**The Arabic Academic College of Education - Haifa**

**EFL teachers’ and learners’ attitudes towards error correction**

**and corrective feedback in English writing**

**in Dabburiya Junior High School**

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**EFL Teachers’ and Learners’ Attitudes Towards Error Correction and Corrective Feedback in English Writing in Dabburiya Junior High School**

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**EFL Teachers’ and Learners’ Attitudes Towards Error Correction and Corrective Feedback in English Writing in Dabburiya Junior High School**

**ABSTRACT**

This study aims to investigate EFL teachers’ and learners’ attitudes towards different types of error correction and corrective feedback in English writing. The study involved 10 EFL teachers with more than 10 years of teaching experience each, and 250 students between the seventh and the ninthgrades. The data for the study were collected using three tools: A questionnaire, interviews, and writing tasks. Results indicated common positive agreement between teachers and students on the important role of error correction and corrective feedback in improving English writing skills. All participants expressed strong opinions on the importance of error correction. However, neither teachers nor students showed any clear preference for any one type of corrective feedback. Teachers also shared no consensus as to the most useful and effective kinds of corrective feedback for improving English writing. These results indicated that, despite their clear positive and strong attitudes towards the importance of error correction in learning English, both teachers and learners are uncertain about the type of corrective feedback that is most effective. Results also revealed a significant correlation between the students’ performance in writing tasks and their attitudes towards the most helpful kinds of corrective feedback. These results confirm the importance of error correction and its significant role in learning English, and pointed to the strong need for more research to be conducted on this topic.

*Keywords:* EFL, ESL, teacher attitudes, learner attitudes, corrective feedback, error correction, language accuracy, writing.

**EFL Teachers’ and Learners’ Attitudes Towards Error Correction and Corrective Feedback in English Writing in Dabburiya Junior High School**

**1. Introduction**

As an important language used worldwide, English has become an essential component for communication, business success, and academic achievement. Learning to write in English is one of the basic components of acquiring the language. However, writing in general is an “intricate and complex task; it is the most difficult of the language abilities to acquire” (Corder, 1974, p. 177). This is true for L2 and L3 learners especially Arab students who encounter serious problems when writing in English, because they have not yet internalized the multitude of rules that native speakers automatically know (Tahaineh, 2010, p. 80). L2 and L3 learners are even more prone to making mistakes and committing errors (Allen & Corder, 1974).

It is essential to make a distinction between mistake and error. Corder (1974), reveals a criterion that helps us to do so: A mistake can be self-corrected, but an error cannot. Unlike mistakes, errors are systematic, likely to occur repeatedly, and often go unrecognized by the learner.

In the early 20th century, language errors were considered undesirable, and teachers aimed to decrease them (George, 1972). However, in the early sixties, language errors began to be viewed by language experts in a more positive way, as indicative of progress. Corder (1974) illustrated the significance of language errors in several ways. He pointed out that language errors are important for teachers, as they indicate the amount of information that the students have acquired, allowing teachers to modify their instructions according to their students’ needs. Similarly, Hendrickson (1978) stated that language errors are a natural part of learning, and the systematic analysis of errors can help researchers and teachers gain a better understanding of the process of language acquisition.

Consequently, there has been some divergence of thought regarding the effectiveness and desirability of corrective feedback. For example, Krashen (1982) suggested that students do not need any feedback on progress. By contrast, Lightbown and Spada (1990); Long (1996); Lyster and Ranta (1997); Sheen (2004, 2006); and Ellis (2009) suggested that feedback plays a crucial role in language learning, as it pushes learners to be more aware of their errors, and, therefore, more likely to correct them.

On a personal level as an English teacher in junior high school, I wanted to learn more about my students’ difficulties in writing–especially because English is considered a third language, after Hebrew, for Arab students in Israel. Moreover, I did not know whether the method of corrective feedback I generally used was effective. As such, I decided to ask different teachers about their strategies and methods for correcting writing tasks. It was also important to me to learn student attitudes towards the types of correction they received, as well as which corrective feedback technique was the most valuable to them.

As a consequence, the aims of this current study are (a) to provide further information about perceptions and attitudes towards error correction and corrective feedback techniques in my school, and (b) to help identify the most effective error-correction techniques for improving writing skill.

# **2. Literature Review**

Writing is a very challenging skill for EFL and ESL learners, who need it as a tool for employment and promotion (Graham & Perin, 2007). Researchers believe that a major achievement for EFL and ESL learners is the accurate, written expression of ideas. In addition, they believe that for foreign language learners to achieve their educational and professional goals, writing accuracy is essential (Celce-Murcia, 2001). Finally, many schools, colleges, and universities use exam-based assessments of writing skills, focusing on accuracy. Therefore, accuracy in writing is considered an important component of appropriate and acceptable texts (Talatifard, 2016).

## **2.1 Writing Accuracy**

Richards, J. Platt, H. Platt, and Candlin (1992) define writing accuracy as the ability to produce grammatically correct sentences; Foster and Skehan (1996) define it as freedom from error; and Wolfe-Quintero, Inagaki, and Kim (1998) define it as being free from errors while using the language in written communication. More specifically, Seiffedin and El-Sakka (2017) give an operational definition of writing accuracy as the ability to write a paragraph without committing errors in punctuation, articles, subject-verb agreement, spelling, and conjunctions. Thus, accuracy deals with the production of grammatically correct sentences.

English language learners often perform adequately in routine grammatical exercises while in class, but then fail to translate this knowledge into reality when performing a writing task. One issue is that in textbooks grammar is most often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation. However, these exercises only provide learners with formal linguistic mastery (Nastaran, 2014). Moreover, Nunan (1989) holds that language learners find it difficult to use language in communication if they are not provided with opportunities to explore grammatical structures in context. Frodesen (2014) points out that teaching grammar through writing means “helping writers develop their knowledge of linguistic resources and grammatical systems to convey ideas meaningfully and appropriate to the intended readers” (p. 233). Frodesen also maintains second language learners can discover and use discourse-level grammatical principles through learning grammar through writing. It is the teacher’s task to help learners see that effective communication involves achieving harmony between grammatical items and the discursive contexts in which they occur.

Many researchers have looked into the issue of whether corrective feedback in general has any effect on written accuracy (e.g., Ferris & Roberts, 2001; Ferris, 2006; Bitchener & Knoch, 2010;). For example, the effects of corrective feedback in reducing the number of errors were evidenced in Ferris’s 2006 study, where there was a significant reduction in the number of errors from the first draft to the last draft. In addition, Bitchener and Knoch (2010) emphasized the importance of written corrective feedback on improving the language accuracy of advanced L2 learners.

Burstein, Chodorow, and Leacock (2004) hold that the best way for learners to improve their accuracy in writing is through a continual process of writing, receiving feedback, and revising using that feedback. Moreover, Saadi and Saadat (2015) revealed that post tests showed direct and indirect corrective feedback had a significant effect on writing accuracy. The kinds of corrective feedback provided to EFL students is one of the important variables for developing accuracy in writing (Tafazoli, Nosratzadeh, & Hosseini, 2014). For example, Sheen, Wright, and Moldawa (2009) found that direct corrective feedback is only effective for certain types of errors. In the Chinese context, Chen and Li (2009) revealed that direct corrective feedback was significantly better than indirect correction for student accuracy. Almasi and Tabrizi (2016) examined the effect of different types of written corrective feedback on the writing accuracy of Iranian EFL students. Results revealed that the direct-feedback group had significantly better writing accuracy. On the other hand, other studies have found indirect corrective feedback more effective on writing accuracy. For example, Wang and Hu (2010) found support for indirect error correction in improving language accuracy, compared with the absence of teacher feedback. Additionally, Khodareza and Delvand (2016) investigated the type of feedback—direct or indirect—on six types of errors: verb tense, noun ending, word choice, sentence structure, articles, and prepositions. They found that indirect feedback had a significant effect on overall accuracy.

**2.2 The Necessity of Error Correction and Analysis**

Error analysis is a type of linguistic analysis that focuses on learner errors. It consists of a comparison between the errors made in the target language with the target language itself. S. Pit Corder is considered the “father” of error analysis. It was with his article entitled “The Significance of Learner’s Errors” (Corder, 1974b) that error analysis took a new turn. Before then, errors were seen as flaws that needed to be eradicated. Corder presented a completely different point of view. He contended that those errors are “important in and of themselves.” For learners, errors are indispensable as they can be used as learning tools. Gass and Selinker (1994) define errors as “red flags” that provide evidence of the learner’s knowledge of the second language. Researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language. Moreover, according to Richards and Sampson (1974, p. 15), “At the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future effort.” According to Corder (1974a), error analysis has two objectives: one theoretical and another applied. The theoretical objective serves to “elucidate what and how a learner learns when he studies a second language.” Meanwhile the applied objective serves to enable the learner “to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes.”

Many studies on EFL have tried to shed light on the root causes of student writing errors. Rabehi (2012) conducted a study of 25 EFL English teachers and 50 students. Over 60% of the teacher respondents pointed out that, in addition to having poor writing skills, students were unaware of the importance of writing skills. They agreed that the most suitable measures for improvement were to encourage students to write more and to supply immediate feedback. Over 50% of the students linked their weakness in writing to their lack of concentration while writing, and around 30% of them stated that they did not know the English grammar rules. According to the students, their deficiencies in writing skills were due to a poor background knowledge of the target language and a lack of practice, in addition to a low motivation to write in English.

**2.3 Corrective Feedback**

Corrective feedback is another term for error correction (Bitchener & Ferris, 2012, p. viii). Corrective feedback can include a response indicating an error has been made, a provision of the correct language form, and an offer of metalinguistic information about the error (Ellis, 2007).

Error correction in second language writing is important for teachers and students alike. For the student, it indicates areas needing improvement, and offers the opportunity for noticing and consciously analyzing linguistic forms and for increasing declarative knowledge (Ferris, 2011). Feedback in the writing classroom is considered to be an essential element in guiding students in their writing development (Ene & Kosobucki, 2016). Providing feedback helps the students become aware of their mistakes so that they can avoid them the next time. Harmer (2001) states that “feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise” (p. 99). In addition, corrective feedback helps students discover the systematic structure of the target language (Papangkorna, 2015). For the teacher, errors are important because they inform about the students’ accuracy and their language learning process. Tsui (2003) points out that error correction in writing helps teachers become aware of the effectiveness of varying teaching techniques with their students.

