Reality" page 100) . The first lesson was divided into three parts. The first one was before reading, it was about analyzing and explaining the units' title also involved practicing pronunciation and transcription of some words related to the unit. In addition, students were provided with five sentences that contain answers, and then they were asked to give the question to the sentences. The second part was during reading, students were asked to read a text about "TSUNAMI IN THE NEWS" (page 101). After reading the text, the teacher started explaining some difficult words, and then asked students to answer some questions related to the text. The third part was after reading, where students were

practicing a grammar lesson about simple past and past perfect tenses (page 101). The teacher asked the students to read the sentences several times then underline the verbs in each sentence. After that, they were asked to highlight the simple past verb and past perfect verb. At the end of first session, students were given a home work (task 2, 3 page. 102) for the next lesson; where they have been given some names of countries and they were asked to give their nationalities.

The fourth session started by the correction of the home work given in the previous lecture where student's grammatical errors are still corrected and explained properly. After the correction of the tasks, the papers including the incorrect form of paragraph was given to students, and then the teacher asked them to put a given paragraph in its correct form. After 15 minutes, the teacher corrected the task by giving feedback concerning the three main elements of paragraphs that are: the topic sentence, the body, and the concluding sentence, in addition to the general form of paragraph starting by the indentation. This lesson was devoted to the form of paragraph.

The fifth lesson was devoted to grammar, typically about the main rules of capitalization. Students learned the most commonly used rules of capitalization and the teacher explained very well each given rule, and in order to memorise these rules, the teacher supported each rule with many examples, this made the feedback more effective. Then students were divided into 3 groups in order to start group work and each group consisted of 4 students. The choice of group work was done on purpose, it is used to involve all the students to participate and engage themselves in the process of giving feedback. Hence, students' involvement plays a vital psychological factor to motivate and activate their abilities to work in the classroom. So, neglecting any student may hinder the learning process. After dividing the students into three groups, each one was given a practice different from the other in order to extract as much as other possible rules of capitalization. At the end, they exchanged these rules with each other, and each group wrote what they deduced in the board, so that they gained much knowledge in a short time.

The sixth lesson was about sentence combining. The teacher started the lesson by writing 8 sentences on the board and asked the students to rewrite them in their copybooks. Each sentence contained two short sentences separated by a full stop, then they were asked to link them into two sentences in order to make longer one by using four coordinating conjunctions (so, and, but, or) according to the meaning of the sentence. After ten minutes the teacher started giving the feedback concerning sentence combining; the feedback presented by the explanation of how to combine two short sentences using coordinating

conjunctions to form a complex sentence, and put a comma after the coordinating conjunction, but only some students give the correct answer. Therefore, after giving the feedback and explaining very well how to combine two sentences, the teacher gave other five sentences and asked the students to do the same. Repeating the task helps the students to practice more in the classroom. By the end of the session, most of students give a correct answer.

The seventh lesson was about punctuation of paragraph. Similarly, students were divided into three groups each group contains four students, and they were provided with papers. Each paper includes unpunctuated paragraph different from the other one, and they were asked to punctuate these paragraphs using the appropriate punctuation marks. After 15 minutes, the teacher gathered the papers and started giving the feedback concerning how to punctuate a paragraph. The feedback started by indicating the nature student errors, and corrected those errors, then the teacher rewrite only one paragraph on the board and asked the students to separate the paragraph into three parts with a full stop, the teacher make suggestions to punctuate each part. In order to practice self-correction, the students' were given back their papers, and they were asked to apply what they have learned and correct their errors. At the end of the lesson, students become more familiar with placing the correct punctuation mark in the appropriate place.

The last lesson was devoted to the post-test. The post-test was done in order to evaluate the students' progress after implementing the treatment. It involves mainly one question as in the pre-test, but student are asked to correct the grammatical errors that are mentioned in a given paragraph.

3.3.3. The post-test

3.3.3.1. The aim of post-test

The aim of post-test was to determine to what extent the new procedure of explanation and giving feedback was effective. The post-test gives the opportunity to evaluate the students' progress, and examine the effect of well-explained grammatical errors on students' writing performance.

3.3.3.2. Description of post-test

The post-test was designed basing on what the students studied in the classroom during the period of the experiment. At the top of the paper, students were informed again that their answers will be part of study for a master degree. The post-test includes mainly one activity. Considering that the test was done in the afternoon, there will be an extraneous such as the time of the post-test (from 16:00 to 17:00) . This period of time may make students unable to focus and learn. Students were provided with a paragraph which contains a number of errors, and they were asked to correct these errors according to what they have learned in the period of this experiment. These errors are mainly linked to grammar aspects typically about sentence combining, punctuation, capitalization, and form of paragraph. However, the grammar lesson of past and past perfect tense was not included because most of the experiment group was absent. (Check appendix two)

3.4. Content of the experiment

The experiment involves a series of lessons obtained from different books and websites in order to improve their abilities to write grammatically correct paragraph. The students were exposed to the lessons during their English sessions, and each session includes new lesson. At the end of most session a home work were provided to be done by the students in the next lecture.

Lesson N°1:

-Most common grammatical errors committed by students' in writing a paragraph.

-Past and past perfect tense.

Lesson focus:

- Make students familiar with most grammatical errors done during writing paragraph.
- Activating the student's schemata and try to link it with the new knowledge.
- Discover what kind of feedback students must be provided with.
- How can students differentiate the past and past perfect tense in one sentence?

Objectives:

- Increasing student's abilities to figure out the source of their errors.

- Students learn from their errors.
- Know the reason behind keep repeating the same errors.
- Discover the rule of interlining the past and past perfect tense when they are in the same sentence.

Lesson N° 2:

Unit four "Fiction or Reality": read the textbook "TSUNAMI IN THE NEWS"

Lesson focus:

- Improving the skill to read the text and catch some new words related to the unit.
- Semantic and phonological aspects will be the main focus.
- Raise students' level of pronunciation of some difficult words.

Objectives: by the end of the lesson, students will be able to:

- Discover what the tsunami, its causes, and how tsunami happens.
- Discover other natural phenomenon and the most nations exposed to this phenomenon around the world.
- Grasp as much as new vocabulary with correct pronunciation.

Lesson N° 3:

The correct form of paragraph

Lesson focus:

- Improving the skill of writing paragraph and become accustomed with the form of paragraph.
- Knowing the three main parts that construct a paragraph (topic sentence, supporting sentences, and concluding sentence).

Objectives:

- To know how to separate the three parts of paragraph.
- Increasing the students' abilities to understand the general idea of the text, so that they can divide the supporting ideas of the text.

Lesson N°4:

Rules of capitalization

Lesson focus:

- to know the most common rules of capitalization.
- Make students apply those rules when writing a paragraph.

Objectives

- Increasing students' capacities to understand and apply the rules of capitalization when writing paragraph.
- Students become familiar with the most common rules and know some exceptions.

Lesson N°:5

Sentence combining

Lesson focus:

- Gain more knowledge about the combination of sentences in order to form a correct paragraph.
- Improving the skills to write a coherent paragraphs using sentences combination.

Objectives: by the end of the lesson, students will be able to:

- Know more about how to combine simple sentences in order to construct a complex one.
- Know how to combine simple sentences to form a complex sentence.

Lesson N°:6

Punctuation of paragraph

Lesson focus:

- Make students know that the punctuation may change the meaning of the sentences.
- Adequate understanding of the text requires reducing errors in punctuation.

Objectives: by the end of the lesson, students will be able to:

- Produce accurately correct paragraph by putting the appropriate punctuation.

