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**EFL Teachers’ and Learners’ Attitudes towards Error Correction**

**And Corrective Feedback in English Writing**

**In Dabburiya Junior High School**

**Supervisor: Dr. Iman Garra/Alloush**

Head of English Department at AlQasemi College

**Supervisor signature: \_\_\_\_\_\_\_\_\_\_**

**Student Name:**

Rana Mahmoud Massalha

**ID. Number:** 039102330

**Phone Number:** 04-6702720

**E-mail:** [ranamassal7a@gmail.com](mailto:ranamassal7a@gmail.com)

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**EFL Teachers’ and Learners’ Attitudes towards Error Correction**

**And Corrective Feedback in English Writing**

**Abstract**

The current study aims to investigate EFL teachers’ and learners’ attitudes towards error correction and corrective feedback types in English writing. The study involved 10 EFL teachers with more than 10 years of teaching and 250 learners between 7th and 9th grade. The data for my study were collected by using three tools: A questionnaire, interviews and writing tasks.

Results indicated common positive agreement between teachers and students on the important role of EC and CF in improving English writing skills. All participants expressed strong attitudes towards the contributions of EC that teachers provide to them. Moreover, no clear preference to any type of corrective feedback was noted from learners’ analysis. Regarding to teachers’ attitudes, they had no clear preference to particular method of EC to be set as the most useful and effective CF type in improving English writing. These results indicated that, despite their clear positive and strong attitudes towards the importance of EC in learning English, both teachers and learners are uncertain about what type of CF is the most effective to them.

Therefore, regarding to the CF Techniques that teachers use in their daily work, the results emphasized three common subjects that teachers provide to students in English writing: Spelling Errors, Grammar, and Language Accuracy. Teachers should shed more light on these three elements.

In addition, results revealed significant correlation between students’ performance in the writing task and their attitudes towards the most helpful type of CF. This indicated that, indeed the type of CF teacher provides can affect students’ ability in writing. Moreover, it is the teacher’s duty to verify the suitable CF type for each student or group of students, which may fit their needs and help them in the process of acquiring English as a second language.

These results confirmed the importance of EC and its significant role in learning English and pointed to the strong need for more research to be conducted in this topic.

**Key words: EFL Teachers’ and Learners’ attitudes, corrective feedback, error correction, language accuracy, writing.**

**1. Introduction**

English is an important language since it is used worldwide. Acquiring the English language has become an essential component of social communication, succeeding in business and attending academic institutions. Writing is one of the basic components of language acquisition. It is an “intricate and complex task; it is the most difficult of the language abilities to acquire” (Corder, 1974, p. 177). It is obvious that every EFL student makes mistakes of various kinds when using a second or third language. Indeed, the problem is common in all regions of the Arab sector. Arab students as non-native speakers still encounter serious problems in their English writing (Tahaineh, 2010. P. 80). Moreover, writing for non-native speakers, in general, is complicated because they are supposed to think about all the rules they need to apply, rules that native speakers are supposed to have automatized. Therefore, non-native speakers are more prone to making mistakes and/or committing errors. (Allen & Corder, 1974).

It is essential to make a distinction between mistake and error. Corder (1974), reveal a criterion that helps us to do so: it is the self-corrective ability criterion. A mistake can be self-corrected, but an error cannot. Errors are systematic and likely to occur repeatedly and not recognized by the learner.

In the early 20th century, language errors were considered undesirable, and it was the teacher’s aim to decrease these errors (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 learner errors in several ways. He pointed out that learners’ errors are important for teachers as they indicate the amount of information that the learners 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 have better understand the process of language acquisition.

There have been some divergence of thoughts regarding the effectiveness of *Corrective Feedback* (CF). For example, Krashen (1982) suggested that students do not need any feedback on progress. In 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 wondered 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 CF I generally use is effective. As such, I decided to ask different teachers about the strategies and methods they use when correcting writing tasks. It was also important to me to know the learners’ attitudes towards the types of correction they received, as well as which corrective feedback CF technique was the most important for them.

So, the **aim** of the current study is to provide further information about students’ and teachers’ perceptions and attitudes towards EC and CF techniques in my school and helps me, my students and other teachers in my school to identify the most effective techniques of EC in writing in order to meet students’ and teachers’ needs in addition to improve the quality of work.

**2. Literature Review**

**2.1. Review**

Writing is a very challengeable skill for EFL/ ESL learners who need it as a tool for employment and promotion (Graham & Perin, 2007). researchers believe that a major achievement for EFL/ESL learners is to express their ideas in writing with reasonable accuracy. Also, they believe that writing accuracy is essential for FL learners to achieve their educational and professional goals (Celce-Murcia 2001) . Additionally, in many educational contexts, teaching writing is based on examination, with accuracy as the most significant criterion of assessment, therefore, writing accuracy is one of the important pillars for writing appropriate and acceptable texts (Talatifard, 2016).

**2.2. Writing Accuracy**

The Longman Dictionary of Applied Linguistics (1992) defines accuracy as the ability to produce grammatically correct sentences. Accuracy was defined by Foster and Skehan (1996) as the freedom of the written work from error. Wolfe Quintero, Inagaki and Kim (1998) defined writing accuracy as being free from errors while using the language in written communication. Therefore, writing accuracy is operationally defined as the improvement in the participants’ ability to write a paragraph without committing errors in the following writing aspects: punctuation, articles, subject-verb agreement, spelling, and conjunctions. (Seiffedin & El-Sakka, 2017). The emphasis on accuracy deals with the production of correct grammatically sentences. A class of English language learners may perform adequately in routine grammatical exercises, but they fail to translate this knowledge into reality when performing a writing task. In textbooks, grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation. These exercises only provide learners with formal linguistic mastery (Nastaran, 2014). Moreover, according to Nunan (1989), not providing learners with opportunities to explore grammatical structure in context makes it difficult for language learners use the language in communication. Frodesen (2014) points out that teaching grammar in 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). She also mentions that grammar in writing is an example of how second language learners can discover and use discourse-level grammatical principles. It is the teacher's task to help learners see that effective communication involves achieving harmony between grammatical items and discourse contexts in which they occur.

The kind of corrective feedback provided to students is one of the important variables for developing the writing accuracy of EFL learners (Tafazoli, Nosratzadeh, Hosseini, 2014). Burstein et al. (2004) assures that the best way for learners to improve their writing accuracy is to write, receive feedback, revise depending on the feedback, and finally repeat the whole process as often as possible.