The practice of providing feedback to students is both a right and responsibility (Ellis, 2000). This practice entails significant amounts of time and effort on the part of teachers. Ferris (2007) notes that giving written feedback to learners is “the most time consuming and challenging part” of teaching writing (p. 165). Leki (1990) believes that writing instructors are compelled to focus on how ideas are presented or structured in sentences because the label *writing teacher* entails the expected responsibility of teaching how to write in a particular language. This expectation is particularly true in L2 writing, since it is more challenging to write in a second language than in a first language.

There are, however, opposing views on the importance of corrective feedback based on different views of language learning and acquisition. For naturalists, who describe *acquisition* as the unconscious absorption of a language in a natural environment and *learning* as the conscious studying of rules and structures of the target language, corrective feedback is not important for language acquisition. Naturalists believe that learning does not lead to acquisition but only helps learners to monitor or edit their language production. For cognitivists, who equate *acquisition* with implicit or procedural knowledge and *learning* with explicit or declarative knowledge, and believe that learning leads to acquisition, corrective feedback is a useful tool (Parreno, 2015). Supporters of corrective feedback believe that it aids L2 learning and acquisition as it helps learners notice the difference between their own production and target structures, raising their awareness about those structures (Schmidt, 1990; Schmidt and Frota, 1986).

**2.3.1 Historical review**

Until 1996, many researchers implicitly agreed that corrective feedback helped in improving EFL learners’ writing accuracy (Sameera, Amin, and Siddiqui, 2016). However, in 1996, all that changed when John Truscott published his report about the inefficacy of the corrective feedback. He claimed that error correction was an ineffective activity, as students feel stressed when they are notified of their errors and this, in turn, prevents them from writing or finding writing as an interesting learning activity. He supported his claim with many studies (e.g., Hendrickson, 1980; Kepner, 1991; Robb, Ross, & Shortreed, 1986). Additionally, he mentioned Semke’s (1984) and Sheppard’s (1992) studies which showed that corrective feedback can be harmful because it impacts fluency. Building on that, Truscott, as cited in (Sameera et al., 2016) concluded that corrective feedback should be abandoned. Dana Ferris is considered a major opponent of Truscott’s views. Feris notes that Truscott ignored some positive evidence in favor of corrective feedback. Ferris (1997) also acknowledges that more research was required to reach a conclusive answer as to whether different types of feedback had different results on students’ writing or not. Lee (2004) notes that students become frustrated if their teachers do not give them feedback on their writing. Hyland and Hyland (2006) confirm that feedback helps students gain control over their writing skills. In addition, Sheen et al. (2009) states that corrective feedback helps learners notice their errors and control the accuracy of their writing. Finally, Hartshorn, Evans, and Tuioti (2014) conducted a survey among 1053 ESL and EFL writing instructors and found that 92% of the instructors provide some sort of error correction, because (a) it improves students’ ability to correct and understand errors, (b) students expect feedback on their writing, and (c) students prefer it. On the other hand, in the absence of feedback, Brookhart (2008) states that students become unmotivated, and lose a sense of which factors in their writing need improvement. Additionally, Lee (2008) argues that learners may gain an inaccurate impression of their writing performance in the absence of feedback.

**2.3.2 Theoretical perspectives of corrective feedback**

The idea of corrective feedback has a strong foundation in major learning theories. Schmidt (1990) underlines the significant role of grammar and conscious attention. He states that for language acquisition to take place there must be some exclusive attention to form. Accordingly, error correction is important as it draws learners’ attention to language structure (Ji, 2015). To behavioral theoreticians, feedback is considered a means of encouraging learner motivation and ensuring linguistic accuracy (Saadi, Z., & Saadat, M. 2015). Ellis (2009) shows that feedback may be positive or negative. To Ellis, positive feedback occurs when a learner’s response is correct. This positive feedback provides affective support to learners, fosters their motivation, and encourages them to continue learning. According to cognitive load theory, one’s working memory should have as light a load as possible to optimize learning (Sweller, 1988). For learning to take place and be lasting, there should be a link between schematic structures of long-term memory and new data (Sweller, 1988). Therefore, corrective feedback helps learners focus on the areas they have difficulty with, while freeing their minds to process language content (Maleki & Eslami, 2013).

**2.3.3.Types of corrective feedback and error correction**

Bates, Lane, and Lang (1993) advise instructors to mark only global errors in students’ writing. Global errors are defined as those that impede the understanding of a text. This category includes incorrect verb tenses, use of modals, formation and use of conditionals and the passive voice, sentence structure, and word usage, along with incorrect or missing connectors, and unclear message. Bates, et al. (1993) classified the remaining error types into two groups: *local* and *other*. Local errors are less serious than global errors in that they do not usually impede understanding. This group includes incorrect subject-verb agreement, incorrect or missing articles, problems with singulars and plurals, wrong word choice, wrong word form, and nonidiomatic expressions. The errors that Bates, et al. (1993) classify as *other* are those they say are typically made by native speakers of English. This group includes errors in capitalization, punctuation, pronoun reference or agreement, and spelling, along with a lack of coherence, comma splices, dangling modifiers, sentence fragments, and run-on sentences.

According to Doughty (2001), there are four logical possibilities for error correction:

1. implicit attention to form, meaning, and function at precisely the time of learner need (Doughty & Williams, 1998);
2. implicit or explicit attention to form shortly in advance of learner need (Dekeyser, 1998; Lightbown, 1998);
3. a brief, implicit or explicit shift of attention from meaning and function to form at precisely the time of learner need (Long & Robinson, 1998);
4. implicit attention to form shortly after learner need (Doughty & Varela, 1998; Long, Inagaki, & Ortega, 1998).

However, there is a lack of evidence to support these researchers’ claims. Moreover, the extent to which explicit and implicit error correction can be effective in restructuring the learners’ interlanguage is theoretically and pedagogically critical. It may provide a clear understanding of how the human cognitive system operates when acquiring a second language, and it may also provide practitioners with better strategies in choosing when to correct the learners explicitly and when to do so implicitly. Teachers are advised to use both types of correction depending on their goals of instruction. Teachers do not need to be frightened of providing immediate correction when there is a need for such a correction. However, if they want to emphasize fluency in the context of a communicative activity, it might be better if they correct learners in a delayed fashion. On the other hand, if they are less concerned with fluency and, instead, intend to focus on accuracy in the context of a communicative task, immediate correction would perhaps be the right choice.

Guenette (2007) points out that teachers have difficulty in choosing the correct error-treatment type. They afraid that not marking an error will cause it to be repeated and may lead them to be perceived as lazy or incompetent. Ferris (2010) also questions the number of error types that should be treated, and advocates marking only those that are global, frequent, and stigmatizing.

Many researchers and theoreticians (e.g., Bates, Lane, & Lange 1993; Ferris, 1995; Ferris & Hedgcock, 1998; Ferris & Roberts, 2001; Ellis, 2009) have agreed upon two main kinds of corrective feedback, namely direct corrective feedback and indirect corrective feedback. Direct (i.e., explicit) corrective feedback is a strategy that helps students correct their errors by providing the correct linguistic form (Ferris, 2006). The teacher corrects student errors in writing by providing the correct form (Elashri, 2013). Direct feedback takes different forms. It may be done by striking out an incorrect word; inserting a missing word, phrase, or morpheme; or providing the correct linguistic form, usually above the wrong form or in the margin (Ferris, 2006; Ellis, 2008). Bitchener and Knoch (2010) argue that direct feedback is more helpful to writers because it explicitly shows learners what is wrong and how the error can be corrected, minimizing student confusion over teacher feedback. Therefore, this type is more appropriate to low-level students who do not have the ability to self-correct errors even when these errors are marked for them (Ellis, 2009). Indeed, a recent study conducted by Ene & Kosobucki (2016), found that low-level students benefit more from direct error correction than from indirect error correction. In a study conducted by Sheen (2006), results revealed a student preference for explicit corrective feedback.

On the other hand, many researchers argue that direct teacher feedback is one of the least effective methods of giving feedback to students (Elashri, 2013). Clements (2010) as well as Elashri (2013) believe that this type of error correction leaves no work for learners to do, and no chance for them to think about their errors. Rewriting a teacher’s corrections is a passive action that does not teach students how to recognize or correct errors on their own. Therefore, it does not lead to long-term learning because it requires minimal processing on the part of the learner (Khodareza & Delvand, 2016).

In contrast to direct corrective feedback, indirect (i.e., implicit) corrective feedback is a feedback strategy where the existence of an error is indicated without providing the correct form (Ferris & Roberts, 2001; Lee, 2008). For example, teachers can provide general clues about the location and type of an error by using a line, a circle, a code, a mark, a highlight, or a cursor to show omissions in learner’s text, or by placing a cross in the margin next to the line including the error (Talatifard, 2016). Teachers using indirect corrective feedback can simply underline or circle errors in students’ compositions without giving the correct words and explanations (Bitchener, Young, & Cameron, 2005). Following an indirect strategy, teachers do not correct students’ papers. Rather, they mark where an error has occurred or supply the students with cues to inform them of the kind and location of their errors, and have students correct their papers by themselves. Indirect error correction indicates that an error exists—by means of an underline, circle, code, or other mark, but does not provide information regarding the proper correction (Hyland & Hyland, 2006).

Moreover, studies examining the effect of indirect feedback strategies have tended to make a further distinction between coded and uncoded feedback. With coded indirect feedback, the teacher underlines the error, writes a symbol or code above it indicating the kind of error, and then has the student correct it. For example, the code *PSS* could mean an error in the use or form of the past simple tense, or *PRS* could indicate an error in the use or form of the present simple tense. On the other hand, uncoded indirect feedback refers to instances when the teacher points out the error, but leaves the student to diagnose and correct the error (Bitchener, Young, & Cameron, 2005). With indirect feedback, students are cognitively challenged to correct errors based on their informed knowledge. This type of feedback increases student engagement and attention to forms, and improves their problem-solving skills, which is beneficial for fostering long-term acquisition (Bitchener & Knoch, 2008). At the same time, Srichanyachon (2012) argues that students with a low-level of writing proficiency may be unable to recognize and correct errors even when they are made aware of their location.