- Student proficiency level in writing paragraph will be improved since the punctuation marks make their writing production clear and understandable by the reader.

3.5. Quantitative results of the experiment group (descriptive statistics)

In this part, we are going to deal with the descriptive statistics of the experiment group in terms of the score they achieve.

3.5.1. Pre-test achievement

Before making the treatment, we recorded the experiment group and we collected the data of pre-test. The results are exhibited in the following table.

Scores …../ 10	Frequencies
02	**1**
03	**1**
04	**2**
05	**4**
06	**4**

Table 3.2: *The experiment group pre-test scores, and frequencies.*

The table shows the scores gained by the participants of the experiment group considering that their marks are scored out of ten. The frequencies represent the number of students who scored the same mark. The lowest score as shown in the table is two out of ten (2/10), and the highest score is six out of ten (6/10). From the results obtained, it is noticed that students' level varies from 2 to 6 out of 10. It is because of the random selection of the sample, this variation can give the teacher the opportunity to evaluate the students' level before applying any procedures. The results shown in the table were translated into the following diagram:

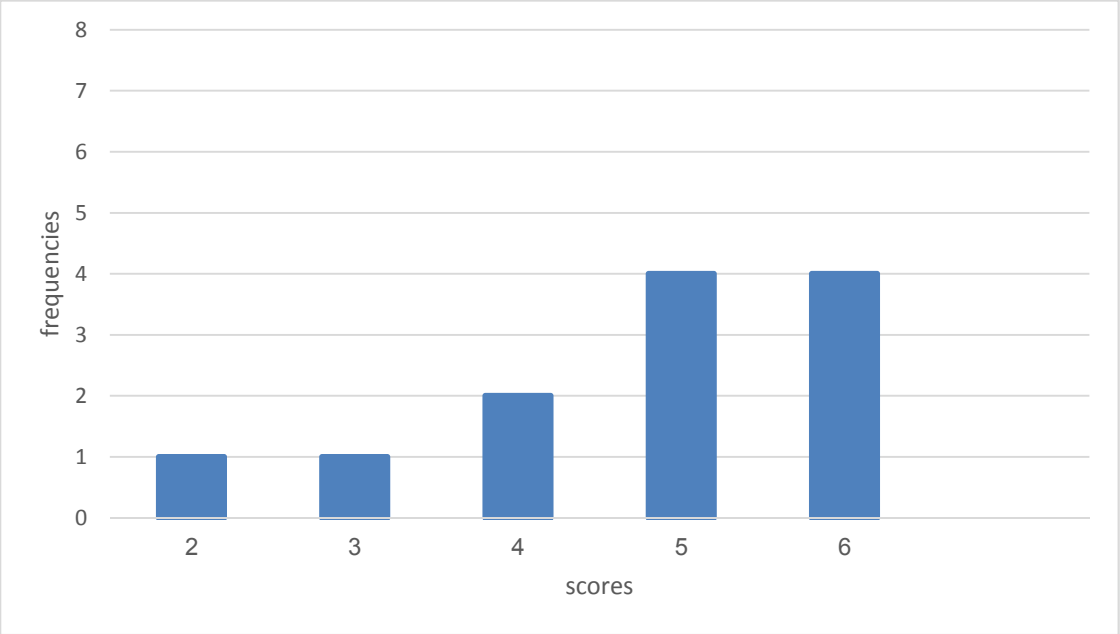


Figure 3.2: *The experiment group pre-test scores, and frequencies*

The diagram represents the marks of students and their frequencies. Hence, they have a different level from one another when writing a paragraph. As it is shown in the graph, it is clear that the highest mark (6) is obtained by four (4) students and four (4) students got just the average. However, the rest of scores are less than the average.

The mean ($\bar{X}$) is calculated as follows: sum of the scores divided into number of the sample (N):

$$\bar{X}=\frac{\sum X}{N}$$

The variance (S^2) is calculated as follows: sum of difference squared divided into number of scores:

$$S^2=\frac{\sum X^2}{N} - \overline{X^2}$$

Standard of deviation (SD) is calculated as follows: the square root of variance

$$Sd=\sqrt{s^2}$$

Score	Mean	Standard deviation
2	**4.75**	**1.28**
3	**4.75**	**1.28**
4	**4.75**	**1.28**
4	**4.75**	**1.28**
5	**4.75**	**1.28**
5	**4.75**	**1.28**
5	**4.75**	**1.28**
5	**4.75**	**1.28**
6	**4.75**	**1.28**
6	**4.75**	**1.28**
6	**4.75**	**1.28**
6	**4.75**	**1.28**

Table 3.3: *The scores, mean, and standard deviation of the experiment group in the pre-test*

The table above shows the scores, the mean, and the standard deviation of experiments group. When calculating the mean of the whole group by gathering all the scores of the experiment group (from 2to 6) and divided them into the number of the sample (n=12), and the standard deviation is the square root of the variance; we deduce that the general level of students (4.75) of the pre-test is weak in writing a paragraph and they need to be improved. So, the students' scores in the pre-test don't reach the average. That is, students do not receive the effective feedback by the principal teacher, but they need rather a good and powerful feedback in order to improve their writing abilities to produce an acceptable piece of writing. But, this doesn't mean that the teacher should correct each single error done by the student, in contrast s/he should avoid constant correction.

3.5.2. Summary of the pre-test

Generally, the experiment group recorded weak results in the pre-test when writing a paragraph. We conclude that the old method used by the principal teacher in teaching and explaining their grammatical errors, typically when writing a paragraph was not effective and did not improve their level to deal with grammar aspects of the English language. For example, most of students, when writing, they do it under a form of separate sentences with correct content but wrong structure and without linkage between these sentences. Furthermore, for the majority who gained less than the average write uncompleted sentences and others write only few lines. After making investigation with them, it becomes clear that their English language is highly influenced by their second language i.e.: the French language. Accordingly, they write French words unconsciously. It was intentional to provide students with effective feedback, mainly concerning grammatically correct sentence to link their comprehension with the application when writing a paragraph. In addition, we observed that only some students who were successful and scored more than the average in the first test because of their extensive exposure to practicing writing, or even reading to grasp some vocabulary to write effectively. Also, students have not been trained adequately to write, and they blamed their teachers for not providing them with the appropriate feedback, so their writing pieces lack coherence and cohesion.

3.6. Experiment group achievement

3.6.1. Post-test

After teaching the experiment group during eight sessions by using effective feedback as a new procedure to correct their errors while teaching the fourth unit. A post-test was done in order to check the effects of the new technique on students' writing performance.

Results of the post-test of the experiment group are shown in the following table:

The scores (…./10)	Frequencies
5	**3**
6	**6**
7	**2**
9	**1**

Table 3.4: *The experiment group post-test scores, and frequencies.*

The table above shows the scores of the post-test obtained by the participants of the experiment group. It is obvious that there is an improvement comparing to the first test. 11 students scored more than the average in this test. However, only one student obtained the average.