Many researchers (e.g., Ferris & Roberts, 2001; Hong, 2004; Ferris, 2006; Truscott & Hsu, 2008; Bitchener & Knoch, 2010; van Beunigen, de Jong, & Kuiken, 2012) are interested in whether corrective feedback in general has any effect on written accuracy. For example, the effects of corrective feedback in reducing the number of errors were evidenced in Ferris' (2006) study. He found a significant reduction in the number of errors from the first draft to the last draft. Also, Bitchener and Knoch (2010) emphasized the importance of written corrective feedback on improving language accuracy of advanced L2 learners. Moreover, Saadi and Saadat (2015) revealed that the effect of direct and indirect corrective feedback on writing accuracy was significant in favor of post tests. Reviewing the literature, it is found that the type of corrective feedback have differents efficts on accuracy. For example Sheen, Wright & 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 on students’ accuracy. Almasi and Tabrizi (2016) examined the effect of different types of written corrective feedback on the writing accuracy of Iranian EFL learners. Results revealed that the direct feedback group significantly outperformed better in their writing accuracy. On the other hand, other studies 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, article and preposition), results found a significant effect for the indirect feedback on accuracy for total errors

**2.3. The necessity of error correction and analysis**

Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. Corder is the “Father” of Error Analysis (the EA with the “new look”). It was with his article entitled “The significance of Learner Errors” (1974) that EA took a new turn. Errors used to be “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 themselves, errors are 'indispensable,' since the making of errors can be regarded as a device the learner uses in order to learn. In 1994, Gass & Selinker defined 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 (Richards, 1974; Dulay and Burt, 1974). 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 (1974), error analysis has two objects: one theoretical and another applied. The theoretical object serves to “elucidate what and how a learner learns when he studies a second language.” And the applied object serves to enable the learner “to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes.”

Many studies about English as a second language have tried to shed light on the issue of EFL students’ writing errors. The question is what is chiefly responsible for the errors made by EFL students when they write in English. Rabehi (2012), conducted a study on 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 these writing skills. They agreed that the most suitable measures for encouraging students are for them to write more and to supply feedback immediately. Over 50% of the students link their weakness in writing to their lack of concentration while writing and around 30% of them stated that they are lacking English grammar rules. According to students, their deficiencies in writing skills are due to poor background knowledge of the target language and lack of practice, in addition to their low motivation to write in English. (Rabehi, 2012).

**2.4. Corrective Feedback**

Corrective feedback is also known as “Error correction” (Bitchener & Ferris, 2012, p. viii). It includes responses indicate an error has been made, provides the correct language form, or offers metalinguistic information about the error (Ellis, 2007).

The issue of CF has recently received considerable attention in second languages. EC in second language writing is important for teachers and students alike. On one hand, it indicates what the learner should improve and offers opportunities 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 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” (Harmer, 2001, p. 99). In addition, help students discover the systematic structure of the target language (Papangkorna, 2015). On the other hand, errors are important because they inform language teachers about the students’ accuracy and their language learning process. Tsui (2003) points out that EC in writing helps the teacher become aware of what has worked and what has not with his or her 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). A common type of written feedback given by writing instructors is on language use, known as *corrective feedback* or *error correction*. 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 second language (L2) writing since it is more challenging to write in one’s L2 than in one’s L1. 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 in 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 to notice the difference between their own production and target structures, raising their awareness about those structures (Schmidt and frota, 1986; Schmidt, 1990).

**2.4.1. Historical Review**

Until 1996, many researchers implicitly agreed that corrective feedback helps in improving EFL learners’ writing accuracy (Sameera, Amin, 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 is an ineffective activity. 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 by many studies (e.g., Hendrickson, 1980; Robb, Ross, & Shortreed, 1986; and Kepner, 1991). Additionally, he mentioned Semke’s (1984) and Sheppard’s (1992) studies to assure that corrective feedback can be harmful because it impacts fluency. Building on that, Truscott concludes that corrective feedback should be abandoned (Sameera, Amin, & Siddiqui, 2016). Dana Ferris consider as one of the major opponents to Truscott’s views. She noted that Truscott ignored some positive evidence in favor of corrective feedback. He also acknowledged that more research was required to reach a conclusive answer in discussing whether different types of feedback have different results on students’ writing or not. Lee (2004), noted that students become frustrated if their teachers do not give them feedback on their writing. Hyland and Hyland (2006) confirmed that feedback helped students gain control over the writing skill. Also, Sheen, Wright and Moldawa (2009) stated that corrective feedback helped learners to notice their errors and controlled the accuracy of their writing. In addition, 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: 1) it improves students’ ability to correct and understand errors, 2) students expect feedback on their writing, and 3) students prefer it. On the other hand, with the absence of feedback, Brookhart (2008) stated that students become unmotivated, and lose sense of which factors of their writing need improvements. Additionally, Lee (2008) argues that learners may have inaccurate impression about their writing performance with the absence of feedback.

* + 1. **Theoretical Perspectives of Corrective Feedback**

The idea of corrective feedback has a strong foundation in major learning theories. Schmidt (1990) in his hypothesis 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 form (Ji, 2015). To the behavioral theories, feedback is considered as a means of encouraging learners’ motivation and ensuring their linguistic accuracy. Ellis (2009) shows that feedback may be positive or negative. To him, 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 (Ellis, 2009). According to the cognitive load theory the working memory should have as less load as possible to optimize learning (Sweller, 1988). For learning to take place, there should be a link between schematic structures of long term memory and new data for the learning to be lasting (Sweller, 1988). Therefore, corrective feedback helps learners’ to focus on the areas they have difficulty with while freeing their minds to process language content (Maleki & Eslami, 2013).

**2.4.3 Types of Corrective Feedback/Error Correction**

In 1993 Bates et al, advises instructors to mark only “global” errors in students' writing. He defines global errors as those that impede the understanding of a text. This category includes: Incorrect verb tense, read incorrectly formed, incorrect use of formation by modal, incorrect use of formation of conditional sentences, incorrect sentence structure, incorrect of awkward word incorrect or missing connectors, incorrect formation or use of passive voice 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 article, problems with the singular or plural of a noun, wrong word choice, wrong word form and non-idiomatic 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: capitalization, coherence, comma, splice dangling modifiers, fragments, lowercase, punctuation, pronoun reference or agreement, run-on sentences, and spelling.

According to Doughty (2001), there are four logical possibilities for error correction. One possibility Involves simultaneous (at precisely the time when the leamer need arises) implicit attention to forms, meaning, and function (Doughty and Williams, 1998). The second possibility is that implicit or explicit attention to forms takes place shortly in advance of leamer need arising (Dekeyser, 1998 Lightbown, 1998). The third possibility is a brief, implicit or explicit shift of attention from meaning and function to forms at precisely the time when the leamer need arises (Long and Robinson, 1998). The fourth possibility is that implicit attention is given to forms shortly after leamer need appears (Doughty and Varela, 1998: Long et al., 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 leamers 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 emphasise fiuency in the context of a communicative activity, it might be better if they correct leamers in a delayed fashion. On the other hand, if they are less concemed with fluency and, instead, intend to focus on accuracy in the context of a communicative task, immediate correction would perhaps be the right choice.