According to Lyster and Ranta (1997), in response to learners’ errors, teachers can use two types of indirect corrective feedback and four types of direct corrective feedback. The two types of indirect corrective feedback are:

1. recast, where the teacher implicitly reformulates the student’s incorrect pattern or provides the correction; and
2. clarification requests, where the teacher indicates that the message has not been understood, or that the sentence contains some kind of mistake by using a phrase such as “I don’t understand” or “Excuse me,” and then requires the student to reformulate the sentence.

The four types of direct corrective feedback are:

1. explicit correction, where the teacher indicates clearly that the student has made an error, while providing the correct form;
2. metalinguistic feedback, where the teacher asks questions or provides information or comments related to the incorrect formation of the student’s utterance, without providing the correct form;
3. elicitation, where the teacher elicits the correct formation from the student by asking questions, and pauses to allow the student to give the formation; and
4. repetition, where the teacher repeats the students’ error and changes intonation to draw attention to it.

Ferris (2011) points out that teachers should consider providing primarily direct correction for untreatable errors (specifically, errors in word choice and sentence structure) and more indirect correction for treatable errors (for example, errors in the simple past and spelling).

Regardless the type of corrective feedback, it is crucial to consider how the students respond to correction (Khodareza & Delvand, 2016). When teachers provide feedback, they expect a revised version of the writing assignment that shows how the students have responded to their comments. In this way, feedback becomes a part of the language-learning process because students are able to diagnose their mistakes and correct them. If students have made the required revisions, the process of feedback is now finished. If students, as Harmer (2001) argues, refer to grammar books or dictionaries to correct their errors, the provided feedback has achieved a positive outcome (Khodareza & Delvand, 2016).

**2.3.4 Corrective electronic feedback**

In the last decade, electronic communication has begun to play an inevitable role in the language-learning process. Several types of technology have been investigated in foreign-language writing classes for the purpose of increasing the efficiency of feedback (Saadi & Saadat, 2015). Researchers suggest many benefits of electronic feedback, such as greater levels of participation, more motivation and interest, providing a nonthreatening environment, and reducing student anxiety. Additionally, students can contact and communicate with their teachers easily and at any time, making the distance between learners and teachers much closer than in the past (Farshi & Safa, 2015). A study conducted by Koolivand and Iravani (2013) indicated that students who received electronic corrective feedback made greater improvement than learners who received traditional feedback. In addition, a study by Tafazoli, Nosratzadeh, and Hosseini (2014) revealed that electronic feedback had positive effect on the writing accuracy of Iranian ESP students. The results obtained from Farshi and Safa’s (2015) study showed that electronic feedback was more effective and profitable than the traditional type.

***Direct-indirect e-feedback***

*Direct-indirect corrective e-feedback* is operationally defined as a proposed strategy of corrective feedback via email, combining both direct and indirect types of corrective feedback. It consists of three main phases:

1. Uncoded indirect feedback through e-mail is where students send their paragraphs to their teacher via e-mail. The teacher underlines errors or mistakes without writing correct answers or providing any cues as to the nature of the errors, and students try to correct as many errors as possible. The aim of this step is to engage students in deeper processing. After correcting as many errors as possible, each student resends the essay to the teacher via e-mail.
2. Coded indirect feedback through e-mail is where the teacher underlines the errors and provides cues indicating the nature of the errors, and students to try to correct the errors based on these cues.
3. Direct feedback via e-mail, the last step in the suggested feedback model, is where the teacher provide students with direct feedback, be it positive, if there are no more errors; or negative, if errors are still found (Seiffedin & El-Sakka, 2017).

**2.4 Attitude and Error Correction**

Research has shown that social and psychological variables—attitude and motivation—play a key role in learning a second or foreign language. For example, Gardner (1985) developed his socio-educational model *Attitude/Motivation Test Battery (AMBT)* to assess various variables related to individual differences. Motivation in second or foreign language learning embraces three main elements: (a) a desire to learn the language, (b) effort expended towards learning the language, and (c) favorable attitudes towards learning the language (Gardner, 1985). It has been argued that corrective feedback can assist or hinder the processing and developing of learning a language depending on learner and teacher attitudes towards error correction and types of corrective feedback.

To understand the role of corrective feedback in ESL classrooms, it is essential to determine whether individual differences in apprehension and learner attitudes influence the effects of different kinds of corrective feedback. Learner attitudes, which could be influenced by their cultural and educational background towards error corrections (among other factors), may affect learning outcomes. Oxford and Shearin (1994) claim that six factors have an impact on language learning: (a) general attitudes, (b) beliefs about self, (c) goals for learning, (d) involvement or participation in the process of language learning, (e) environmental support, and (f) personal attitude.

It has been suggested by Gass & Selinker (1994) that “in any learning situation, not all humans are equally motivated to learn languages, nor are they equally motivated to learn a specific language” (p. 165). Thus, teachers should be sensitive to students’ attitudes to language, particularly to error correction, although it might be argued that a learner’s preference may not be what is actually best for acquisition (Truscott, 1996).

**2.4.1 Students’ attitudes towards error correction.** Many studies have been conducted on attitudes towards error correction. For instance, the study conducted by Bang (1999) revealed that ESL and EFL learners had strong positive perceptions towards receiving error correction in their writing practice. The nature and the target of the feedback could have an influential impact on learners’ attitude and the effectiveness of the corrective feedback. Mackey et al (2000), argued that both the nature and the target of the feedback might affect the accuracy of learners’ perceptions. Several studies have investigated students’ attitudes towards corrective feedback and suggested that L2 students need and expect different types of feedback for their errors. For instance, in Ferris and Robertson (2001) study, students preferred feedback with labels attached to errors rather than feedback that was simply marked but not explained. Havranek and Cesnik (2001) conducted a comprehensive developmental study with 207 native German speakers studying English as a foreign language. The study reported that corrective feedback was likely to benefit learners who had a positive attitude towards error correction and high-language proficiency. Hyland’s (2003) study revealed that students believe repeated feedback will eventually help them and that without the feedback they will fail to note errors and will not be able to improve. In Jang’s (2003) study, 77.6% of the participants had positive attitudes towards receiving error correction. Similarly, Katayama (2007) found that 82 % of 819 Korean EFL learners expressed positive attitudes towards error correction. Furthermore, Katayama, (2006) found that 92.8% of the participants in Japanese classrooms in the USA expressed strong positive attitudes towards teacher correction. In her 2007 study, Katayama found that most students said that they did not need all their errors to be corrected because they thought that correcting them would negatively affect their feelings. Forty percent of the students expressed agreement that teachers should correct only the errors that interfered with communication, while 32.7% disagreed, and 27.3% remained neutral.

Sheen (2006) designed a questionnaire to examine attitudes towards error correction and whether learners perceived error correction as helpful and important. The results showed that positive attitudes towards error correction were strong. In addition, Sheen argued that attitudes towards error correction cannot be expected to have any mediating effect if learners are not aware they are being corrected.

**2.4.2 Selective versus comprehensive error correction**.

For scholars of second language writing, how to most effectively respond to student writing remains a matter of great interest. Among those who believe that error correction contributes to improved accuracy in student writing, the majority recommends that instructors take a selective approach when marking papers (Ellis, Sheen, Murakami, & Takashima, 2008; Ferris and Hedgcock, 2005; Lee, 2008). In this approach, instructors do not mark every grammatical, vocabulary, or mechanical error that occurs. Rather, they identify a limited number of error types and mark only those. This strategy not only saves time for the instructor but also potentially allows students to recognize patterns of error within their writing, avoid being overwhelmed by teacher feedback, and develop independent editing skills, in that they are then responsible for addressing errors that are unmarked. Despite its advantages, however, a selective approach to error treatment may be challenging in that it can require teachers to make decisions regarding which and how many error types to address, based mostly on intuition. In addition, misunderstandings between instructor and a student may occur when an instructor uses a selective approach, but students believe that errors are being marked comprehensively. In this case, not only do students fail to beneﬁt from the additional editing practice a selective approach affords, but it also may negatively affect their ﬁnal grades.

Another issue with selective error treatment is students’ perceptions of it. In Leki’s (1991) survey of 100 ESL students, she found that most students preferred a comprehensive approach to error treatment. In fact, 70% wanted all errors, major or minor, to be marked. Summarizing students’ attitudes she pointed that it was the “English teacher’s job, it would seem, to mark errors” (p. 208). Later, Lee (2004) found that 82.9% of the student participants preferred comprehensive error treatment. In follow-up interviews, participants explained that they felt comprehensive error treatment helped them better address their errors.

**2.4.3 Teachers’ attitudes towards error correction.** Examining the beliefs that ESL/EFL teachers hold can provide researchers and teachers a better understanding of the connection between teachers’ beliefs and practices (Burns, 1992). This is critical because ESL/EFL teachers’ beliefs can influence their feedback on students’ writing, which, in turn, is likely to shape their students’ self-perceived writing efficacy (Hedgcock and Lefkowitz, 1994), revision, and writing quality (Tsui and Ng, 2000). These beliefs may be a result of teachers’ prior learning experiences (Lortie, 1975), and can influence their actual practices in the language classroom (Breen, Hird, Milton, Oliver, & Thwaite, 2001; Borg, 2001). Teachers have a chance in their feedback to put their beliefs into practice, increasing teacher sensitivity to deal more effectively with students’ error corrections. This contributes to the amount, substance, and tone of teachers’ written comments during the error correction process (Ferris, 1997).

Hui (2013) found that teachers’ beliefs changed over time due to the experience they gain from the error correction process, which improves their written comments. Studies have found that teachers of L2 writing mostly support the use of written corrective feedback (Hartshorn, Evans, & Tuioti, 2014). Due to such beliefs, it is not surprising that giving corrective feedback is pervasive. However, despite the positive perception of written corrective feedback and the pervasiveness of the practice, academics have not found a consensus on the effectiveness of the different kinds of written corrective feedback, or even on its usefulness (Ebsworth, 2014; Ellis, 2009).

**2.4.3 Comparison of teachers’ and students’ attitudes toward error correction.**

“One of the most serious blocks to learning is the mismatch between teacher and learner expectations about what should happen in the classroom” (Nunan, 1989, p. 177). Many studies such as Cathcart & Olsen (1976) and Schulz (2001) showed mismatches between teachers’ practices and students’ learning preferences. This mismatch between teacher’s and students’ perceptions can cause unsatisfactory learning outcomes (Nunan, 1989; Schulz, 2001).