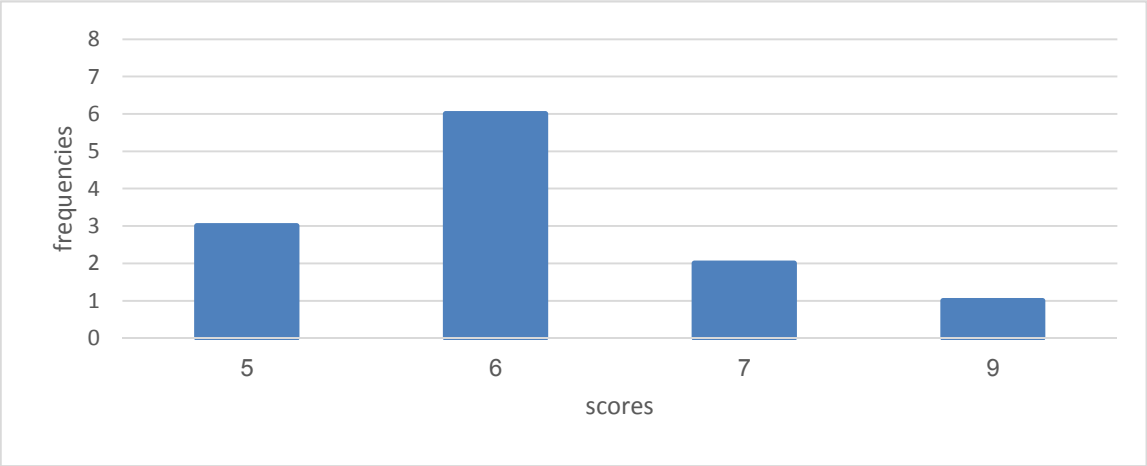


Figure 3.4: *The experiment group post-test scores, and frequencies.*

This diagram represents the interpreted data of the table above. Students of the experiment group in the post test recorded an improvement compared to the first test. The Highest score is 9 obtained by 1 student only and the lowest score 5 obtained by 3 students.

Score	Mean	Standard deviation
5	**6.16**	**1.11**
5	**6.16**	**1.11**
5	**6.16**	**1.11**
6	**6.16**	**1.11**
6	**6.16**	**1.11**
6	**6.16**	**1.11**
6	**6.16**	**1.11**
6	**6.16**	**1.11**
6	**6.16**	**1.11**
7	**6.16**	**1.11**
7	**6.16**	**1.11**
9	**6.16**	**1.11**

Table 3.5: *The Mean, Variance, and Standard Deviation of the experiment Group in the Post-test*

After making the experiment, it was noticed that all the participants were present during the post-test**.** The table illustrates the scores, the mean, and standard deviation of the experiment group in the post test. It is obvious that there is a significant and remarkable increase in the students' scores in the post-test in contrast with the pre-test. Nine students scored more than the average in this test. However, three students obtained the average. When calculating the mean of the experiment group (from 5 to 9) and divided them into the number of the sample (N=12) ; we have 6.16 which means that there is a considerable change in general level of the students of the experiment group (plus 2 points). In this test, students record an improvement comparing with the results of the pre-test. This data show the effectiveness of the new technique of giving feedback. Integrating other skills specially reading is another factor, because reading and writing are complementary skills. Thus, students become effective writers by supporting their reading skills and vice-versa. Additionally, students acquire more knowledge, vocabulary, and grammar aspects in the text they are reading. But, the lack of practice leads students to make a lot of spelling mistakes and produce incorrect sentences and paragraphs.

3.6.2. Summary of the post-test:

It is clear that there was a substantial increase of the experiment group after the treatment. This remarkable increase occurs after the treatment due to the utility of new feedback. The group which receives the treatment through changing the way of explaining their grammatical errors, and giving as much as effective feedback records more improvement. By the end of the experiment, students' scores in paragraph writing had increased. However, students who could not perform valid results lack to focus and practice to write. They write the word such as: "eccept", which is like that "accept". Even these words are written in the passage which means that they do not concentrate and analyze when writing. Also, they still have linguistic interference between French and English when writing some words similar to English which means that they have a deep influence to the French language such as "phenomenon they write it "phenomène". Another issue observed is that students cannot write accurately when they are not provided with the vocabulary, but instead they need to check and use dictionaries to translate some difficult words.

3.7. Comparative evaluation of achievement

In this section the results obtained by the experiment group will be compared in term of pre-test and post-test achievement. The objective is to check whether there will be an improvement while teaching the experiment group with new technique of giving effective feedback. Hence, our hypothesis will be confirmed or neglected regarding the effect of independent variable (the effect of unexplained grammatical errors) on the dependent variable (student writing performance). In these tables, we are going to show performances of each student in the experiment groups. This show that during the second test, anxiety level decreased, while active engagement increased.

3.7.1. Comparison of Pre-test and Post-test Achievement of the experiment Group

	Pre-test			Post-test		
Student	Scores	Mean	S. Deviation	Scores	Mean	S. Deviation
1	2	4.75	1.28	5	6.16	1.11
2	3	4.75	1.28	5	6.16	1.11
3	4	4.75	1.28	5	6.16	1.11
4	4	4.75	1.28	6	6.16	1.11
5	5	4.75	1.28	6	6.16	1.11
6	5	4.75	1.28	6	6.16	1.11
7	5	4.75	1.28	6	6.16	1.11
8	5	4.75	1.28	6	6.16	1.11
9	6	4.75	1.28	6	6.16	1.11
10	6	4.75	1.28	7	6.16	1.11
11	6	4.75	1.28	7	6.16	1.11
12	6	4.75	1.28	9	6.16	1.11

Table 3.6: *Comparison of Pre-test and Post-test Achievement of experiment Group.*

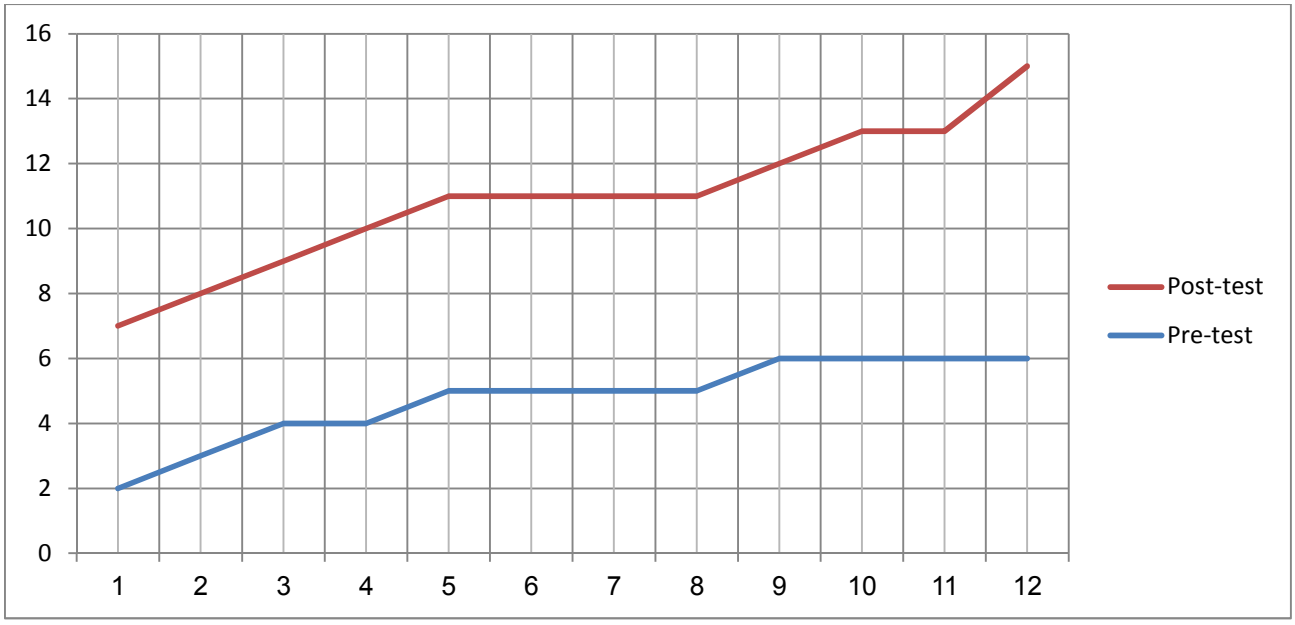


Figure 3.6: *Comparison of Pre-test and Post-test Achievement of experiment Group.*

This graph reveals the difference in results of the experiment group before and after the paired t-test. As shown, there was a significant increase in the students' scores in writing during the post-test comparing with the pre-test results. This means that the scores obtained in the post-test are more significant.