Gu’enette (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. She 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 (Explicit) Corrective Feedback is a strategy that helps students correct their errors by providing the correct linguistic form (Ferris, 2006). The teacher provides students with the correct form of their errors or mistakes orally or in written (Elashri, 2013). In DCF, teachers explicitly supply the correction by drawing a line through errors and writing the correct words directly above them, by crossing out unnecessary words that make structures incorrect, or by inserting letters or words to make structures correct. Direct feedback occurs when the teacher identifies an error and provides the correct form. In this technique, the teacher first tries to identify the error which students have made and writes down the complete correct form afterward. Direct EC provides the student with the correct form (for example, crossing out unnecessary words, phrases or morphemes). Direct feedback takes different forms; it may be done by striking out an incorrect word; inserting a missing word, phrase, or morpheme; and 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 it should be written correctly; minimizing students’ confusion over teachers’ feedback. Therefore, this type is more appropriate to student with low achievement level who do not have the ability to self-correct their errors even when they are marked for them (Ellis, 2009). In a study conducted by Sheen (2006), results revealed preference for explicit CF. Students were different correction techniques for errors and they were asked to indicate their preference by circling the letter of their choice.

Many researchers (Elashri, 2013) argue that direct teacher feedback is one of the least effective methods of giving feedback to students. Clements et al. (2010) as well as Elashri (2013) believe that this type leaves no work for learners to do and no chance for them to think about the errors. Rewriting 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).

On the other hand, Indirect (Implicit) Corrective Feedback is a feedback strategy that indicates the existence of an error without providing the correct form (Ferris & Roberts, 2001). Indirect strategies refer to situations where the teacher indicates that an error has been made but does not provide the correction, thereby leaving the student to diagnose and correct it. In this type, teachers only provide indications that make students aware about their errors but they do not provide the students with the correction (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 ICF simply underline or circle errors in students’ compositions without giving the correct words and explanations (Bitchener et al, 2005). Following an indirect strategy, teachers do not correct students’ papers; rather they mark where an error has occurred or supply the students with short cues so that they get informed about the kind and the location of their errors and get involved in the process of correcting their papers by themselves. Indirect EC 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 un-coded feedback. As for the coded indirect feedback, the teacher underlines the error and writes the symbol above that error, and then he gives the composition to the student to correct the error as this symbol encourages the student to think. Coded feedback points to the exact location of an error, and the type of error involved is indicated with a code or a teacher’s cue. For example, PSS means an error in the use or form of the past simple, or PRS indicates that an error has occurred in the use or form of the present simple tense. On the other hand, un-coded feedback refers to instances when the teacher underlines an error, circles an error, or writes down signs such as an exclamation point, but in each case leaves the student to diagnose and correct the error (Bitchener et al., 2005). In the un-coded indirect feedback, the teacher underlines or circles the error without writing any symbols and the student has to think what the error is and corrects it. These symbols and codes indicate the location and type of error. In the indirect feedback, students are cognitively challenged to correct the error based on their informed knowledge. This type increases students’ engagement and attention to forms and improve their problem-solving skills which is beneficial for fostering longterm acquisition (Bitchener & Knoch, 2008). On the other hand, Srichanyachon (2012) argues that students with low level of writing proficiency may be unable to recognize and correct errors even when they become aware of their location

According to Lyster and Ranta (1997), in response to learners’ errors, teachers use two types of Indirect CF And four types of Direct CF. Indirect CF are: *Recast* (an indirect indication that the learner’s sentence was incorrect. Teacher implicitly reformulates the learner’s incorrect pattern or provides the correction), And *Clarification Requests* (The teacher indicates that the message has not been understood or that the sentence consists of some kind of mistake by using a phrase such as ‘I don’t understand’ or ‘excuse me’. Then, a repetition or a reformulation from the learner is required). Direct CF are: *Explicit Correction* (Indicating clearly that the learner has made an error while providing the correct form), *Metalinguistic Feedback (*The teacher asks questions or provides information or comments related to the formation of the learner’s utterance without providing the correct form. For example, ‘Is that how it’s said?), *Elicitation* (The teacher elicits the correct answer from the students by asking them questions and pausing to allow the learner to complete the teacher’s sentence. For example, ‘He is a \_\_\_.’), and *Repetition* (The teacher repeats the learner’s error and changes intonation to draw learners’ attention to it.).

A teacher should decide between these two strategies, Direct/Indirect. Related to this distinction, Ferris (2011) pointed that teacher should consider providing primarily direct correction for untreatable errors (specifically word choice and sentence structure) and more indirect correction for treatable errors (simple past and spelling). A recent study conducted by Ene & Kosobucki (2016), found that lower level students benefit more from direct EC than from indirect EC.

Moreover, researchers divided error correction into two categories: selective approach which is used when teachers should correct only the most important errors or those of a certain type. This view naturally raises the question of how the selection process should be carried out. The standard answer is that it should be based on the learners’ need– teachers should correct those errors that are especially important and/or which learners may have special difficulty overcoming on their own (Truscott, 2007).

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

**2.4.4. Corrective Electronic Feedback**

In the last decade, the role of net-worked communication in language learning process is inevitable. Several types of technologies have been implemented in FL writing classes to investigate their role in increasing the efficiency of the process of feedback (Saadi & Saadat, 2015). Many researchers suggest many benefits of electronic feedback, such as greater levels of participation, more motivation and interest, providing nonthreatening environment, reducing anxiety, etc. Additionally, Learners can contact and communicate their teachers and even their peers at any time and even more easily; by doing so, the distance between learners and teachers becomes much closer than past (Farshi &Safa, 2015). The study made by Koolivand & Iravanis (2013), indicated that students who received electronic corrective feedback made greater improvement than learners who received traditional feedback. Also, the study of Tafazoli, Nosratzadeh, and sheareini’s (2014) revealed that electronic feedback has positive effect on the writing accuracy of Iranian ESP students. The obtained results from Farshi and Safa’s (2015) study showed that electronic feedback was more effective and profitable than traditional type.

*Direct-Indirect E-Feedback*

One of the most important distinctions for researchers is Direct versus Indirect EC. Direct-indirect corrective e-feedback is operationally defined as a proposed strategy of corrective feedback via email. It combines the direct and the indirect types of corrective feedback. It consists of three main phases: The first phase is *Encoded Indirect Feedback through E-mail*.: The students send their paragraphs to their teacher via e-mail. The teacher underlines or circles the error or the mistake without writing the correct answer or any symbols above or behind the error, and the student thinks about errors and tries 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 has to re-send the essay to the teacher via e-mail. The second phase is *Coded Indirect Feedback* through E-mail: In this step, the teacher underlines the errors and writes the symbols indicating the errors above or beside the theme. Then, teacher re-sends the composition to each student to try to find out the types of errors based on these symbols. The last phase is *Direct Feedback* via E-mail: This is the last step in the suggested feedback model, the teacher provide students with direct feedback whether positive if there is no more errors or negative if errors are still found. (Seiffedin & El-sakka, 2017).

* 1. **Attitude and Error Correction**

Research has shown that social and psychological variables- attitude and motivation- play a key role in learning a second / foreign language. For example, (Gardner, 1985) developed his socio-educational model “Attitude/Motivation Test Battery (AMBT)” to assess various variables related to individual differences. However, motivation in second or foreign language learning embraces three main elements: a desire to learn the language, effort expended towards learning the language, and favorable attitudes towards learning the language (Gardner, 1990). It has been argued that corrective feedback can assist or hinder the processing and developing of learning a language depending on learners’ and teachers’ attitude towards error correction and the type of CF.