A few studies have found discrepancies between teachers’ and students’ attitudes to corrective feedback. For example, (Schulz, 2001) study revealed that 90% of the learners had a more positive attitude towards error correction and grammar instruction than their teachers. In the same vein, (Ancker, 2000) surveyed teachers’ and students’ perception in 15 countries, focusing on whether teachers should correct every error students make when using English. The results showed 25% positive response from teachers and 76% positive response from students.

Researchers comparing and contrasting ESL/EFL writing teachers’ beliefs with students’ beliefs and perceptions have shown that teachers and students share similar beliefs and perceptions about feedback (Schulz, 2001; Montgomery & Baker, 2007). For example, Schulz (2001) found that most Columbian EFL teacher and student participants (93% and 98% respectively) concurred that students wanted their teachers to provide written feedback when they made writing errors. Montgomery and Baker (2007) found that students’ perceptions of the quantities of written corrective feedback received were consistent with their ESL writing teachers’ self-assessment. Others reported discrepancies in teachers’ and students’ beliefs about the amount and types of written feedback that teachers should give and students should receive. For example, Amrhein and Nassaji (2010) found that almost 94% of ESL student participants wanted their teachers to correct all of their errors, but only 45% of the teacher respondents upheld the same belief.

Considering the significant amount of time and effort invested by language teachers in providing corrective feedback on students’ compositions, and since I am a EFL teacher, together with all these questions about the effectiveness and student responses to corrective feedback in writing, the importance of further investigation of error correction techniques used by the teachers and of the attitudes of both students and teachers towards corrective feedback in writing is clear.

**3. Research**

**3.1 Research Questions**

The current study focused on the following questions:

1. What are learners’ attitudes towards error correction in writing in general?
2. What are learners’feelings about getting corrective feedback in general?
3. What are learners’ perceptions towards the contribution of error correction in improving their writing skills?
4. What type of corrective feedback is the most helpful for correcting errors and is the most effective for improvement in writing?
5. What are teachers’ attitudes towards error correction and corrective feedback in English writing?
6. What is the most common type of students’ errors that teachers focus on when they give corrective feedback in their daily work?
7. Is there any correlation between learners’ attitudes and their language accuracy and performance?

**3.2 Methodology**

**3.2.1 Participants.**

The population of the study consists of Arabic EFL teachers and students. The sample consists of 10 EFL teachers and 250 students between the seventh and ninthgrades. It took place in Dabburiya Junior High School in the north of Israel. It was not a random sample. Rather, the sample came my place of employment as an EFL teacher, due to my personal interest in having a better understanding of the error correction and corrective feedback phenomena at my school in an attempt to improve the quality of my work. Demographic details of the participants are shown in Table 1.

Table 1

*Demographic Details of the Participants*

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Number | Male | Female |
| Seventh grade | 85 | 30 | 55 |
| Eighth grade | 55 | 20 | 35 |
| Ninth grade | 110 | 45 | 65 |
| Total | 250 | 95 | 155 |

**3.2.2 Procedure.**

The data for our study were collecting over a period of three months using questionnaires, interviews, and writings tasks. One month was set aside for interviews with teachers, and two months for delivering and collecting the questionnaires from students in order to answer Research Questions 1, 2, and 3, about student beliefs and attitudes, and the contribution of error correction in improving their writing skills.

A semi-structured interview with teachers, which took place in Dabburiya Junior High School, was conducted in order to answer Research Questions 5 and 6. Teachers were interviewed about their perceptions, beliefs, attitudes, and practices regarding error correction of students’ writing in English and about the types of corrective feedback they use.

To answer Research Question 4, I used both the interviews and the questionnaires in order to find out teachers’ and students’ attitudes about the most effective types of corrective feedback. Data analysis of interview and questionnaire answers provided a clear answer to this question.

To answer Research Question 7, about the correlation between learners’ attitudes and their language accuracy and performance, writing tasks were given to all students (see Appendix C). Then, five EFL teachers who work at the school corrected these writing tasks. All of the teachers had more than ten years of teaching experience each. I used both qualitative and quantitative analysis in order to interpret results from these writing tasks. First, errors were noted and classified. Then, I determined the most common categories of errors (three main error types were found: spelling, grammar, and language accuracy). Then, a qualitative analysis using the SPSS (particularly, Pearson T-Test), was conducted in order to verify whether there was any correlation between students’ attitudes and their language accuracy and performance.

**3.2.3 Data collection and analysis.**

More details about the procedure of data collecting and analysis are presented below.

***Questionnaire.*** The tool adopted to examine learners’ perceptions and attitudes towards error correction and corrective feedback in English writing was a questionnaire used by Sheen (2006) and modified by Faqeih (2012) in her doctoral dissertation. Sheen focused on measuring language anxiety and attitudes towards corrective feedback and grammatical accuracy. The attitudinal questionnaire in Faqeih’s study focused on measuring attitudes towards three constructs: (a) content of the activities, (b) learners’ opinions on error correction and accuracy, and (c) learners’ opinions on corrective feedback techniques. In order to raise the validity of Faqeih’s questionnaire, it was first piloted on students who were native speakers, and then on Arab students from Saudi Arabia. Faqeih administered the questionnaire in English, as her study was undertaken in an English language center in the United Kingdom. Where there were English lexical difficulties, Faqeih translated the material into Arabic.

Unlike Faqeih, for the purpose of the current study, I used the questionnaire to examine two (instead of three) attitudinal constructs: (a) students’ perceptions of error correction, and (b) students’ opinions of the corrective feedback techniques used by their English teacher. My questionnaire consisted of questions asking personal data, along with 14 five-point Likert scale (*strongly disagree* to *strongly agree*) statements.

To find out students’ perceptions of error correction, I replicated the following statements from Faqeih’s questionnaire:

5. “I feel it is my teacher’s duty to correct my errors all the time.”

6. “I feel frustrated when you correct me.”

8. “I feel discouraged when I repeat the same errors.”

9. “I feel nervous about speaking after you have corrected my errors.”

10. “I feel it is better for me to know the corrections of my errors.”

14. “Having my errors corrected is the best way to learn English.”

16. “The corrections you have been providing are not important.”

18. “I think the most helpful way is correcting my errors directly.”

19. “I need a lot of time to think about my mistakes.”

21. “What you are doing does not improve my English.”

To find out students’ opinions of the corrective feedback techniques used by their English teacher, I replicated the following statements from Faqeih’s questionnaire:

15. “I feel most comfortable with your direct corrections.”

17. “I prefer being provided with rules and information.”

In addition, my questionnaire included three other statements which I found necessary for further clarification of the type of corrective feedback, in response to one goal in the current study. These questions are based on the results of research by Jang (2003); Ferris and Hedgcock (2005); Ellis, Sheen, Murakami & Takashima (2008); and Lee (2008). The statements are:

1. I think the most helpful way is to correct all of my errors all the time.
2. I think the most helpful way is to correct selectively the important errors.
3. I feel more comfortable when the teacher is not correcting all my errors.

The final questionnaire used in the current study is presented in Appendix A.

***Reliability and validity of the questionnaire****.* To test the reliability of the questionnaire, Faqeih (2012) conducted an internal consistency reliability test and found that Cronbach’s alpha=.95. To improve the validity of the questionnaire, it was presented to professionals who specialize in the subject. One of them is my supervisor.

For the purpose of this study, a factor analysis was conducted on the 14 items of the questionnaire. As a result the items on the questionnaire were divided into four categories. The first category consisted of four statements (Statements 1, 3, 4, and 5) that were related to concepts associated with general attitudes towards error correction. The purpose of these items was to tap the participants’ perceptions about error correction and to find out if it is useful for them to get corrective feedback on their writing errors all the time. We conducted a reliability test within these items and the result shows statistically high reliability (Alpha Cronbach’s=.913). The second category included three statements (Statements 2, 6, and 7) on feelings about getting corrective feedback in general. These statements asked participants about their feelings when a teacher corrects their writing errors. The third category was comprised of five statements (Statements 8, 9, 10, 13, and 14) that focused on the contribution of error correction in improving writing skills. Participants were asked whether it is important for them to get corrective feedback back from the teacher on their writing. Finally, the fourth category consisted of two statements (Statements 11 and 12) related to the type of corrective feedback they prefer to have on their writing: direct or indirect.

***Interview.***A semi-structured interview was used in order to collect data about teachers’ perceptions of error correction practices, such as methods of error correction used, and the types of feedback they gave to their students. Based on the literature review, I included the following questions in the interview for the purpose of the current study (Questions 1-4 were asked in order to examine attitudes towards error correction):

1. What is your opinion on correcting students’ errors in English writing?
2. Do you think teachers should correct errors selectively (i.e., just the errors that they find important and useful)?
3. Do you think teachers should correct all student errors in writing all the time?
4. What do you think is the most useful for students: providing them with corrective feedback directly or indirectly?
5. What types of error correction do you use and what types of feedback do you give to your students regarding writing tasks? (In order to examine the methods and types of corrective feedback the teacher uses.)
6. What types of error correction do you think are more useful for students? (In order to clarify teachers’ beliefs about the most useful types of error correction.)
7. Do you think teachers should correct all types of student’s errors in writing tasks? (In order to examine attitudes towards error correction.)

A qualitative method based on discourse analysis was used to analyze the data collected from the interviews. Findings were grouped and summarized according to the themes and major points regarding the teachers’ perceptions and practices of corrective feedback useed for students’ written work.

***Writing tasks.*** Writing tasks were given to learners in order to verify whether there was any correlation between students’ attitudes and their language accuracy and performance. Then, five teachers who work at the same school as EFL teachers corrected the students’ tasks. All of the teachers had more than ten years of teaching experience each. I used both qualitative and quantitative analysis in order to analyze the results from these tasks. First, errors were noted and classified. Then, I determined the most common themes and categorize them. Three main categories of errors (spelling, grammar, and language accuracy) were found. Then, a qualitative analysis by using SPSS (particularly, Pearson T-Test) was used in order to analyze the data and find any correlation between students’ attitudes and their language accuracy.

**3.3 Results**

**3.3.1 The questionnaire’s results.** The results summarized in Table 2 reveal the students’ perspectives on the four categories on the questionnaire: (a) general attitudes towards error correction, (b) feeling about getting corrective feedback in general, (c) the contribution of error correction in improving writing skills, and (d) the type of corrective feedback students prefer to have on their writing. All the four statements received high ranking by the participants (mean=4.5 out of 5).