N	Tests	Means	Standard Deviation
12	**Pre-test**	**4.75**	**1.28**
	Post-test	**6.16**	**1.11**
	Difference	**1.41**	**0.17**

Table 3.7: *Overall Pre-test/post-test difference of Experimental group.*

As can be seen from the table, the mean scores and standard of deviation obtained from the experiment group changes totally from the pre-test to the post-test. The mean of the pre-test was 4.75 and increased to 6.16 with a difference of 1.41 between both tests. Also, the standard deviation records an improvement of 0.17. Therefore, this group records a valid and significant improvement in writing paragraph that contains less grammatical errors comparing with the one of the pre-test.

Consequently, after the data analysis and the data obtained from this experiment; we deduce that the treatment was efficient and effective to the majority of the experiment group participants. Giving effective and good feedback by explaining their grammatical errors improve their writing performance of paragraph as well as their abilities to catch new vocabulary, understand, and become familiar with most grammatical errors they are exposed to.

3.8. Hypothesis Testing

After finishing descriptive statistics, we start to analyze the scores obtained of the experiment group. We deduce that using effective feedback and explaining students' errors in the classroom improve students' writing performance after manipulating the independent variable (using feedback) on the dependent variable (writing abilities of paragraph). These results need to be verified in a very valid statistical test. In order to test our hypothesis; we need to apply inferential statistics on the descriptive one that we obtained previously. As a result, the t-test will be used to compare the results of the means (pre-test and post-test). The aim of the t-test is to compare the means of two tests in accordance to variation in our research. Hence, the variation used in our experiment is the

standard deviation which is the deviation of scores from the mean. Actually, there are two types of t-test: independent (unpaired) t-test when we are dealing with two different groups and dependent (paired) t-test when we are dealing with one single group before and after the treatment. Accordingly, in our experiment we are dealing with dependent t-test with one experiment group.

The main objective from of the calculation of statistical test is to give more data to our research. The t-test is used to determine the probability that the results could have occurred. If the probability is less then, or equal to 0, 05; the alternative hypothesis is accepted and the results is said to be significant. We formulated one hypothesis as stated in the introduction, our role is to confirm that the alternative hypothesis has a significant difference between the pre-test and post-test.

In our research, we need to prove that the treatment used with the experimental group is efficient and positive. In order to do that we need:

1- T sample-test to check our hypothesis.

2- P value (0.05) which signify that only 5 % of the results obtained due to chance whereas 95% are likely to be true and valid. The smaller p value we have, the more rejection of the hypothesis is convincing.

3- Degree of freedom suitable for this t-test is f=N.1

As stated previously, the t-test is calculated to confirm or not the cause and effect relationship between two variables (the independent and dependent variables). Therefore, the value calculated or observed make us recognize the improvement of informants in the post-test grammatical errors scores in writing paragraph i.e. the dependent variable (DV) is caused by the influence of using effective feedback which is in turn the independent variable (IV).

These stages are used to calculate the paired t-test through the use of the following equations and apply it to the results of our research:

Calculated the sample mean ($\bar{X}$) using tha formula:

$$\bar{X}=\frac{\sum X}{N}$$

Calculate the sample variance S^2 using the formula:

$$S^2=\frac{\sum X^2}{N}-\overline{X^2}$$

Calculate the t-test values to be compared with the critical value using the formula:

Before testing the hypothesis; we remind the reader by the alternative hypothesis formulated at the beginning of this research:

H_1: If the grammatical errors are well explained, students' writing performance will develop. Degree of freedom= N-1= 12-1=11

P value: 0.05(5%)

In order to accept or reject the alternative hypothesis, we need to calculate the t-test. However, before starting to we need to know the scores differences of the experiment group , as stated in the table below:

	Experiment Group	
participants	**Post scores**	**Post scores squared**
1	**5**	**25**
2	**5**	**25**
3	**5**	**25**
4	**6**	**36**
5	**6**	**36**
6	**6**	**36**
7	**6**	**36**
8	**6**	**36**
9	**6**	**36**
10	**7**	**49**
11	**7**	**49**
12	**9**	**81**
	$\sum X = 74$	**$\sum X^2 = 470$**

Table 3.8: *Experimental Group Scores Differences in grammatical errors when writing paragraph*

The calculation of t-test:

1) $\bar{x} = \frac{\sum X}{N} = \frac{74}{12} = 6.16$

2) $S^2 = \frac{\sum X^2}{N} - \overline{X^2}$

$= \frac{470}{12} - 37.94 = 1.22$

3) $t = \frac{\sum \frac{d}{N}}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}}$

$$t = \frac{\frac{15}{12}}{\sqrt{\frac{31 - \frac{225}{12}}{12(12-1)}}} = \frac{1.25}{\sqrt{\frac{31-1.56}{12(11)}}} = \frac{1.25}{\sqrt{0.23}} = 2.60$$

d= difference between matched scores

$d^{2=}$ difference between matched scores squared

N= number of pairs of scores

Student	Pre-test	Post-test	D	D^2
1	2	5	-3	9
2	3	6	-3	9
3	4	6	-2	4
4	4	5	-1	1
5	5	5	0	0
6	5	6	-1	1
7	5	6	-1	1
8	5	6	-1	1
9	6	6	0	0
10	6	7	-1	1
11	7	7	0	0
12	7	9	-2	4
N= 12	∑t1=59	∑t2=74	∑d= -15	$\sum d^2$= 31

Table 3.9: *calculation of the t-test value of experiment group*

The following table represents the experiment group scores they are used to calculate the t-test value in order to be compared with the critical values, so this table allow

us the compare the t-test values obtains after the experiment and the critical values that is administrated in the table of distribution critical values (check appendix three). The differences between matched scores are negative, but these do not affect our results since these scores are going to be squared they will become positive. Here the t-test value is greater than the critical value: 1.78 2.60. So our alternative hypothesis is accepted.

3.9. Interpretation

The final stage in our research is to test our hypothesis. The table of t-distribution of critical value needs to be provided (check appendix). It is clear that our sample is 12 students and the critical value is 0.05 i.e. one tail. Therefore, we count till reaching the number 12 in the table. The critical value recorded is 1.78. Here the t-test value 2.60 is greater than the critical value. Finally, we conclude that our alternative hypothesis (well-explained grammatical errors improve students' writing performance) is accepted.

3.10. Summary of the quantitative

In this section, all what have been dealt with in the experiment will be summarized. The alternative hypothesis put at the beginning of the research was accepted. First, we use descriptive statistics in order to collect the data obtained by the experiment group. Then the results of this group were compared before and after the treatment to deduce that the experiment group results were more significant in the post-test than in the pre-test. The improvement recorded with the experiment group due to the use of effective feedback, and explaining students' grammatical errors very well to improve their writing production. Finally, the hypothesis was accepted because of paired t-test results was valid to confirm the success of our experiment.