To understand the role of CF in ESL classrooms, it is essential to determine whether individual differences such as apprehension and learners' attitudes influence the effects of different kinds of CF. Learners' attitudes, which could be influenced by their cultural and educational background towards error corrections (amongst other factors), may affect learning outcomes. Oxford and Shearin (1994) claim that six factors have an impact on language learning: attitude, beliefs about self, goals for learning, involvements or participation in the process of language learning, environmental support, and personal attitude. (Faqeih 2012)

It has been suggested by (Gass and Selinker, 2008) 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 learners' preference may not be what is actually best for acquisition (Truscott, 1996).

**2.5.1. Students’ Attitudes towards Error Correction**

Many studies conducted about attitudes towards error correction. For instance, the study conducted by Bang (1999) revealed that ESL and EFL learners had strong positive perceptions towards receiving EC in the writing. The nature and the target of the feedback could have an influential impact on learners’ attitude and the effectiveness of the CF. Mackey et al (2007), 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 on their errors. For instance, in Ferris and Roberts' (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 two-hundred-and-seven 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 the errors and will not be able to improve. In Jang’s, (2003) study 77.6% of the participants had positive attitudes towards receiving EC. Similarly, Katayama (2007) found that 82 % of 819 Korean EFL learners expressed positive attitudes towards EC. Furthermore, Katayama, (2006) found that 92.8% of the participants in Japanese classrooms in the USA expressed strong positive attitudes towards teacher-correction. In another study, Katayama (2007) found that most students said that they did not need all their errors be corrected because they thought that correcting them would affect negatively their feelings. However, 40% of the students expressed agreement that teachers should correct only the errors that interfere with communication, while 32.7% disagreed, and 27.3% remained neutral (Katayama, 2007).

Sheen (2006) designed a questionnaire to examine attitudes towards error correction and whether learners perceive teacher's 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.

**2.5.1.2. 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 treatment contributes to improved accuracy in student writing, the majority commends that instructors take a selective approach when marking papers (Ferris and Hedgcock, 2005; Ellis, Sheen, Murakami, & Takashima, 2008; Lee, 2008, etc.). 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 over-whelmed 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 affect negatively their ﬁnal grades.

Another issue with selective error treatment is students’ perceptions of it. In Leki’s (1991) survey of 100 ESLstudents, 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 “English teacher’s job, it would seem, to mark errors” (p. 208). Later, in (2004) Lee found that 82.9% of the student participants preffered comprehensive error treatment. In follow-up interviews, participants explained that they felt comprehensive error treatment helped them better address their errors.

**2.5.2. Teachers’ attitudes towards error correction**

Examining ESL/EFL teachers’ beliefs can provide researchers and teachers better understanding of the connection process 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 (Borg, 2001; Breen et al., 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 EC process, which improves their written comments. Studies have found that teachers of L2 writing mostly support the use of written corrective feedback (WCF) (Hartshorn et al., 2014). Due to such beliefs, it is not surprising that giving corrective feedback is pervasive. However, despite the positive perception of WCF and the pervasiveness of the practice, academics have not found a consensus on the effectiveness of the different kinds of WCF, or even on its usefulness (Ellis, 2009, Ebsworth, 2014).

**2.5.3. Comparison between 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, 1987, 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, 1987 and Schulz, 2001).

A few studies have found discrepancies between teachers' and students' attitudes to CF. For example, (Schulz’s, 2001) study revealed that 90% of the learners had a positive attitude towards error correction and grammar instruction more than their teachers’ attitudes. 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 for teachers and 76% positive response for the students.

Researchers comparing and contrasting ESL/EFL writing teachers’ feedback beliefs with students’ beliefs and perceptions have identified that teachers and students share similar beliefs and perceptions about feedback (Schulz, 2001, Montgomery and Baker, 2007;). For example, Schulz (2001: 252) found that most Columbian EFL teacher and student participants (93% and 98% respectively) concurred that students wanted their teachers to provide written feedback when making errors in writing. Montgomery and Baker (2007) found that students’ perceptions of the quantities of micro and macro written CF 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 (Amrhein and Nassaji, 2008). Amrhein and Nassaji (2008) found that almost 94% of the ESL student participants wanted their teachers to correct all of their errors, but only 45% of the teacher respondents upheld the same belief.

Since I am a EFL teacher and considering the significant amount of time and effort invested by me and other language teachers in my school in providing corrective feedback on students’ compositions, and in order to identify the most effective techniques of EC in writing and to meet the students’ and teachers’ needs and improve the quality of work, together with all these questions about the effectiveness of and student responses to WCF, the importance of further investigating of ER techniques used by the teachers and of the attitudes of both students and teachers towards WCF is clear.

**3. The research**

**3.1 Research Questions**:

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

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 CF in general?
3. What are learners’ perceptions towards the contribution of error correction in improving their writing skills?
4. What type of CF is the most helpful for correcting errors and is the most effective in writing improvement?
5. What are teachers’ attitudes towards error correction (EC) and corrective feedback (CF) in English writing?
6. What are the CF Techniques that teachers use 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 learners. The study involves a sample of 10 EFL teachers and 250 learners between 7th and 9th grade. It took place in Dabburiya Junior High School in the north of Israel (the school I teach at). The sample is not chosen randomly. Instead, I chose it from the place I work as an EFL teacher due to my personal interest in having a better understanding of the EC and CF phenomena in my shcool 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 |
| 7th grade | 85 | 30 | 55 |
| 8th grade | 55 | 20 | 35 |
| 9th grade | 110 | 45 | 65 |
| Total | 250 | 95 | 155 |

**3.2.2. Procedure**

The data for our study were collecting by using three tools. We use questionnaire, interviews and writing’s task. Data collection lasts for a period of three months. One month is for interviews with teachers, and two months for delivering and collecting the questionnaire. Students were asked to complete the questionnaire in order to answer questions 1, 2 and 3 (about the students’ beliefs and attitudes and the contribution of error correction in improving their writing skills), (see section …. For further detailes).

A semi-structured interview with teachers, which took place in the junior high school (in Dabburiya), was conducted, in order to answer questions 5 and 6. Teachers were interviewed about their perceptions, beliefs, attitudes, and practices regarding EC of students' writing in English and about the types of CF they use. Further information are presented in 3.4.2.