Table 2

*General Attitudes Towards Error Correction*

|  |  |  |
| --- | --- | --- |
| Statement | Mean | Std. deviation |
| I feel it is the teacher’s duty to correct students’ errors all the time. | 4.54 | .574 |
| I think the most helpful way is correcting all of my errors all time. | 4.45 | .633 |
| I think the most helpful way is correcting selectively just the important errors. | 4.46 | .621 |
| I feel more comfortable when the teacher doesn’t correct all my errors. | 4.50 | .603 |

Table 3 presents students’ feelings about getting corrective feedback in general. The results indicate low scores for these three statements. The mean score for these statements is ~=2 with SD~=.94.

Table 3

*Feeling About Getting Corrective Feedback in General*

|  |  |  |
| --- | --- | --- |
| Statement | Mean | Std. deviation |
| I feel frustrated when the teacher corrects me. | 1.98 | .907 |
| I feel discouraged when the teacher corrects my repeated errors. | 1.99 | .978 |
| I feel nervous after the teacher corrects my errors. | 1.98 | .912 |

The results of the five statements that tapped learners’ perceptions towards the contribution of error correction in improving writing skills are summarized in Table 4. All five statements in this third category were ranked over 4.4, a high level of agreement among students for this category.

Table 4

*Learners’ Perceptions Towards the Contribution of Error Correction in Improving Writing Skills*

|  |  |  |
| --- | --- | --- |
| Statement | Mean | Std. deviation |
| I think it is better for me to know the corrections of my errors. | 4.51 | .772 |
| I benefit from error correction. | 4.47 | .772 |
| Having my errors corrected is the best way to learn English. | 4.66 | 1.953 |
| The corrections the teacher provides improve my English. | 4.55 | .776 |

For the fourth category, regarding the two statements on the type of corrective feedback, learners prefer to have on their writing (see Table 5), the participants were uncertain as to what type of corrective feedback is the most helpful in correcting their writing errors (mean=3, SD=1.28).

Table 5

*Attitudes Towards the Most Helpful Type of Corrective Feedback in Writing*

|  |  |  |
| --- | --- | --- |
| Statement | Mean | Std. deviation |
| I think the most helpful way is correcting my errors directly. | 3.06 | 1.277 |
| I think the most helpful way is correcting my errors indirectly. | 3.07 | 1.287 |

As one of the purpose of this study is to explore differences in perceptions towards error correction and corrective feedback in English writing, a t- test was used to analyze the data, and significant differences were found between male and female adolescents associated to the three statements of the second category (feelings about getting corrective feedback in general). Male adolescents have a slightly negative feeling towards receiving corrective feedback (mean=2.3 for the three statements, against mean=1.8 for female adolescents with t~=4.5 and p<0.01). In addition, significant differences were found between male and female adolescents associated with the third category (learners’ perceptions towards the contribution of error correction in improving writing skills) in the five statements for this category (mean~=4.25 for male adolescents, against mean=4.71 for female adolescents, with t~=4.7 and p<0.01). For further information, see Appendix B.

An ANOVA test was conducted to reveal any differences between participant’s grades and their attitudes towards the four categories (see Table 6). Results indicate significant differences associated to categories 2, 3 and 4 (feeling about getting corrective feedback in general, learners’ perceptions towards the contribution of error correction in improving writing skills, and attitudes towards the most helpful type of corrective feedback in writing).

Table 6

*ANOVA-Differences in Attitudes Between Participants*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Mean by grade | | |  |  |  |  |
| Category | 7th | 8th | 9th | Tot. mean | df | F | Sig. |
| General attitudes towards error correction | 4.54 | 4.41 | 4.49 | 4.49 | 249 | .912 | .403 |
| Feelings about getting corrective feedback in general | 2.38 | 1.39 | 1.97 | 1.98 | 249 | 23.60 | .000 |
| Learners’ perceptions towards the contribution of error correction in improving writing skills | 4.33 | 4.83 | 4.57 | 4.54 | 249 | 7.666 | .001 |
| Attitudes towards the most helpful type of corrective feedback in writing | 2.44 | 3.15 | 3.50 | 3.07 | 249 | 19.47 | .000 |

**3.3.2 The interviews’ results.** A qualitative method was used to analyze the data collected from the interviews with teachers about their attitudes towards error correction and feedback techniques. I began by reading all of the interviews to understand the main idea of each entry. Then, I examined the interviews in depth for a more detailed analysis. A coding system was established based on common answers and topics. Then I determined frequent themes and major points as basic categories for further analysis. The main themes were: (a) opinions on error correction, (b) types of error correction and corrective feedback, (c) useful types of error correction, (d) comprehensive correction of writing errors, (e) selective correction, (f) comprehensive correction of all errors all the time, and (g) methods of giving corrective feedback. Based on an analysis of these themes, I established these final categories:

1. General attitudes towards error correction in writing.
2. The use of error correction and corrective feedback at the classroom.
3. Common types of students’ errors that teachers focus on when they give corrective feedback in their daily work.
4. Beliefs about the most useful method of providing corrective feedback.

A detailed analysis of these above categories is presented below.

*General attitudes towards error correction in writing*

In general, teachers expressed positive attitudes towards the role of error correction and its contribution to the process of learning English writing. Here are some typical comments:

“Correcting errors in writing is important for students’ writing progress.”

“Students can learn from their mistakes,”

“A key element for learning is from mistakes.”

“It’s important to correct mistakes, as it’s a basis for expressing themselves correctly”.

*The use of error correction and corrective feedback in the classroom*

An analysis of the interviews revealed that teachers had different methods and attitudes for providing correction and feedback on students’ English writing tasks. Here are some typical comments:

“Teachers should not correct errors all the time; it depends on the level of writing, importance, and relevance of the topic.”

“Teachers should not correct all types of errors because it seems frustrating for some students.”

“Teachers don’t have to correct absolutely everything because it frustrates students.”

“I choose the most common errors to correct, especially the essential and important ones.”

“I believe that if the teacher focuses on certain types of errors to correct, given suitable feedback the amount of these errors will be reduced.”

“Sometimes teachers should ignore things to give students the feeling that they are improving.”

“Teachers should correct all types of students’ errors because students are used to having their mistakes corrected all the time.”

“Teachers should correct each error: it doesn’t matter the type.”

“Teachers should correct all the errors, not selectively. It’s a second language, and so students find it difficult to write.”

*Common types of students’ errors that teachers focus on when they give corrective feedback in their daily work.*

The analysis of the the interview revealed thatteachers focused on three

main elements when it came to the error correction they provided.

These elements are grammar (primarily sentence forms, tenses, subject-

verb agreement, and sentence structure), punctuation, and language

accuracy.

*Beliefs about the most useful method of providing corrective feedback*

Teachers used both direct and indirect corrective feedback, believing that they are both useful corrective feedback methods in teaching English writing. Here are some typical comments:

“It depends, sometimes it should be directly in order to give them red light for what they are doing, although the indirect way could be useful, so we will not hurt and frustrate them.”

“I believe in two ways: Indirectly in terms of motivating them to guess why it is wrong and figure out the correction. I use also direct corrective feedback.”

“Indirectly, because some students may feel ashamed and they don’t like to have many comments.”

“I use both methods, direct and indirect corrective feedback. But, surely direct is more comprehensible for them.”

“Providing corrective feedback directly is better because students need to see and recognize their errors and understand what is correct.”

**3.3.3 The writing tasks’ results.** An analysis of the writing tasks results revealed that teachers used two different types of corrective feedback. The first type is direct, where the teacher marks the error type with a code (for example, the teacher writes the letter *S* for a spelling error, and *G* for a grammatical error), and corrects the errors. (For details see Appendix E.) The second is indirect, where the teacher marks the error type with a code, but des not give the correct answer. (For details see Appendix F.)

In addition, a qualitative analysis of the tasks was conducted in order to verify the common types of errors among students. The analysis revealed three common types of writing errors: spelling errors, grammatical errors, and errors in language accuracy. A quantitative analysis using the SPSS was conducted in order to verify differences among students associated with these three variables. Results are presented in Table 7.

In order to clarify differences in error types between male and female adolescents, a t-test was used to analyze the data. No significant differences were found between male and female students involving to the three types of errors, neither among male and female compared to all students, nor among male and female compared to each grade. Further information is presented in Appendix G and Appendix H. In addition, I conducted an ANOVA test to verify differences in error type between students in different grades (Appendix H). Results indicated significant differences in the number of errors associated with the different grades (seventhgrade through ninthgrade).

**4. Discussion**

**4.1 Questionnaire**

The first research question asked aboutlearners’ attitudes towards error correction in writing in general. Results show a positive attitude towards all four statements in this category (mean=4.5 out of 5). These results indicate support for many studies in this field (Hyland, 2003; Sheen, 2006). In addition, there was agreement between students that it is a teacher’s duty to correct all students’ errors all the time. Moreover, in order to examine differences between male and female attitudes towards these four statements, a -t test was used to analyze the data, and no significant differences were found (t=.311 and p>0.05).

The second research question asked about learners’feelings about getting corrective feedback in general. Analysis shows positive feelings towards this. A t -test was used to analyze the data in order to reveal whether there are any differences between male and female feelings towards corrective feedback, and significant differences were found. Female adolescents present stronger feelings towards receiving corrective feedback than male adolescents (further information for each statement is presented in Appendix B). I did not find any support for this interesting result in the literature review, and it may stimulate further studies on this subject. These studies should consider personal characteristics in the whole process of corrective feedback.

Results from both the first and second questions pointed the strong desire for learners of EFL to be corrected when they write in English. This may point their need for support in acquiring the English language.

Regarding the third question, about learners’ perceptions towards the contribution of error correction in improving their writing skills, data indicate that students strongly agree on this. The mean of all five statements of this category was over 4.47 (see Table 4 for further information). All participants expressed strong attitudes towards the contributions of error correction. These results indicate support for many studies in this field (Jang, 2003; Katayama, 2007) and confirm the importance of error correction and its role in learning English. In addition, a -t test was conducted to reveal any differences between male and female attitudes on the importance of error correction in improving writing skills, and significant differences were found (t=4.7 and p<0.01). Females expressed a more positive perception of the need for error correction. Significant differences between males and females were found regarding all five statements this category (mean~=4.25 for male adolescents, against mean=4.71 for female adolescents, with t~=4.7 and p<0.01). and For further information see Appendix B.This interesting result, as mentioned above should stimulate further research to be conducted in order to verify whether the need of support and having corrective feedback in learning correlates with the need for support in general and with Gender (male or female).Furthermore, as a result female expressed stronger need of support in English writing!