3.11. Recommendations for teachers and students

- Teachers can give effective feedback by explaining their grammatical errors to enhance their writing abilities, and produce good writing productions
- Teachers should be aware how to well-explain students' errors and give them feedback to fit their level and needs.
- Teachers must take instruction on how to give good feedback to reach the objective of teaching.
- Lack of explanation and providing effective to students affects students' writing

- Without feedback, students cannot recognize their errors which can be repeated and become more serious if it is not treated by the teacher in the classroom.
- Most students find themselves unable to write accurately, so teachers should integrate other skills in order to motivate and enhance their students' writing performance.
- Grammatical errors must be corrected because of its importance, if not it may convey wrong meaning to students' writing productions. So students cannot form correct language, so this leads to communication breakdown.
- Varied level and age of students in the same class may hinder the teacher to give effective feedback.
- Integrating other skills such as reading which complimentary skill to writing is help students to improve their writing productions, and catch new vocabulary.
- Algerian students keep repeating the same errors, thus teachers should explain to their students the reasons behind this errors. Well-Explanation of grammatical errors committed by students' is recommended as a procedure to correct students' errors because it raise students consciousness and awareness toward their learning strategies, and students become more autonomous and they developed some kind of creativity when writing their own words relying on what they have been taught.

Conclusion:

In this chapter, we have been described the content, the procedure, the experiment operation using descriptive and inferential statistics. The main concern was implementing new procedure of giving feedback and explaining students 'grammatical errors as a distinctive tool from the one used by the principle teacher. Because of time constraint, we attended eight sessions that includes different grammar lessons. The data gathered in the experiment reveal that students' level has not been developed before applying any procedure. However, it is clear that well-explanation of students' grammatical errors affects their writing achievement after giving the treatment. Hence, the hypothesis was confirmed also the results obtained from the post-test prove that second year students at secondary school of Othman ben Affine obtained a valid improvement in their writing productions. Consequently, most of the research questions stated previously answered in our practical part.

General conclusion

This research was conducted in order to test the effectiveness of giving feedback by explaining students' grammatical errors when writing. The ability to write accurately and grammatically correct paragraph in a foreign or second language considered as an important skill. However, most Algerian students at secondary schools miss this skill and still have difficulties to write a good paragraph without errors. Therefore, we found that this problem is worth investigating and analysing and we aimed to prove that the way of giving effective feedback improves students' writing performance.

The first step of doing so, was the literature review. Grammar and its related errors in writing open new broader concepts for investigation. Because of the importance of grammar in teaching the rules of foreign or second language, it is necessary for students to master the correct rules to form a correct language. Therefore, grammatical errors may hinder the communication process. Students who committed such errors unconsciously may convey a wrong meaning. Thus, grammatical errors need to be deeply corrected by the teachers.

In this work, an experiment method was used after a random choice of the experiment group. This group was composed of twelve students who taugh were using a new technique of giving feedback. A pre-test was done before implementing any procedure in order to evaluate students' general level in grammar when writing a paragraph. Because of shortage of time, students were provided with eight sessions; six sessions of treatment and two sessions of testing (pre-test and post-test). At the end of the experiment, a post-test was conducted to see the effect of new procedure.

The results of the pre-test were compared with the results of the post-test. The findings of the experiment supported and confirmed our hypothesis that was stated at the beginning of the work, and most of the research questions were answered. Thus, the new procedure affected positively students' performance in writing. Basing on these results, it is recommended to well-explaining students' grammatical errors to enhance their writing performance.

The time of the experiment was limited, but students achieved a remarkable progress comparing with the first test. Perhaps, students may achieve better if they were provided with longer time and more knowledge to write adequately. The improvement achieved after the experiment was different from the beginning by 26%.

Also it is noticed that students' general level varied from one to another. Neglecting the results of the pre-test, all students achieved a progress and improved their writing production by eliminating their grammatical errors. No matter what is their previous level but all of them progressed.

This study aimed at giving insights to teachers and students about the importance of grammar and its effectiveness in developing the writing skill. Nevertheless, it is undisputable that any research runs the risk of incorrect generalization ,and some parts of our study is not an exception since it is implicated for limited sample of students in the secondary school of M'sila. Last but not least, the finding of our study does not hinder researchers' interest to explore new areas of concern. So, it needs to be enriched for future research.

Implication of research:

The previous findings and discussions have several importance implications. First, explaining grammatical errors committed by the students and correcting them improve students' writing performance. In addition, good feedback plays a significant role in motivating students to examine their writing productions more carefully leading to increasing writing abilities, and gaining as much as new vocabulary to their existing knowledge. Teacher need to consider making effective feedback as a part of their teaching process in order to facilitate better learning of writing.

Second, students' professional level in writing cannot be improved without receiving the appropriate and effective feedback. However, it makes a little sense to teach one skill in isolation, thus teacher should integrate other skills to help students to acquire writing through reading, imitating, and experiencing. Also, the use of other skills in teaching writing enhanced students' critical thinking through different stages of the writing process in which students gain more self-confidence and developed their learning style and writing strategies that enabling them to become effective writers and problem solvers in their life.

This study investigated the effect of unexplained grammatical errors on students writing performance. The results revealed that most of the participants developed their paragraphs after implementing the new procedure that is different from the one used by the principle teacher. However, the improvement achieved by students vary from one another and some student still make grammatical errors, this indicated that they were need to be trained to write more complex sentences without making grammatical errors. In addition, such training helped them to developed meta-cognitive skills that reflect their written production.

Bibliography

- Allwright, D, & Bailey, K. (1991). Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers. Cambridge: Cambridge University Press.
- Barbara kroll, (1991), second language writing. Research insights for the classroom. Cambridge University Press.
- Bitchener, J. (2008). Evidence in support of written corrective feedback. Journal of SLW, 17,118-120.
- Bookhart, S. (2008). How to give effective feedback to your students. Alexandria, VA: ASCD publications.
- Bookhart, S.M. (2010). How to assess higher-order thinking in your classroom. Alexandria, VA: ASCP.
- Brown, H. (2000). Principals of language learning and teaching. New Jersey: practice: Hall Inc. (Ed), investigating writing problems among Palestinians student studying English as a foreign language. Unpublished doctoral dissertation.
- Burt, M.k. (1975). Error analysis in the adult EFL classroom. TESOL quartery,9: 53-63.
- Carter, R. (1997). The new grammar teaching in Carter, R. investigating English discourse Rutledge, London, pp: 19-35.
- Chalender, J. Jornal of second language writing 12. (2003):267-296.
- Corder, S.P. (1967). The significance of learners' errors. IRAL.5, 161-170.
- Crystal, D. (1999). The penguin dictionary of language (2nd Ed). Penguin.
- Dulay, H, Burt. M. & Krashen, S. (1982). Language 2, Oxford: OUP.
- Ferris, D. (2002). Treatment of errors in second language writing. Ann arbor, MI: the University of Michigan press.

❖ Ferris, D.R, and Roberts, B. (2001). Error feedback in L2 writing classes: how explicit does it need to be? Journal of SL writing, 10,161-184.

❖ Gipps, C. (1994). Beyond testing Brighton: the flamer Press.

❖ Hairston, M. (1986). On not being a composition slave. In C. w. Bridges (ed), training the teacher to college composition (pp.117-124). Urbana, national council of teacher of English.

❖ James, C. (1998). Errors in Language Learning and Use: Exploring Error Analysis. London: Longman Press.

❖ Jermy, H. (2001). English language teaching. Oxford university press.