To answer question 4 we used both, questions from the interview and from the questionnaire in order to find out teachers’ and students’ attitude about the most effective CF type. Data analysis of the questions in the questionnaire and the interview provided a clear answer to this question. (see section 988 for further information)

To answer question 7 about the correlation between learners’ attitudes and their language accuracy and performance, writing tasks were given to learners. (see appendix 4). I gave the task to all students. Then, five teachers who work at the same school as EFL teachers corrected the students’ tasks. All teachers had more than ten years of teaching experience (experienced teachers). We use both qualitative and quantitative analysis in order to interpret results from these tasks. First, errors were noted and classified into coded with (symbols). Then, we determined most common categories of errors (three main errors’ type 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 are any correlation between students’ attitudes and their language accuracy-performance. (see section 4343 for further details)

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

**3.2.3. Instruments and Data Collection/ analysis**

**3.2.3.1 Questionnaire**

The tool adopted to examine learners’ perceptions and attitudes towards EC and CF in English writing was a questionnaire conducted by Sheen (2006) and modified by Faqeih (2012) in her doctoral dissertation. Sheen focused on measuring language anxiety and attitudes towards corrective feedback (CF) and grammatical accuracy. The attitudinal questionnaire in Faqeih’s study focused on measuring attitudes towards 3 constructs: content of the activities, learners' opinions on error correction and accuracy, and learners' opinions on the CF techniques. In order to raise the validity of the questionnaire, it was first piloted on native speaker students and then on Arab students from Saudi Arabia (SA). The questionnaire was administered in English, as her study was measuring learning of English language for Saudi learners and it was undertaken in an English language center in the United Kingdom. In the case of English lexical difficulties, the researcher (Faqeih, 2012) translated it into Arabic.

Unlike Faqeih, for the purpose of the current study, I use the questionnaire to examine two (instead of three) attitudinal constructs: Learners' perceptions on EC, and learners' opinions on the CF techniques used by their English teacher. It consists of 14 out of 21 five-point Likert scale (strongly disagree to strongly agree) items covering these areas, along with questions asking about participants’ personal data.

The questions were replicated from Faqeih’s questionnaire are the following:

1. *Learners' attitudes towards error correction generally*: The actual questions: (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”.
2. *Learners’ attitudes towards different CF techniques*: The actual questions (18) “I think the most helpful way is correcting my errors directly”. (17) “I prefer being provided with rules and information”. (15) “I feel most comfortable with your direct corrections”.

In addition, this construct will include 3 other questions which I found necessary for further clarification of the type of CF and in response to the goal of the current study. These questions are based on the results of the following research of Jang (2003), Ferris and Hedqcock (2005), Ellis, Sheen, Murakami & Takashima (2008) and Lee (2008). The questions 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 (1).

**3.2.3.1.1 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 CF 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 (Statement 2, 6 and 7) on the *feeling about getting CF in general*. These statements asked participants about their feeling when teacher corrects their writing errors. The third category was comprised of five statements (Statement 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 back CF from the teacher on their writing. Finally, the fourth category consisted of two statements (statement 11 and 12) related to *the type of CF they prefer to have on their writing*. Whether *Direct* or *Indirect* type.

**3.2.3.2. Interview**

A semi-structured interview was used in order to collect data about teachers' perception 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 conduct the following guiding questions- to be included in the interview with teachers in order to serve in answering the questions of the current study:

1. What is your opinion on correction of students’ errors in English writing?
2. Do you think teachers should correct errors selectively (just errors that they find important and useful)?
3. Do you think teachers should correct all types of students’ errors in writing all the time?
4. What do you think is the most useful for students, providing them with corrective feedback directly or in an indirect way? *(Questions 1-4 are given in order to examine attitudes towards error correction).*
5. What type of error correction do you use and what types of feedback do you give to your students in writing? *(In order to examine methods and types of CF the teacher uses).*
6. What type of error correction do you think is more useful for students*? (In order to clarify teachers’ belief about the most useful type of EC).*
7. Do you think teachers should correct all types of student’s errors in writing? *(In order to examine attitudes towards error correction).*

A qualitative method based on discourse analysis will be used in order to analyze the data that will be collected from the interviews about teachers’ attitudes towards error correction and feedback techniques they use.

Findings will be grouped and summarized according to the themes and major points regarding the teachers' perceptions and practices of CF they use in students' written work.

**3.2.3.3. Writing Tasks**

Writing tasks were given to learners in order to verify whether there is any correlation between students’ attitudes and their language accuracy-performance. Then, five teachers who work at the same school as EFL teachers corrected the students’ tasks. All teachers had more than ten years of teaching experience (experienced teachers). I use both qualitative and quantitative analysis in order to analyze results from these tasks. First, errors were noted and classified into codes with (symbols). Then, I determined 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 data and find the correlation between students’ attitudes and their language accuracy.

* 1. **Results**
     1. **The questionnaire’s Results**

Descriptive statistics presented below reveal the participants’ perspectives on the four categories of the questionnaire: General attitudes towards error correction, feeling about getting CF in general, the contribution of error correction in improving writing skills and the type of CF they prefer to have on their writing.

The survey results of the four statements related to concepts associated with *general attitudes towards error correction* aresummarized in Table 1. All the four statements (I feel it is the teacher’s duty to correct students’ errors all the time, I think the most helpful way is correcting all of my errors all time, I think the most helpful way is correcting selectively just the important errors, I feel more comfortable when the teacher doesn’t correct all my errors) received high ranking by the participants (Mean=4.5 out of 5).

Table 1.

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 2. presents participants *feeling about getting CF in general.* The results indicate low scores in these three statements(I feel frustrated when the teacher corrects me, I feel discourage when the teacher corrects my repeated errors, I feel nervous after the teacher corrects my errors). The Mean score in these statements is ~=2 with SD~=.94.

Table 2. Feeling about getting CF in general

|  |  |  |
| --- | --- | --- |
|  | Mean | Std. Deviation |
| I feel frustrated when the teacher correct me | 1.98 | .907 |
| I feel discourage 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 3. All five statements in this third category were ranked over 4.4, a high level of agreement among participants on this category.

Table 3. 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 am benefitting 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 is not important | 4.53 | .787 |
| The corrections the teacher provides improves my English | 4.55 | .776 |

For the fourth category, regarding the two statements on the type of CF (I think the most helpful way is correcting my errors directly and I think the most helpful way is correcting my errors indirectly), learners prefer to have on their writing (see table 4), the participants were uncertain about what type of CF is the most helpful way in correcting their errors in writing by their teacher (Mean=3, SD=1.28).

Table 4. Attitudes towards the most helpful type of CF in writing

|  |  |  |
| --- | --- | --- |
|  | 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 EC and CF in English writing, T-Test was used to analyze the data, and significant differences were found between boys and girls associated to the three statements of the second category (feeling about getting CF in general). Boys present a little negative feeling towards receiving CF (Mean=2.3 for the three statements, against Mean=1.8 for girls with t~=4.5 and p<0.01). Further information for each statement is presented in appendix 2. In addition, significant differences found between boys and girls associated with the third category (learners’ perceptions towards the contribution of error correction in improving writing skills) in the five statements construct this category. (Mean~=4.25 for boys, against Mean=4.71 for girls, with t~=4.7 and p<0.01). For further information, see appendix2.

ANOVA test was conducted to reveal any differences between participant’s grade and their attitudes towards the four categories (see Table 5). Results indicate significant differences associated to categories 2, 3 and 4 (Feeling about getting CF in general, learners’ perceptions towards the contribution of error correction in improving writing skills and Attitudes towards the most helpful type of CF in writing).