Data analysis of the forth category on the questionnaire, regarding the type of corrective feedback that are most helpful for correcting errors, did not show a clear preference. Both types (direct corrective feedback and indirect corrective feedback) had the same score (mean=3, SD=1.28). This result indicates that, despite their clear positive and strong attitudes towards the importance of error correction in learning English, students are uncertain as to what type of corrective feedback is the most helpful to them. On the one hand, Khodareza and Delvand (2016) found that, indirect feedback is more helpful for students in improving their problem-solving skills, which is beneficial for fostering long-term acquisition (Bitchener & Knoch, 2008). On the other hand, other researchers such as, (Almasi and Tabrizi, 2016) support that the direct-feedback is more effective and significantly help students better in improving their writing accuracy.

The results of this study are in agreement with the literature review which emphasizes that there is no agreement between researchers on which type of error correction is more helpful in improving students writing skills.

The researcher conducted further analysis of student attitudes using an ANOVA test in order to find any differences according to grade (seventh grade through ninth grade). As shown in Table 6, results indicate significant differences by grade in feelings towards corrective feedback in general, perceptions towards the contribution of error correction in improving writing skills, and attitudes towards the most helpful type of corrective feedback in writing. Feelings about corrective feedback and perceptions towards the contribution of error correction in improving writing skills was stronger in eighth-grade students (mean=1.4) than in seventh and ninth grade students. In order to explain this phenomenon we should conduct further studies. Perhaps it is associated with other variables, such as the transition phase from elementary school to junior high school (in the case of seventh grade), or the transition from junior high school to high school (in the case of ninth grade). Moreover, ninth grade students were more certain about the type of corrective feedback in writing that was helpful than seventh and eighth grade students. An acceptable reason may be their maturity and experience in receiving corrective feedback on their English writing.

**4.2 Interviews**

In response the fourth question, as to the type of corrective feedback that is the most helpful for correcting errors, students were uncertain and did not give clear answer. Similar results have been shown from the interview analysis with teachers. Teachers had no clear preference to particular methods of error correction. Instead, they expressed different opinions on different methods of corrective feedback*.* Teachers believe that both direct and indirect feedback are useful, with some teachers supporting the direct method, and others supporting the indirect method*.*

The results indicate the need for more research to be conducted on this subject, as both teachers and students do not know the most effective type of error correction and corrective feedback for improving English writing skills. It could be that for some students and teachers one type of error correction is more effective than another.

The fifth question of the study, regarding teachers’ attitudes towards error correction, revealed clear positive results. As mentioned in the interview analysis, teachers expressed strong agreement on the positive role and importance of error correction and corrective feedback in the process of learning English as foreign language. From both the questionnaire and interviews, this study indicates common positive agreement between teachers and students on the importance of error correction and corrective feedback in improving English writing skills.

Regarding the sixth question of the study, on the most common corrective feedback focuses that teachers use in their daily work, the results from the interviews showed that teachers tended to focus on grammar, punctuation, and language accuracy. This result may also indicate the weakness and difficulties of students in these skills. Teachers should shed more light on these three component.

**4.3 Writing Tasks**

On the writing tasks, two main types of corrective feedback were found: direct and indirect. Some researchers have shown the benefits of the direct approach (Bitchener and Knoch, 2009; Ellis et al., 2008; Sheen, 2010). Others, like Fathman and Whalley (1990) and Lee (1997), have demonstrated the effectiveness of the indirect approach.

A qualitative analysis of the writing tasks was conducted in order to answer the sixth question. The analysis revealed three common types of writing errors among students: spelling errors, grammar errors, and errors in language accuracy*.* A quantitative analysis using SPSS was conducted in order to verify differences among the students associated with these three variables, and no significant results were found (P>.5) (further information is presented in Appendix G). That is, there were no differences between males and females associated with these three components, and so males and females have equally the same difficulties in writing tasks. Moreover, no significant differences (P>.05) were found between male and female adolescents by grade associated with the kind of errors (see Appendix H). This indicates that all students of all grades have difficulties in the three kinds of errors mentioned above.

As to the last question, whether there are any correlation between students performance in English writing and their attitudes toward error correction and corrective feedback, a Pearson Correlation Test was conducted between the four categories on the questionnaire and the three categories of common errors in writing tasks. In general, results, as shown in Table 8 indicate no significant correlations between the first three categories of the questionnaire (general attitudes towards error correction, feelings about getting corrective feedback in general, and learners’ perceptions towards the contribution of error correction in improving writing skills) and between students’ performance in writing, P>.5. This result indicates that students’ attitudes about the process of error correction and corrective feedback in general had no affect on their writing ability in English. However, a significant correlation was found between their attitudes in the fourth category (towards the most helpful type of corrective feedback in writing) and the three kinds of errors in writing tasks (P>.5) in the three categories. An acceptable explanation can be that, indeed, the type of corrective feedback a teacher provides can affect the students’ English writing ability.

Table 8

*Correlations between Attitudes toward Error Correction or Corrective Feedback and Performance in Writing Tasks*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section |  | Spelling | Grammar | Language accuracy | |
| General attitudes towards error correction | Sig. | .691 | .913 | | .975 |
| Feelings about getting corrective feedback in general | Sig. | .925 | .670 | | .960 |
| Learners’ perceptions towards the contribution of error correction in improving writing skills | Sig. | .145 | .344 | | .246 |
| Attitudes towards the most helpful type of corrective feedback in writing | Sig. | .003 | .001 | | .002 |

**5. Conclusion**

As a result from analyses of the questionnaire and interviews, this study indicates common positive agreement between teachers and students on the important role of error correction and corrective feedback in improving English writing skills. In general, participants have positive attitudes and feelings towards the process of error correction. In addition, all participants expressed strong attitudes towards the contributions of error correction to improving writing. These results confirm the importance of error correction and its role in learning English, and point to the strong need of EFL learners to be corrected when writing in English. Moreover, no clear preference to any type of corrective feedback was noted. This result indicates that, despite participants’ clear positive and strong attitudes towards the importance of error correction in learning English, they are uncertain about what type of corrective feedback is most helpful.

Teachers expressed strong agreement on the positive role and importance of error correction and corrective feedback in the process of learning. In addition, they expressed different opinions on the different methods of corrective feedback. They had no clear preference for a particular method of error correction for corrective feedback in improving English writing. Moreover, teachers believe that both direct and indirect feedback are useful corrective feedback methods, with some teachers in support of the direct method, and other teachers in support of the indirect method.

Results indicate the need for more research to be conducted on this subject, as both teachers and students do not know the most effective type of error correction and corrective feedback useful for improving English writing skills. It could be that one type of error correction works better for some students and teachers, and another type works better for others. Such questions provide good subjects for future research.

Regarding the most common corrective feedback focuses that teachers use in their daily work, the results emphasized three types: spelling errors, grammar errors, and errors in language accuracy. These same components were found in an analysis of student writing tasks. We can conclude from these results the common weakness and difficulties students have in English writing skills. Teachers should shed more light on these three components.

In addition, results from the last question of the study reveal significant correlation between student performance in the writing task and attitudes towards the most helpful type of corrective feedback. This indicates that, indeed, the type of corrective feedback a teacher provides can affect the students’ writing ability.Therefore, it is the teacher’s job to verify the suitable corrective feedback type for each student or group of students, suited for their needs and helping them in the process of acquiring English as a foreign language.

**6. Limitations and Research Implications**

The research design and some practical factors have resulted in some limitations of the study, which should be considered in interpreting the findings. These limitations should also guide further research involving error correction and corrective feedback methods on English writing. The current study is a part of M.Ed. Program framework. Therefore, one limitation is its small sample size. Since the study is experimental in nature, the number of participants was limited, affecting the reliability of results. For improving the research reliability and validity, I recommend to expand the sample of this research on other Elementary, Junior and High Schools in the Arab community in Israel. In addition, the time for conducting the study was limited, so the long-term effects of written corrective feedback cannot be determined.

**7. Recommendations**

I recommend further studies on the impact of written corrective feedback on students’ errors in writing. Studies should focuse on verifying which type of corrective feedback fits better the students’ need and help them improving their English writing skills. Moreover, these studies should take under consideration student’s level of achievement. In addition, it may be interested to study the relation between students’ personality and the effectiveness of various types of corrective feedback. It may be found that students do response better to the corrective feedback type according to their personality characteristics.

Teachers are advised to use different types of correction depending on their goals of instruction, taking under consideration students’ differences and their achievement levels in English. Teachers do not need to be frightened of providing immediate correction when there is a need for it.

Finally, in order to overcome the above limitations, I recommend conducting a number of similar studies by other M.Ed. students, or using this topic as a theme for doctoral research.

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**9. Appendices**

**Appendix A**

Attitudinal Questionnaire Towards Error Correction

of English Writing

**Dear students**:

The following questionnaire aims to explore your opinion on error correction in English writing. This may give important information to teachers and contribute to improving their teaching method.

* Read the statements carefully and answer them so they are true to you.
* If you would like more information about any statement, you can raise your hand and the teacher will come to you.
* When you complete this questionnaire, please hand it to the teacher.