❖ Larry, M. lynch. Www. Eslbase.com.

❖ Lee, I. (2004). Error correction in L2 secondary writing classrooms: the case of Hong Kong. Journal of SL writing, 13,285,312.

❖ Lightbown, P., M., & Spada, N. (1999). How Language are Learned. Oxford: Oxford University Press.

❖ Long, M., H. (1996). The Role of the Linguistic Environment in Second Language Acquisition. San Diego: Academic Press.

❖ Lynne Cameron (2001.p 238). Teaching language to young learners. CUP.

❖ Lyster, R., & Ranta, L. (1997). Corrective Feedback and Learner Uptake: Negotiation Form in Communication Classrooms. Studies in Second Language Acquisition, 19, 37-66.

❖ Nunan, D (1989). Designing task for the communicative classroom. D. Nunan(Ed). Combridge language teaching.

❖ Raimes, A. (1994)**.**Techniques in teaching writing. (3rd ed.). Oxford: O.U.P. p10**.**

❖ Richard,J.,C. (2008).moving beyond the plateau: from intermediate to advanced levels in language learning. U.S.A: CUP.

❖ Richards, J.C. and Renandya, W.A. (eds). (2002). Methodology in language teaching: An anthology of current practice. Cambridge. CUP.

❖ Ryan, K (1997). Lectures comment and student responses. Directions in teaching and learning, 69, 5-13.

❖ Selinker, L. (1992). Rediscovering Interlanguage. London. Longman .0

❖ Shauna Settle.(2015).www:http://prezi.com./the five feature of effective writing.

❖ Thcuscott. J. (1996). The case against grammar correction in L2 writing classes. Language learning, vol.46, No.2, 327-369.

❖ The practice of English language teaching (3rd Edition).

❖ Ur, P. (1980). Grammar practical activities: a practical guide for teachers. Combridge: CUP.

❖ White and Arndt's. (1991). The process writing model. Cambridge University Press.

❖ Writing for Academic Purposes: Problems Faced by Arab Postgraduate Students of the College of Business, UUM. ESP World, 2(9). In Raimes, A. (1981). Composition: Controlled by the teacher, Free for the Student. English Teaching Forum,19.3. p. 2-7.

Appendices

page

Appendix A: Pre-test of the experiment group 66

Appendix B: Post-test of the experiment group 72

Appendix C: T distribution critical values table 78

Appendix A: Pre-test of the experiment group

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE PRE-TEST

Dear pupils, you are Kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics. Thank you in advance for you participation.

First Name: I Kran

Family Name : Bendib

Activity:

Write a short paragraph in which you are going to explain the water cycle process.

The water cycle ?

The water cycle has four steps evaporation, ~~and~~ consandation, ~~and~~ precipitation, and collection.

First, evaprotion which is the change from of water to change to gaz.

Second, consandation/ vapor tiny water droplets to gader.

Therd, precipitation/ runoff from foll rain from ~~swo~~ snow.

collection, it mean the water will be together like Oceans Lack.

Thank you .

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE PRE-TEST

Dear pupils, you are Kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics.
Thank you in advance for you participation.

First Name: Chahrazed

Family Name : Charki

03/10

incomplete paragraph.

Activity:

Write a short paragraph in which you are going to explain the water cycle process.

The water cycle

Water is found almost every where, it is familiar to us in different forms: water, vapeur, ice, and snow.

Water has surprising qualities most liquids. when you ill a pan of water with ice Cubes (the condisation).

Water is lighter than water is in liquid form. when water expands, it becomes ice and it exerts pressure if full a glass bottle ?

Thank you .

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE PRE-TEST

Dear pupils, you are Kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics. Thank you in advance for you participation.

First Name: Manal

05/10

Family Name : Boussadia

Activity:

Write a short paragraph in which you are going to explain the water cycle process.

The water ~~ka~~ cycle have four steps. The first is Evapouration. The water is transfourm vapor cause the sunlight and the second steps is coundition this vapor up in the sky and group to Gather and from cloud and the next steps presepitation this cloud is heavy and down all around the Earth in froun water or snow or ice. and then coulaction finly the rain off ocean ~~and~~ and lack ~~of~~ anther arou.

In short this cycle don't stop.

Thank you .

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE PRE-TEST

Dear pupils, you are Kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics. Thank you in advance for you participation.

First Name: Soundousse

Family Name : AMRouNE

Activity:

03/10

Write a short paragraph in which you are going to explain the water cycle process.

the water sycle has 4 steps ; evaporation and consadation, precipitation and collection.

First, the water change to gaz,

~~the~~ Second, reason why condesination the vapour go up in sky and transform in cloud

the water cycle involve the exhange of energy which leads to temperature changes. for instance when water evaporates it take up energy from its surrounding and cools the environment

Third, collection it mean ~~to~~ ge will be together like oceans Lack

Thank you .

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE PRE-TEST

Dear pupils, you are Kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics. Thank you in advance for you participation.

First Name: ABIR

Family Name : Achour

06/10

Activity:

Write a short paragraph in which you are going to explain the water cycle process.

The Water Cycle have 4 steps; evaporation, Condensation, precipitation, and Collection. First, the first, is called evaporation it means the water evaporat from liquid To gas. Second, The second, is called condensation it means change from gas To dods. Third, the third, is called precipitation it means Too, it fall down the ice and snow. Forth, the forth, it calls infiltration, it means Water collected again will be together like oceans and lusk.

Thank you .

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE PRE-TEST

Dear pupils, you are Kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics. Thank you in advance for you participation.

First Name: Manal

Family Name : Khaldoune

06/10

Activity:

Write a short paragraph in which you are going to explain the water cycle process.

The world have a mazing phenomen it called a water cycle process. The evaporation, ~~and~~ condesation, ~~and~~ p recipitation, and collection represents the 4 steps of the water cycle. ~~have~~ 4 steps, ~~The~~ first, is called evaporation, it means that the water evaporat from liquid to gaz. Second, ~~The second~~ is called condensation, it mean that the gaz will be clocks. Third, ~~The third~~ is called p recipitation, it means ~~too~~, runoff like droplets collected together ~~like~~ in the oceans ~~and~~, luck, and rivers. Fourth, ~~The forth~~ is called ~~my~~ collection, it means the water of rain ~~will~~ collected together ~~like~~ in oceans ~~and~~, luck and rivers.

Thank you .

Appendix B: Post-test of the experiment group

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE post-TEST

Dear pupils,you are kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics. Thank you in advance for you participation.

Full Name : Bendib IKRAM.

65/10

ACTIVITY :

Refering to the previous lessons, rewrite the following paragraph in which you are going to correct the errors, and construct a correct paragraph .

-elizabeth blackwell became the first woman in the united states to receive a medical degree she was born in 1821 in egland. Rejected at 29 medical schools blackwell was accepted in 1847 at geneva college in western new york, and graduated with highest honors even so she was enable to find a hospital that would accept her credentials to where she continue her studies she went to europe where she contructed an eyedisease from a baby that she was treating in a clinic for the poor evantually she list the sight in her left eye and it had to be removed Returning to new york she and her sister, who also became a doctor, opened a hospital for women and children During the civil war which was the bloodiest deadliest war in americas history they trained nurses for the union army.