Table 5. ANOVA-Differences in attitudes between participants

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Statement | Mean by Grade | | | Tot. Mean | df | F | Sig. |
|  | 7th | 8th | 9th |  |  |  |  |
| General Attitudes towards Error Correction | 4.54 | 4.41 | 4.49 | 4.49 | 249 | .912 | .403 |
| Feeling about getting CF 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 CF in writing | 2.44 | 3.15 | 3.50 | 3.07 | 249 | 19.47 | .000 |

**3.3.2. The interview’s results**

A qualitative method used in order to analyze the data collected from the interviews with teachers about their attitudes towards error correction and feedback techniques they use. I read all of the interviews to understand the main idea of each entry. Then, detailed reading was done to perform a more detailed analysis. A coding system was set based on common answers and topics. Then I determined frequent themes and major points as basic categories for further analysis. The main *themes* were the following: opinions on error correction, type of error correction and corrective feedback, the useful type of error correction, correcting includes every error in writing, correcting just important errors, correcting all types of errors all the time, the way the teacher gives Cf.

Based on the analysis of the above themes I determined the final categories as mentioned below:

1. General attitudes towards error correction in writing.
2. The use of ER and CF at the classroom.
3. Common types/subjects of error correction.
4. Beliefs about the most useful method of providing CF.

Detailed analysis of the above categories is presented below:

1. First category: *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. For example:

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

*“Students can learn from their mistakes, even if they didn’t know them”.*

*“It is a key element for learning from their mistakes”.*

*“It’s so important to correct the mistakes, thus it’s basic for expressing themselves correctly”.*

1. Second category: *The use of ER and CF at the classroom.*

The analysis of the interview revealed that teachers had different methods in the way they provide their correction and feedback on students’ English writing. For example:

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

*“I believe if the teacher focuses on certain types of errors to correct, give the suitable feedback reduce the amount of doing these errors”.*

*“Sometimes they should ignore things to give the feeling for the student that he is improving”.*

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

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

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

1. Third category: *Common types/subjects of error correction.*

Teachers focused on three elements that construct the type of error correction they provide to students in English writing. These elements are: *Grammar, Punctuations*, and *Language Accuracy* (The form of the sentence, tenses, subject verb agreement, sentence structure .etc.).

1. Fourth category: *Beliefs about the most useful method of providing CF.*

Teachers expressed two main CF types, Direct and Indirect type. Teachers believe that these two types are the most useful CF methods to provide to students in their writing. Here are some examples:

“*It depends, sometimes it should be directly in order to give them red light for what they are doing, although 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 the direct CF”.*

*“Indirect way, because some students may feel ashamed and they don’t like to have much comments”.*

*“I use both methods, direct and indirect CF. but, surely direct is more comprehensible for them”.*

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

**3.3.3. The writing tasks’ results**

In addition to the questionnaire, I gave the students a “:write task”. (see appendix 4). I gave the task to all students. Then, five teachers who work at the same school as EFL teachers corrected the students’ tasks. All teachers had more than ten years of teaching experience (experienced teachers). The analysis of the tasks, as teachers corrected them revealed two different types of CF that teacher used to correct the task. The first type is the direct one. At the direct type of CF teacher marks the error type giving a clue (for example: teacher writes the letter “*S”* for spelling error and “*G”* for grammatical error .etc. and corrected to the errors. For details see appendix 6). The second CF type is the indirect one. In this type of CF, the teacher does the same as the first one, he marks the type of error with a clue letter, for example, “*L”* for language errors, but he did not give the correct answer as the teacher does in the first type. Further information are presented in appendix 7.

In addition, a qualitative analysis of the tasks was conducted in order to verify common types of errors between students. The analysis revealed three common types of writing errors among students, *Spelling Errors (…..)*, *Grammatical Errors (……) and Language Accuracy (……).*

A quantitative analysis using the SPSS was conducted in order to verify differences among students associated to these three variables.

Descriptive statistics presented below in table 6 reveal the participants’ errors on the three categories of the writing task: *Spelling, Grammar, and Language Accuracy Errors.*

Table 6: Participants’ errors on the three categories of the writing task

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Error Type** | **Mean** | **Std. Deviation** |
| **7** | **Spelling** | 3.18 | 1.026 |
| **Grammar** | 3.13 | .973 |
| **Language Accuracy** | 3.18 | .966 |
| **8** | **Spelling** | 2.95 | .826 |
| **Grammar** | 2.87 | .840 |
| **Language Accuracy** | 2.91 | .845 |
| **9** | **Spelling** | 2.76 | .812 |
| **Grammar** | 2.64 | .843 |
| Language Accuracy | 2.71 | .828 |

In order to clarify differences in error types between boys and girls, T-Test was used to analyze the data, and no significant differences were found between boys and girls associated to the three types of errors (Spelling, Grammar and Language Accuracy) neither among boys and girls compared to all students nor to boys and girls compared to each grade. Further information are presented in appendix 9 and appendix10. In addition, I conduct Anova-test to verify differences in error type between students in different grades. Results indicated a significant differences in the amount of errors associated to the three types of error regarding the grade of teaching (7th grade, 8th grade or 9th grade).

**4. Discussion**

**4.1. Questionnaire**

The first research question asked aboutlearners’ attitudes towards error correction in writing in general. Results have shown positive attitude towards all the four statements construct this category in the questionnaire (Mean=4.5 out of 5). There was agreement between students that it is teachers’ duty to correct all of students’ errors all the time. In addition, students expressed preference to selective type of EC (Correcting just the important errors and not all errors). In order to examine differences between boys and girls associated to their attitudes towards the four statements about error correction in general, 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 CF in general. Analysis has shown that there were low scores in these three statements of this category ((I feel frustrated when the teacher correct me, I feel discourage when the teacher corrects my repeated errors, I feel nervous after the teacher corrects my errors), indicating positive feelings towards EC in general. T-Test was used to analyze the data, in order to reveal whether there are any differences between boys and girls associated to the three statements about feelings towards CF. significant differences were found between boys and girls. Girls present stronger feelings towards receiving CF than boys (Further information for each statement is presented in appendix 2).

Results from both first and second questions point the strong need of learners of EFL to be corrected when write English.

Regarding the third question, about learners’ perceptions towards the contribution of error correction in improving their writing skills data indicate that participants have a high positive level of agreement on this. Mean on all five statements of this category (I think it is better for me to know the corrections of my errors, I am benefitting from error correction, Having my error s corrected is the best way to learn English, The corrections the teacher provides is not important, The corrections the teacher provides improves my English) were over 4.47 (see table 4. For further information). All participants expressed strong attitudes towards the contributions of EC that teacher provides to students. These results confirm the importance of ER and its role in learning English. In addition, T-test was conducted to reveal any differences between boys and girls associated to their attitudes on the importance of ER in improving writing skills and significant differences were found (t=4.7 and p<0.01). Girls expressed more positive perceptions.

In addition, significant differences found between boys and girls associated with the third category (learners’ perceptions towards the contribution of error correction in improving writing skills) in the five statements construct this category. (Mean~=4.25 for boys, against Mean=4.71 for girls, with t~=4.7 and p<0.01). for further information see appendix2.