**What is your gender**?

(Please tick one box only)

Male

Female

**What is your grade?**

(Please tick one box only)

7th Grade

8th Grade

9th Grade

**How much do you agree with the following statements? Place an "x" mark in the box of your answer.**

Thanks

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Strongly disagree** | **Disagree** | **Uncertain** | **Agree** | **Strongly agree** |
| **1** | I feel it is the teacher’s duty to correct students’ errors all the time. |  |  |  |  |  |
| **2** | I feel frustrated when the teacher corrects me. |  |  |  |  |  |
| **3** | I think the most helpful way is correcting all of my errors all the time. |  |  |  |  |  |
| **4** | I think the most helpful way is correcting selectively just the important errors. |  |  |  |  |  |
| **5** | I feel more comfortable when the teacher does not correct all my errors. |  |  |  |  |  |
| **6** | I feel discouraged when the teacher corrects my repeated errors. |  |  |  |  |  |
| **7** | I feel nervous after the teacher corrects my errors. |  |  |  |  |  |
| **8** | I think it is better for me to know the corrections of my errors. |  |  |  |  |  |
| **9** | I am benefiting from error correction. |  |  |  |  |  |
| **10** | Having my errors corrected is the best way to learn English. |  |  |  |  |  |
| **11** | I think the most helpful way is correcting my errors **directly.** |  |  |  |  |  |
| **12** | I think the most helpful way is correcting my errors **indirectly.** |  |  |  |  |  |
| **13** | The correction the teacher provides is not important. |  |  |  |  |  |
| **14** | The correction the teacher provides improves my English. |  |  |  |  |  |

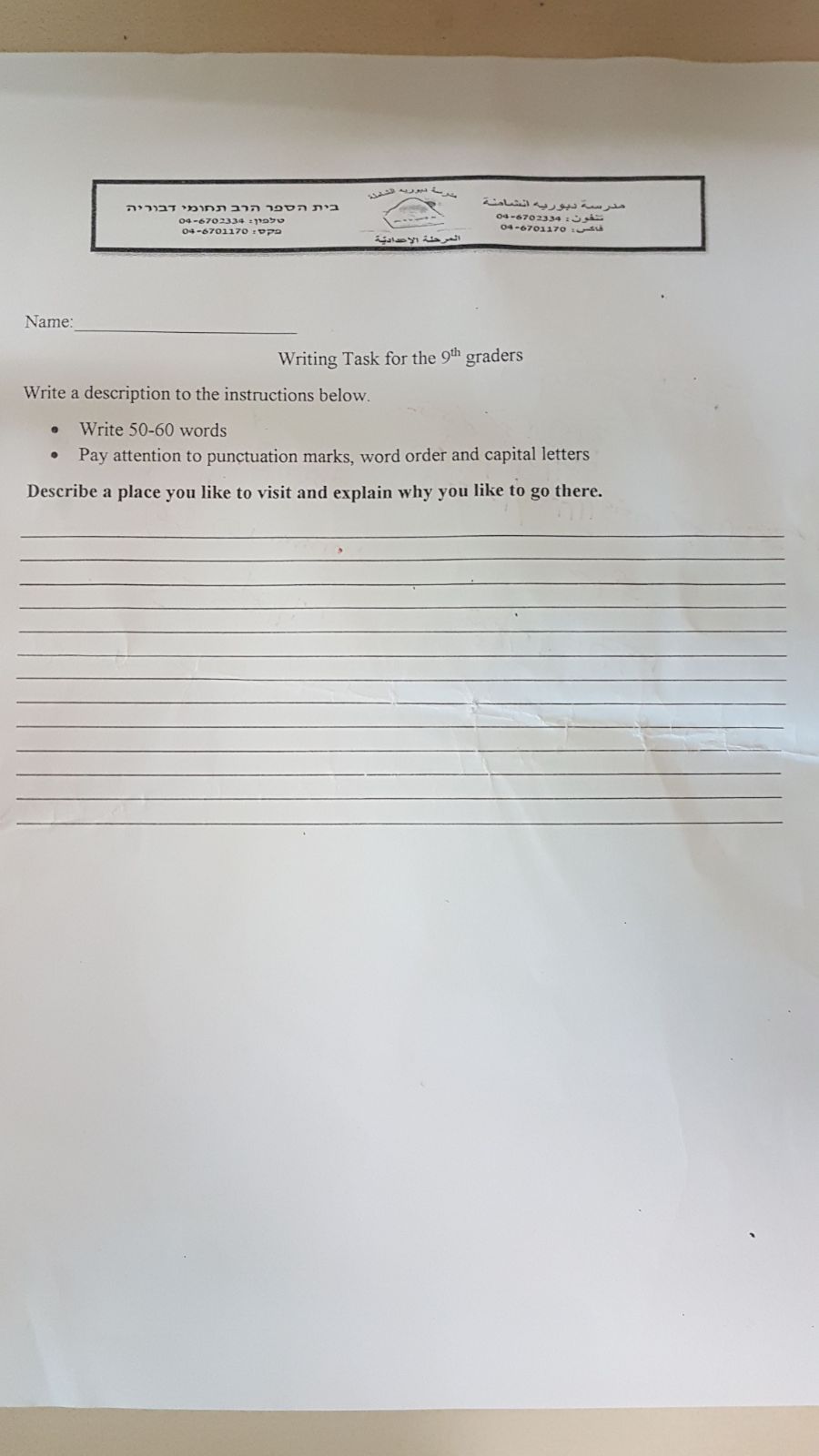
**Appendix B**

T-Test Data for Attitudinal Questionnaire Towards Error Correction of English Writing

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statement | F | Sig. | t | df | Mean | Gender |
| I feel it is the teacher’s duty to correct students’ errors all the time. | .002 | .967 | .839 | 248 | 4.58 | Male |
| .828 | 190.577 | 4.52 | Female |
| I feel frustrated when the teacher corrects me. | 11.429 | .001 | 4.779 | 248 | 2.32 | Male |
| 4.436 | 154.880 | 1.77 | Female |
| I think the most helpful way is correcting all of my errors all time. | 1.550 | .214 | -.604 | 248 | 4.42 | Male |
| -.582 | 176.284 | 4.47 | Female |
| I think the most helpful way is correcting selectively just the important errors. | .250 | .618 | .691 | 248 | 4.49 | Male |
| .679 | 187.648 | 4.44 | Female |
| I feel more comfortable when the teacher doesn’t correct all my errors. | .705 | .402 | .242 | 248 | 4.52 | Male |
| .237 | 186.852 | 4.50 | Female |
| I feel discouraged when the teacher corrects my repeated errors. | 19.873 | .000 | 4.090 | 248 | 2.31 | Male |
| 3.733 | 146.386 | 1.80 | Female |
| I feel nervous after the teacher corrects my errors. | 13.178 | .000 | 4.431 | 248 | 2.29 | Male |
| 4.085 | 151.332 | 1.79 | Female |
| I think it is better for me to know the corrections of my errors. | 13.307 | .000 | -5.385 | 248 | 4.19 | Male |
| -4.851 | 140.184 | 4.70 | Female |
| I benefit from error correction. | 17.934 | .000 | -4.271 | 248 | 4.21 | Male |
| -3.870 | 142.862 | 4.63 | Female |
| Having my errors corrected is the best way to learn English. | 6.007 | .015 | -.646 | 248 | 4.56 | Male |
| -.514 | 98.018 | 4.72 | Female |
| I think the most helpful way is correcting my errors directly. | .003 | .953 | .846 | 248 | 3.15 | Male |
| .850 | 201.802 | 3.01 | Female |
| I think the most helpful way is correcting my errors indirectly. | .231 | .632 | .825 | 248 | 3.16 | Male |
| .833 | 204.833 | 3.02 | Female |
| -4.284 | 140.542 | 4.71 | Female |
| The corrections the teacher provides improve my English | 21.680 | .000 | -4.927 | 248 | 4.25 | Male |
| -4.396 | 135.963 | 4.58 | Female |

**Appendix C**

Writing Task

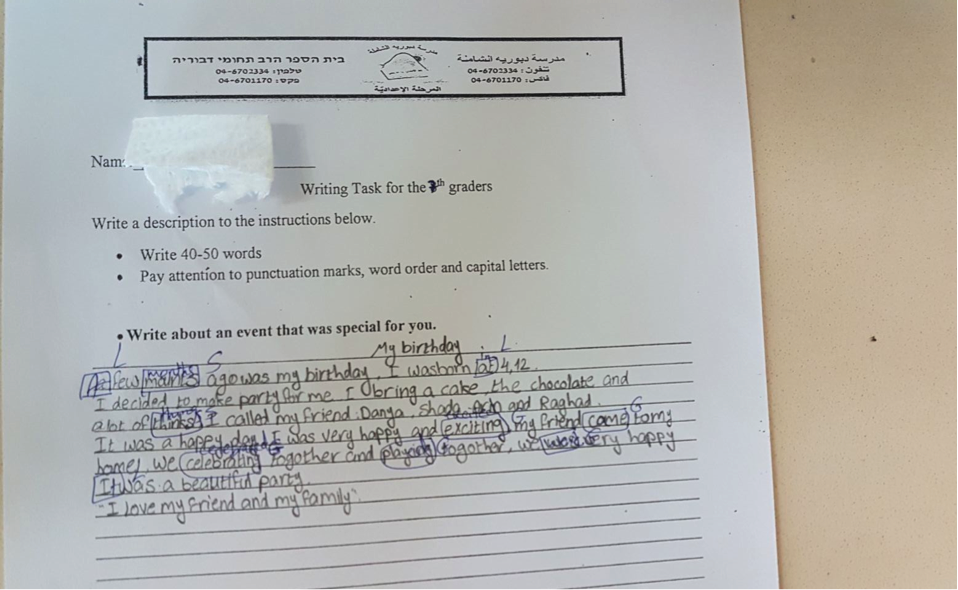


**Appendix D**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Mean | df | F | Sig. |
| General attitudes towards error correction | 4.49 |  | .097 | .756 |
| 248 |
| Feeling about getting corrective feedback in general | 1.98 |  | 20.799 | .000 |
| 249 |
| Learners’ perceptions towards the contribution of error correction in improving writing skills | 4.54 |  | 17.816 | .000 |
| 249 |
| Attitudes towards the most helpful type of corrective feedback in writing | 3.07 |  | .711 | .400 |
| 249 |