Elizabeth Blackwell became the first woman in The United States to receive a medical degree. She was Born in 1823 in England. Rejected at 29 medical schools, Blackwell was accepted in 1847 at Geneva College in western New york. and graduated with highest honors even so she was enable to find a Hospital that would accept her credentials to Where She continue her Studies. She went to Europe where she contructed an Eyedisease from a Baby that she was treating in a Clinic for the poor. Eventually she list the sight in her left eye, and it had to be Removed. Returning to New york she and her sister, who also became a doctor, opened a Hospital for women and Children. During the Civil war which was the Bloodiest deadliest war in American history they Trained nurses for the Union Army.

Thank you.

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE post-TEST

Dear pupils,you are kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics. Thank you in advance for you participation.

Full Name : Ghorbi chahrazed

06/10

ACTIVITY :

Refering to the previous lessons, rewrite the following paragraph in which you are going to correct the errors, and construct a correct paragraph .

-elizabeth blackwell became the first woman in the united states to receive a medical degree she was born in 1821 in egland. Rejected at 29 medical schools blackwell was accepted in 1847 at geneva college in western new york, and graduated with highest honors even so she was enable to find a hospital that would accept her credentials to where she continue her studies she went to europe where she contructed an eyedisease from a baby that she was treating in a clinic for the poor evantually she list the sight in her left eye and it had to be removed Returning to new york she and her sister, who also became a doctor, opened a hospital for women and children During the civil war which was the bloodiest deadliest war in americas history they trained nurses for the union army.

Elizabeth Backwell became the first women in the United States to receive a medical degree, she was born in 1821 in England. Rejected at 29 medical schools Backwell was accepted in 1847 at geneva college in western New York, and graduated with highest honors even so she was enable to find a Hospital that would accept her credentials to where she contisue her studies. She went to Europe where she contructed an Eyedisease from a baby that she was treating in a clinic for the poor. Eventually, she list the sight in her left eye, and it had to be removed. Returning to New York she and her sister, who also became a doctor opened a hospital for Women and Children. During the civil war which was the bloodiest deadliest war in American history they trained nurses for the Union Army

Thank you.

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE post-TEST

Dear pupils,you are kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics. Thank you in advance for you participation.

Full Name : Boudsadia Manal

07/10

ACTIVITY :

Refering to the previous lessons, rewrite the following paragraph in which you are going to correct the errors, and construct a correct paragraph .

-elizabeth blackwell became the first woman in the united states to receive a medical degree, she was born in 1821 in egland. Rejected at 29 medical schools blackwell was accepted in 1847 at geneva college in western new york, and graduated with highest honors even so she was enable to find a hospital that would accept her credentials to where she continue her studies she went to europe where she contructed an eyedisease from a baby that she was treating in a clinic for the poor evantually she list the sight in her left eye and it had to be removed Returning to new york she and her sister, who also became a doctor, opened a hospital for women and children,During the civil war which was the bloodiest deadliest war in americas history they trained nurses for the union army.

Elizabill Blackwell became the first woman the United States to receive medical degree, She was born in 1821 in England. Rejected at 29 m.

First, Rejected at 29 medical school, Blackwell was accepted in 1847 at Geneva College in Western New York. Second, and graduated with highest honors even so, she was enable to find a hospital that would accept her credentials to where she continue her studies she went to Europe where she contructed an Eyedisease from a baby, Third, that she was treating in a Clinic for the poor. Evantually, she list the sight in her left eye and it had to be removed Returning to New York. Fourth, she and her sister who also became a Doctor, opened a hospital for women and Children, During the civil war which was the bloodiest deadliest war in America's history, they trained nurses for the union army.

Thank you.

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE post-TEST

Dear pupils,you are kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics. Thank you in advance for you participation.

Full Name : A.M.Rawf Saoudouse

06/10

ACTIVITY :

Refering to the previous lessons, rewrite the following paragraph in which you are going to correct the errors, and construct a correct paragraph .

-elizabeth blackwell became the first woman in the united states to receive a medical degree she was born in 1821 in egland. Rejected at 29 medical schools blackwell was accepted in 1847 at geneva college in western new york, and graduated with highest honors even so she was enable to find a hospital that would accept her credentials to where she continue her studies she went to europe where she contructed an eyedisease from a baby that she was treating in a clinic for the poor evantually she list the sight in her left eye and it had to be removed Returning to new york she and her sister, who also became a doctor, opened a hospital for women and children During the civil war which was the bloodiest deadliest war in americas history they trained nurses for the union army.

Elizabeth Blackwell became the first woman in the United States to receive a medical degree. She was Born in 1821 in England. Scand. Rejected at 29 medical schools, Blackwell was accepted in 1847 Geneva College in Western New York and graduated with highest honors even so, She was enable to find a Hospital that would accept her credentials to where she continue her studies. She went to Europe where she contricted an eyedisease from a baby that she was treating in clinic for the poor. Eventually, she list the sight in her left eye and it had to be Removed. Returning to New York She and her Sister, Who also became a doctor, opened a Hospital for women and children

Thank you.

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE post-TEST

Dear pupils,you are kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics. Thank you in advance for you participation.

Full Name : Achour ABIR

07/10

ACTIVITY :

Referring to the previous lessons, rewrite the following paragraph in which you are going to correct the errors, and construct a correct paragraph .

-elizabeth blackwell became the first woman in the united states to receive a medical degree she was born in 1821 in egland. Rejected at 29 medical schools blackwell was accepted in 1847 at geneva college in western new york, and graduated with highest honors even so she was enable to find a hospital that would accept her credentials to where she continue her studies, she went to europe where she contructed an eyedisease from a baby that she was treating in a clinic for the poor evantually she list the sight in her left eye and it had to be removed Returning to new york she and her sister, who also became a doctor, opened a hospital for women and children. During the civil war which was the bloodiest deadliest war in americas history they trained nurses for the union army.

Elizabth Blackwell became the first Women in the United States to receive a medical degree. She was born in 1821 in England. First Rejected at 29 medical schools Blackwell was accepted in 1847 at Geneva College in western New York, Second, and graduated with highest honors even So, she was enable to find a Hospital that would accept her Credentials to where she continue her studies, she went to Europe Where she Contructed an eyedisease from a Baby that she was treating in clinic for the poor Evantually, she list the sight in her left eye, and it had to be removed. Returning to New York she and her sister, Third, who also became a doctor, opened a Hospital for Women and children. Finally, During the civil war which was the bloodiest deadliest war in America's History they trained nurses for the Union Army.

Thank you.

PEOPLE'S DEMOCRETIC REPUBLIC OF ALGERIA

MINISTRY OF HIGER EDUCATION AND SIENTIFIC RESEARCH

MOHAMMAD KHIEDAR UNIVERSITY OF BISKRA

FACUALTY OF LETTERS AND LANGUAGE

DEPARETEMENT OF FORIENG LANGUAGE

DEPARETEMENT OF ENGLISH

THE post-TEST

Dear pupils,you are kindely asked to answer the following activity. Your answers are going to be a part of a study for the level of master degree in applied linguistics. Thank you in advance for you participation.

Full Name : Mamal Khalloune

09/10

ACTIVITY :

Refering to the previous lessons, rewrite the following paragraph in which you are going to correct the errors, and construct a correct paragraph .

-elizabeth blackwell became the first woman in the united states to receive a medical degree she was born in 1821 in egland. Rejected at 29 medical schools blackwell was accepted in 1847 at geneva college in western new york, and graduated with highest honors even so she was enable to find a hospital that would accept her credentials to where she continue her studies she went to europe where she contructed an eyedisease from a baby that she was treating in a clinic for the poor evantually she list the sight in her left eye and it had to be removed Returning to new york she and her sister, who also became a doctor, opened a hospital for women and children During the civil war which was the bloodiest deadliest war in americas history they trained nurses for the union army.