Data analysis of the forth category of the questionnaire in order to answer the fourth question (What type of CF is the most helpful for correcting errors and effective in writing improvement?), did not give clear preference to any type of corrective feedback. Both types (direct CF and indirect CF) rank the same score (Mean=3, SD=1.28). This result indicates that, despite their clear positive and strong attitudes towards the importance of ER in learning English, they are uncertain about what type of CF is the most helpful to them.

Despite the positive result about the fourth categories of the questionnaire associated to students’ attitudes towards the subject of ER and CF in English writing, the researcher conducted further analysis using ANOVA test in order to find any differences in students’ attitudes associated to their grade (7th , 8th , 9th ). As mentioned in table 6., results indicates significant differences associated to Feeling towards CF in general, perceptions towards the contribution of error correction in improving writing skills and attitudes towards the most helpful type of CF in writing. Feeling about CF and perceptions towards the contribution of error correction in improving writing skills was stronger in students of 8th grade (Mean=1.4) than 7th and 9th grade. In order to give explanation for this phenomenon we should conduct further studies and it maybe associated with other variables, such as Teen Age or with the Transition phase from elementary school to junior high school (in the case of 7th grade) or transition from junior high school to high school (in the case of 9th grade). Moreover, students of 9th grade were more certain about the helpful type of CF in writing than 8th and 9th grade. An acceptable reason may be is their age and their experience in receiving CF on their English writing.

**4.2. Interview**

To response the fourth question, (What type of CF is the most helpful for correcting errors and most effective in writing improvement?), Students, (as a result from the questionnaire analysis) 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 method of ER to be seted as the most useful and effective CF type in improving English writing. Instead, they expressed different opinions to different methods of CF. (i.e. *Teacher should not correct errors all the time; it depends on the level of writing, importance and relevance of topic, Teacher should not correct all types of errors because it seems frustrating for some students, I choose the most common errors to correct, especially the essential and important one, Teacher should correct all types of student’s errors because students are regulate to correct their mistakes all the time, Teacher should correct all the errors, not selectively, It’s a second language and a student find it difficult to write).*

Moreover, the fourth category that was found from the analysis of the interview completes the answer for the fourth question. Teachers indicated two main types in providing CF to students writing (Direct and Indirect). Teachers believe that both these two types are the most useful CF methods to provide to students in their writings. On the one hand, some teachers support the direct method. (i.e. *“Providing corrective feedback directly is better because students need to see, recognize their errors and what is correct”,* “*It depends, sometimes it should be directly in order to give them red light for what are they doing”),* and on the other hand, some teachers support using indirect type as useful method of providing CF in writing. (i.e. “*indirect way could be useful, so we will not hurt them and frustrate them”, “Indirect way, because some students may feel shyness and they don’t like to have much comments”).*

The above results indicate the need for more research to be conducted in this subject. That, indeed, both teachers and students may do not know the most effective type of ER and CF which is the most useful for acquiring English writing. Another explanation, may be that, indeed for some students and teachers one type (i.e. correcting all type of errors all the time directly) is more effective and for other students the selective type of ER (correcting just the important and common errors indirectly) is more useful. However, further studies should be conducted in order to answer the above question (to find out which ER and CF fit the need for each student).

The fifth question of the study (What are teachers’ attitudes towards error correction (EC) and corrective feedback (CF) in English writing? The data analysis of the interview revealed clear positive answer to this question. As mentioned in the interview analysis, the first category associated to teachers’ general attitudes towards error correction in writing and they expressed strong agreement to the positive role and importance of ER and CF in the process of learning English as second language. Some examples were mentioned in the analysis section of the interview supporting this claim (i.e. *Correcting errors in writing is an important thing for students writing progress, It is a key element for learning from their mistakes, It’s so important to correct the mistakes, thus it’s a basic for expressing their selves correctly).* As a result from the both analysis (questionnaire and interviews), this study indicates common positive agreement between teachers and students on the importance of ER and CF in improving English writing skills.

Regarding the sixth question of the study (What are the CF Techniques that teachers use in their daily work), the results from the interview analysis gave the following three common techniques that constructs the type of error correction teachers provide to students in English writing:  *Grammar, Punctuations*, and *Language Accuracy* (The form of the sentence, tenses, subject verb agreement, sentence structure .etc.). A strong agreement found between teachers on the three mentioned elements that teachers consider as the basic subjects of English writing. This result may, also indicate the weakness and difficulties students have in acquiring English writing. Teachers should shed more light on these three element.

**4.3. Writing tasks**

Regarding the writing task experienced teachers were ask to correct the tasks. As mentioned before, Two main types of CF were found. The direct type (Teacher in this type marks the writing error giving a symbol code i.e. Teacher writes the letter *S* for spelling and give correction to the error). And the Indirect type, where teacher do the same as the first one, gave a code symbol to the error but without giving the correct answer. Some researchers have shown the benefits of the direct approach (Ellis et al., 2008; Bitchener and Knoch, 2009; Sheen, 2010). Others, like Fathman and Whalley (1990) and Lee (1997), have demonstrated the effectiveness of the indirect method.

In order to answer the seventh question (What are the most common errors among students in writing?), a qualitative analysis of the tasks was conducted. The analysis revealed three common types of writing errors among students, *Spelling Errors (boi.)*, *Grammar (they is) and Language Accuracy (dabburiya).*  Then, a quantitative analysis using the Spss was conducted in order to verify differences among students associated to these three variables and no significant results found (P>.5) (Further information presented in appendix 9). The last mean that no differences found between boys and girls associated to these three component. In other words, boys and girls have equally the same difficulties in writing tasks (spelling, grammar and language accuracy). Moreover, no significant differences (P>.05) were found between boys and girls associated to the kind of error regards their grade (See appendix 10). This indicates that the grade of teaching do not affect the type of error and student of all grades have difficulties in the three kinds of errors mentioned above.

For answering the last question whether there are any correlation between students performance in English writing and their attitudes toward ER and CF, a Pearson correlation test were conducted between the four categories of the attributional questionnaire and the three categories of the common errors in the writing task (see table 11 bellow). In general, results, as shown in table 11 indicate no significant correlations between the first three categories of the questionnaire (General Attitudes towards Error Correction, Feeling about getting CF 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’ attiduteds about the prossec of ER and CF in general hade not been effected from their writing ability in English. However, an exception found between students towards the most helpful type of CF in writing and their performance at the writing task. A significant correlations was found between their attitudes in this forth category and between the three kinds of error in the language accuracy task (Spelling, Grammar and language accuracy). P>.5 in the three categories, see table 11 below. An acceptable explanations can be that, indeed the type of CF teacher provides has can affect students’ ability of English writing.

Table 7. Correlations between Attitudes toward ER/CF and Performance in Writing Tasks

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Spelling | Grammar | Language Accuracy | |
| General Attitudes towards Error Correction | Sig. | .691 | .913 | | .975 |
| Feeling about getting CF 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 CF in writing** | **Sig.** | **.003** | **.001** | | **.002** |

1. **Conclusion:**

As a result from the both analysis (questionnaire and interviews), this study indicates common positive agreement between teachers and students on the importance role of ER and CF in improving English writing skills. In general, participants have positive attitude and feeling towards the process of ER. In addition, All participants expressed strong attitudes towards the contributions of EC that teacher provides to students. These results confirm the importance of ER and its role in learning English and point the strong need of learners of EFL to be corrected when writing English. Moreover, no clear preference to any type of corrective feedback was noted. This result indicates that, despite their clear positive and strong attitudes towards the importance of ER in learning English, they are uncertain about what type of CF is the most helpful to them.