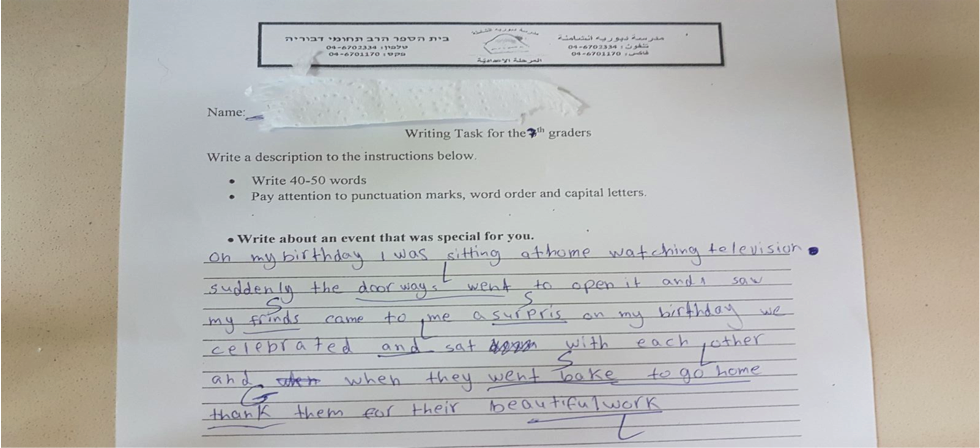
**Appendix E**

Example of Direct Corrective Feedback



**Appendix F**

Examples of Indirect Corrective Feedback



**Appendix G**

*Differences in Error Type Between Male and Female Adolescents of all Students—Independent Samples Test*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | | Levene’s Test for equality of variances | | T test for equality of means | |
| F | Sig. | t | df |
| Spelling | Equal variances assumed | .003 | .960 | -.671 | 248 |
| Equal variances not assumed |  |  | -.672 | 200.037 |
| Grammar | Equal variances assumed | .374 | .541 | -.474 | 248 |
| Equal variances not assumed |  |  | -.470 | 193.232 |
| Language accuracy | Equal variances assumed | .240 | .625 | -.670 | 248 |
| Equal variances not assumed |  |  | -.666 | 194.472 |

**Appendix H**

*Differences in Error Type Between Male and Female Adolescents for Each Grade—Independent Samples Test*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Category | Levene’s Test for equality of variances | | T test for equality of means | |
| F | Sig. | t | df |
| 7 | Spelling | .773 | .382 | .155 | 83 |
| Grammar | .137 | .713 | .259 | 83 |
| Language accuracy | .007 | .933 | .165 | 83 |
| 8 | Spelling | .652 | .423 | -.987 | 53 |
| Grammar | 1.887 | .175 | -1.156 | 53 |
| Language accuracy | 1.006 | .320 | -1.057 | 53 |
| 9 | Spelling | .196 | .659 | -.324 | 108 |
| Grammar | .307 | .581 | .083 | 108 |
| Language accuracy | .046 | .831 | -.212 | 108 |

**Appendix I**

Schedule

|  |  |
| --- | --- |
| Interviews with teachers | September, 2017 |
| Distribution of the questionnaire | September, 2017 |
| Receiving questionnaires back | October, 2017 |
| Data analysis | October, 2017 |
| Writing literature review | October-November, 2017 |
| Writing results | November, 2017 |
| Writing discussion | November, 2017 |
| Writing project | November-December, 2017 |
| Project submission | December, 2017 |

**Appendix J**

**Approval**



‏

לכבוד: מר פריד יוסף

מנהל בית ספר תיכון דבוריה

הנדון  **אישור מנהל בית ספר**

אני רנא מסאלחה ת.ז. 039102330 לומדת לקראת תואר שני בהוראת אנגלית במכללה הערבית לחינוך – חיפה. שנת לימודים 2017\2016

אני עושה עבודת גמר בנושא "עמדות תלמידים ומורים ערביים כלפי תיקון שגיאות כתיב באנגלית בחטיבת ביניים דבוריה ".

ברצוני להעביר שאלון תלמידים בבית הספר, ובזה אני מבקשת את אישורך לערוך את העבודה בבית ספרך.

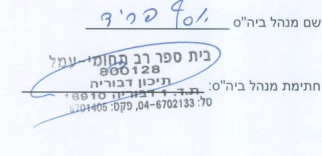
\*\* הערה: כל הנתונים שאני מקבלת יהיו סודיים לחלוטין.

תודה להיענותך

רנא מסאלחה

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

מתוקף סמכותי כמנהל בית ספר תיכון דבוריה. אני מאשר לסטודנטית רנא מסאלחה , לערוך בבית ספר תיכון דבוריה מחקר במסגרת הלימודים לתואר שני במכללה הערבית לחינוך - חיפה שמטרתו לבדוק את עמדות תלמידים ומורים כלפי תיקון שגיאות כתיב בחטיבת ביניים דבוריה ".



**مواقف المعلمين والطلاب تجاه عملية التغذية المرتدة وتصحيح الأخطاء**

**في القدرة على الكتابة باللغة الإنجليزية - كلغة أجنبية**

**ملخص**

هدفت هذه الدراسة إلى التعرف على مواقف معلمي اللغة الإنجليزية كلغة أجنبية ومواقف الطلاب تجاه استراتيجيات مختلفة لإعطاء تغذية مرتدة وتصحيح الأخطاء في القدرة على الكتابة باللغة الإنجليزية-كلغة اجنبية. اشترك في الدراسة 10 معلمين للغة الإنجليزية- كلغة أجنبية ذوي أكثر من 10 سنوات من الخبرة في التدريس، و-250 طالبا بين الصفين السابع والتاسع. تم جمع بيانات الدراسة باستخدام ثلاثة أدوات: استبيان، مقابلات، ومهام كتابية. أشارت النتائج إلى وجود اتفاق إيجابي مشترك بين مواقف المعلمين ومواقف الطلاب حول الدور الهام لتصحيح أخطاء الطلاب الكتابية, من قبل المعلم وتلقي الطلاب تغذية مرتدة عليها, في تحسين مهارات الكتابة باللغة الإنجليزية. بالرغم من ان معظم المشاركين في الدراسة أعربوا عن مواقف إيجابية تجاه عملية تصحيح الأخطاء الا انه لم يتم أي تفضيل واضح لاستراتيجية تصحيح محددة، لا من قبل المعلمين ولا من قبل الطلاب. بالإضافة، وعلى الرغم من ان مواقفهم كانت إيجابية وواضحة تجاه أهمية تصحيح الأخطاء في تعلم اللغة الإنجليزية الا ان المدرسين والطلاب لم يستطيعوا تحديد استراتيجية تصحيح الأخطاء الأكثر نجاعة من اجل تطوير مهارات الكتابة. إضافة الى ذلك، كشفت النتائج عن وجود علاقة ارتباط قوية بين أداء الطلبة في كتابة المهام ومواقفهم تجاه الاستراتيجية الأكثر فعالية في تصحيح الأخطاء الكتابية.

تؤكد النتائج أعلاه أهمية عملية تصحيح الأخطاء من قبل المعلمين ودورها الهام في تعلم اللغة الإنجليزية، كما وتشير الى الحاجة القوية لإجراء المزيد من الأبحاث حول هذا الموضوع والكشف، ربما عن الاستراتيجية الأكثر نجاعة في تصحيح الاخطاء والتي تلائم كل طالب وطالب حسب احتياجاته الخاصة.

**الكلمات الرئيسية**: مواقف المعلمين، مواقف الطلاب، تغذية مرتدة في الكتابة، تصحيح أخطاء الكتابة، الكتابة في اللغة الإنجليزية، اللغة الإنجليزية كلغة اجنبية.

**עמדות מורים ותלמידים כלפי תהליך מתן משוב מתקן ותיקון שגיאות בהבעה בכתב בשפה האנגלית- כשפה זרה**

**תקציר**

מחקר זה נועד לחקור את עמדותיהם של תלמידי ומורי האנגלית כשפה זרה כלפי סוגים שונים של תיקון שגיאות ואסטרטגיות מתן משוב מתקן ליכולת ההבעה בכתב באנגלית. המחקר נערך בבי"ס חט"ב בדבוריה-ישראל. המשתתפים הם 10 מורי אנגלית-כשפה זרה, עם יותר מ -10 שנות ניסיון בהוראה, ו -250 תלמידים בין כיתות ז' לכיתה ט'. נתוני המחקר נאספו באמצעות שלושה כלים: שאלון, ראיונות ומשימות כתיבה. התוצאות הצביעו על הסכמה חיובית בין עמדות המורים והתלמידים כלפי התפקיד החשוב של תהליך תיקון שגיאות ומתן משוב מתקן בשיפור מיומנויות הכתיבה באנגלית. בנוסף, ולמרות שרב המשתתפים הביעו דעות נחרצות על חשיבות תיקון השגיאות בהבעה בכתב, אך לא הייתה הסכמה ביניהם על השיטה או על סוג המשוב היעיל ביותר לשיפור יכולת ההבעה בכתב באנגלית ולא יכלו לקבוע העדפה ברורה לסוג מסוים של משוב מתקן. בנוסף לכך, נמצא מתאם משמעותי בין ביצועי התלמידים במשימות כתיבה לבין עמדותיהם כלפי סוג המשוב היעיל ביותר לשיפור מיומנויות ההבעה בכתב באנגלית.

תוצאות אלו מדגישות את תפקידו החשוב של תהליך תיקון השגיאות ומתן משוב מתקן מצד המורה לרכישת השפה האנגלית הכתובה. בנוסף, אי הסכמה על סוג המשוב היעיל ביותר לשיפור יכולת ההבעה בכתב מצביעה על הצורך החזק למחקרים נוספים בתחום.

**מילות מפת:** עמדות המורה, עמדות התלמיד, משוב מתקן, תיקון שגיאות, אנגלית כשפה זרה, כתיבה, מיומנויות כתיבה.

**המכללה האקדמית הערבית לחינוך - חיפה**

**الكليّة الأكاديمية العربية للتربية- حيفا**

|  |
| --- |
| **עמדות מורים ותלמידים כלפי תהליך מתן משוב מתקן ותיקון שגיאות בהבעה בכתב בשפה האנגלית- כשפה זרה**  **مواقف المعلمين والطلاب تجاه عملية التغذية المرتدة وتصحيح الأخطاء في القدرة على الكتابة باللغة الإنجليزية - كلغة أجنبية** |

|  |
| --- |
| **מוגשת על ידי**  **רנא מחמוד מסאלחה** |

تقديم

رنا محمود مصالحة

|  |
| --- |
| **בהנחיית**  **ד"ר אימאן ג'ררה/עלוש** |

**بإرشاد**

**د. ايمان غرًة/علوش**

**הצעה לעבודת גמר המוגשת מילוי חלקי של הדרישות לתואר M.Ed.**

**ב'חינוך לשוני-הוראת אנגלית'**

**تم تقديم هذا المقترح كجزء من متطلبات الحصول على اللقب الثاني M.ED.**

**في [التربية اللغوية - تدريس اللغة الانجليزية]**

|  |  |
| --- | --- |
| דצמבר, תשע"ז, | 2017,12 |

كانون اول, 2017