Elizabeth Backwell became the first woman in the United States to recieve a medical degree. She was born in 1821 in England. Rejected at 29 medical schools, Backwell was accepted in 1847 at Geneva college in Western New York, and graduated with highest honors. Even so, she was enable to find a hospital that would accept her credentials to where she continue her studies. She went to Europe where she constructed an eyedisease from a baby that she was treating in a clinic for the poor. Eventually she list the sight in her left eye, and it had to be removed. Returning to New York, she and her sister, who also became a doctor, opened a hospital for Woman and children. During the civil war, which was the bloodiest, deadliest War in America's history they trained nurses for the Union Army.

Thank you.

Appendix C: T distribution critical values table

easycalculation.com Feed Back Advertise Search

Home
Calculators and Converters
Basic/Scientific calculator
Math Dictionary
Event Calendar
Area Calculators
Numbers
Statistics calculators
Trigonometry calculators
Analytical Geometry
Algebra Calculators
Date and Day Calculator
Matrix Calculations
Mathematical Geometry Theorems
Mortgage Calculator
Unit conversions
Love Calculator
Health Calculator
Bandwidth Calculator
Hexa, Decimal, Binary Conversions
Physics Calculators
Chemistry Calculators
Weather
Color Converters
Funny Math
Others
Puzzles
Zodiac Calculators
Medical Calculators
Integration Calculators
Finance Calculators
Tutorials
Engineering Calculators
Tax calcuators
Differentiation Calculators
Budget Calculators
Sports Calculators
Graphs
Charts
Currency Converters
Operations Research
Currency Converters
Download Calculators

Useful Links

Scripts and Tutorials

T Distribution Critical Values Table

The critical values of t distribution are calculated according to the probabilities of two alpha values and the degrees of freedom. The Alpha(α) values 0.05 one tailed and 0.1 two tailed are the two columns to be compared with the degrees of freedom in the row of the table.

α (1 tail)	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
α (2 tail)	0.1	0.05	0.02	0.01	0.005	0.002	0.001
df							
1	6.3138	12.7065	31.8193	63.6551	127.3447	318.4930	636.0450
2	2.9200	4.3026	6.9646	9.9247	14.0887	22.3276	31.5989
3	2.3534	3.1824	4.5407	5.8408	7.4534	10.2145	12.9242
4	2.1319	2.7764	3.7470	4.6041	5.5976	7.1732	8.6103
5	2.0150	2.5706	3.3650	4.0322	4.7734	5.8934	6.8688
6	1.9432	2.4469	3.1426	3.7074	4.3168	5.2076	5.9589
7	1.8946	2.3646	2.9980	3.4995	4.0294	4.7852	5.4079
8	1.8595	2.3060	2.8965	3.3554	3.8325	4.5008	5.0414
9	1.8331	2.2621	2.8214	3.2498	3.6896	4.2969	4.7809
10	1.8124	2.2282	2.7638	3.1693	3.5814	4.1437	4.5869
11	1.7959	2.2010	2.7181	3.1058	3.4966	4.0247	4.4369
12	1.7823	2.1788	2.6810	3.0545	3.4284	3.9296	4.3178
13	1.7709	2.1604	2.6503	3.0123	3.3725	3.8520	4.2208
14	1.7613	2.1448	2.6245	2.9768	3.3257	3.7874	4.1404
15	1.7530	2.1314	2.6025	2.9467	3.2860	3.7328	4.0728
16	1.7459	2.1199	2.5835	2.9208	3.2520	3.6861	4.0150
17	1.7396	2.1098	2.5669	2.8983	3.2224	3.6458	3.9651
18	1.7341	2.1009	2.5524	2.8784	3.1966	3.6105	3.9216
19	1.7291	2.0930	2.5395	2.8609	3.1737	3.5794	3.8834
20	1.7247	2.0860	2.5280	2.8454	3.1534	3.5518	3.8495
21	1.7207	2.0796	2.5176	2.8314	3.1352	3.5272	3.8193
22	1.7172	2.0739	2.5083	2.8188	3.1188	3.5050	3.7921
23	1.7139	2.0686	2.4998	2.8073	3.1040	3.4850	3.7676
24	1.7109	2.0639	2.4922	2.7970	3.0905	3.4668	3.7454
25	1.7081	2.0596	2.4851	2.7874	3.0782	3.4502	3.7251
26	1.7056	2.0555	2.4786	2.7787	3.0669	3.4350	3.7067
27	1.7033	2.0518	2.4727	2.7707	3.0565	3.4211	3.6896
28	1.7011	2.0484	2.4671	2.7633	3.0469	3.4082	3.6739
29	1.6991	2.0452	2.4620	2.7564	3.0380	3.3962	3.6594
30	1.6973	2.0423	2.4572	2.7500	3.0298	3.3852	3.6459
31	1.6955	2.0395	2.4528	2.7440	3.0221	3.3749	3.6334
32	1.6939	2.0369	2.4487	2.7385	3.0150	3.3653	3.6218
33	1.6924	2.0345	2.4448	2.7333	3.0082	3.3563	3.6109
34	1.6909	2.0322	2.4411	2.7284	3.0019	3.3479	3.6008
35	1.6896	2.0301	2.4377	2.7238	2.9961	3.3400	3.5912
36	1.6883	2.0281	2.4345	2.7195	2.9905	3.3326	3.5822
37	1.6871	2.0262	2.4315	2.7154	2.9853	3.3256	3.5737
38	1.6859	2.0244	2.4286	2.7115	2.9803	3.3190	3.5657
39	1.6849	2.0227	2.4258	2.7079	2.9756	3.3128	3.5581
40	1.6839	2.0211	2.4233	2.7045	2.9712	3.3069	3.5510
41	1.6829	2.0196	2.4208	2.7012	2.9670	3.3013	3.5442

ملخص

يجد العديد من الطلبة الجزائريين صعوبة في دراسة لغة أجنبية دون ارتكاب اخطاء نحوية. على الرغم من هذا، تبقى هذه الأخطاء محط اهتمام والتي يجب ان تحل وتعالج، يرتكب التلاميذ الأخطاء النحوية بسبب عدم شرحها وتصحيحها من طرف الاستاذ. الهدف من هذه الدراسة هو جعل استاذ اللغة الاجنبية خاصة الانجليزية يزود تلاميذه بأكبر قدر من التغذية العكسية الفعالة والقوية التي يتطلبها التلاميذ ليطور مهارة الكتابة، اضافة الى ثراء معرفة التلاميذ ورصيدهم اللغوي عند دمج مهارات أخرى خاصة القراءة. لتحقيق هذا الهدف تم تطبيق المنهج التجريبي في هذه الدراسة لتلاميذ السنة ثانية ثانوي بثانوية عثمان بن عفان المسيلة. فقمت باختيار فوج مكون من 12 تلميذ وامتحانهم لتقييم مستواهم قبل تطبيق أي تقنية. بعد تدريسهم 8 حصص تم اختبار نفس الفوج من اجل التحقق من مدى تأثير وفاعلية التقنية التي لا تظهر فقط وجود تطور في القابلية للكتابة، بل أيضا نقص الأخطاء النحوية في كتابتهم. تظهر هذه النتائج فوائد تعليمية للشرح الجيد للأخطاء النحوية التي يرتكبها التلاميذ وتزويدهم بالإجابة الصحيحة لأخطائهم ودمج مهارات أخرى عن طريق تطبيق القراءة في تدريس الكتابة.