As regards to teachers’ attitudes, they expressed they expressed strong agreement to the positive role and importance of ER and CF in the process of learning. In addition, they expressed different opinions to different methods of CF. They had no clear preference to particular method of ER to be set as the most useful and effective CF type in improving English writing. Moreover, Teachers indicated two main types in providing CF to students writing (Direct and Indirect). Teachers believe that both these two types are the most useful CF methods to provide to students in their writings. On the one hand, some teachers support the direct method, and on the other hand, other teachers support using indirect type as useful method of providing CF in writing. The above results indicates the need for more research to be conducted in this subject. That, indeed, both teachers and students may do not know the most effective type of ER and CF which is the most useful for acquiring English writing. Or, indeed, one type (i.e. the selective CF), may works better for some students and teachers and another type works better for others. So, future researches on the subject of ER and CF should take this point under consideration in order to verify which type is more effective and fit the need for each student.

Regarding the CF Techniques that teachers use in their daily work, the results emphasized three common subjects that teachers provide to students in English writing: Spelling Errors, Grammar, and Language Accuracy. The same elements were found from analyzing the writing tasks of students. We can conclude from these results the common weakness and difficulties students have in acquiring English writing. Teachers should shed more light on these three element.

In addition, results from the last question of the study reveals significant correlation between students performance at the writing task and their attitudes towards the most helpful type of CF. This indicates that, indeed the type of CF teacher provides can affect students’ ability in writing. Therefore it is the teacher’s job to verify the suitable CF type for each student or group of students which may fit there needs and help them in the process of acquiring English as a second language.

1. **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 frame. Therefore, one limitation is it’s small population/sample size. Since the study is experimental in nature, the number of participants was limited so this may affects the reliability of results. In addition, the time (deadline) for conducting the study is limited, therefore, it might not have been enough time to determine the long-term effects of WCF.

1. **Recommendations**

It is important to know the impact of WCF and its various types on different English levels as well as in the context of teaching other languages. The last would be particularly meaningful and may improve in acquiring English writing.

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

Finally, In order to overcome the above limitations, I recommend conducting a number of similar studies by other M.Ed students or incorporating into doctoral research.

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**9. Appendices**

**9.1. Appendix 1**

**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.**

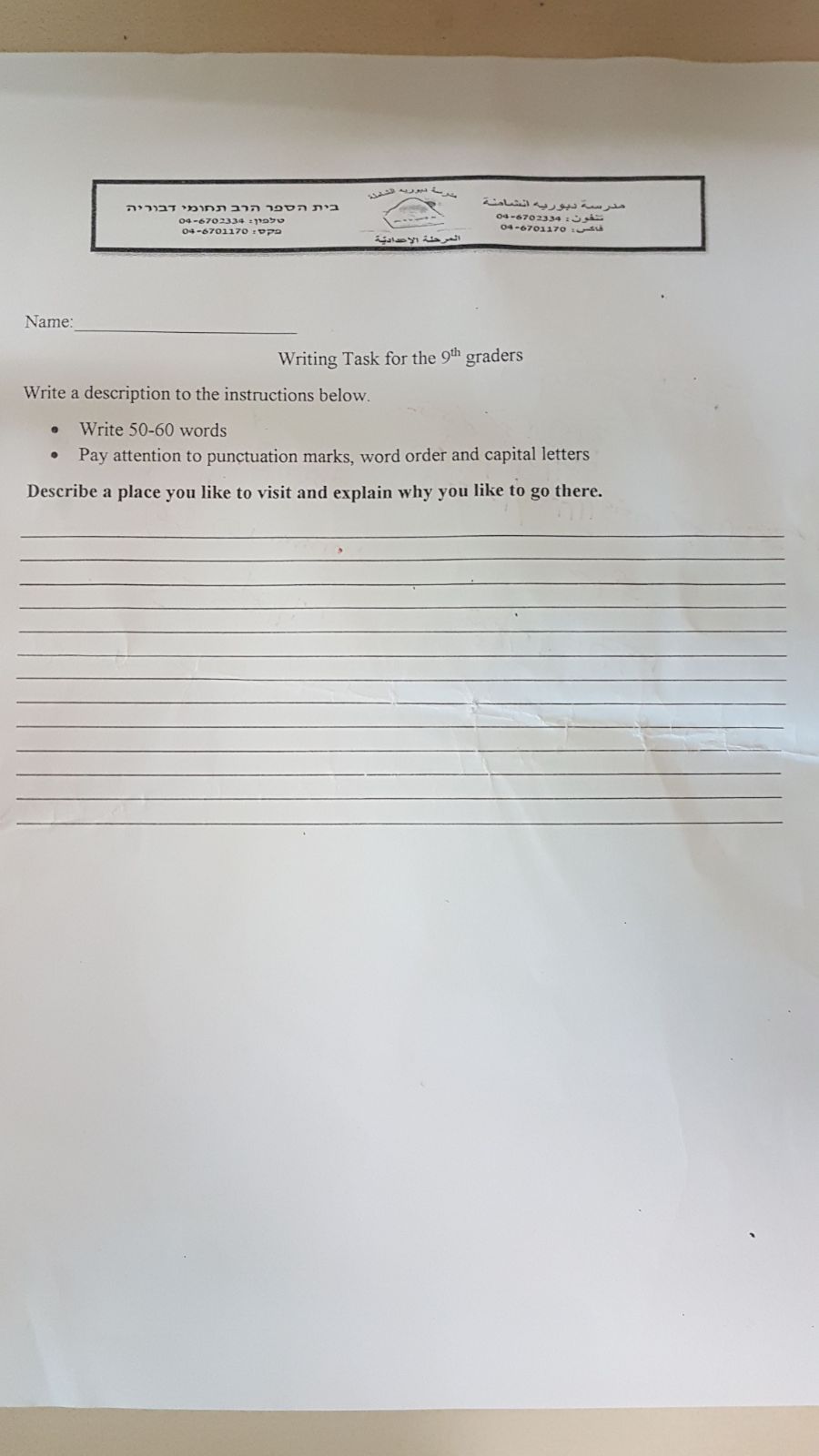
Thanks

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **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. |  |  |  |  |  |

**9.2. Appendix 2.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 correct 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 discourage 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 am benefitting 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 |
| The corrections the teacher provides is not important | 16.908 | .000 | -4.753 | 248 | 4.24 | Male |
|  |  | -4.284 | 140.542 | 4.71 | Female |
| The corrections the teacher provides improves my English | 21.680 | .000 | -4.927 | 248 | 4.25 | Male |
|  |  | -4.396 | 135.963 | 4.58 | Female |

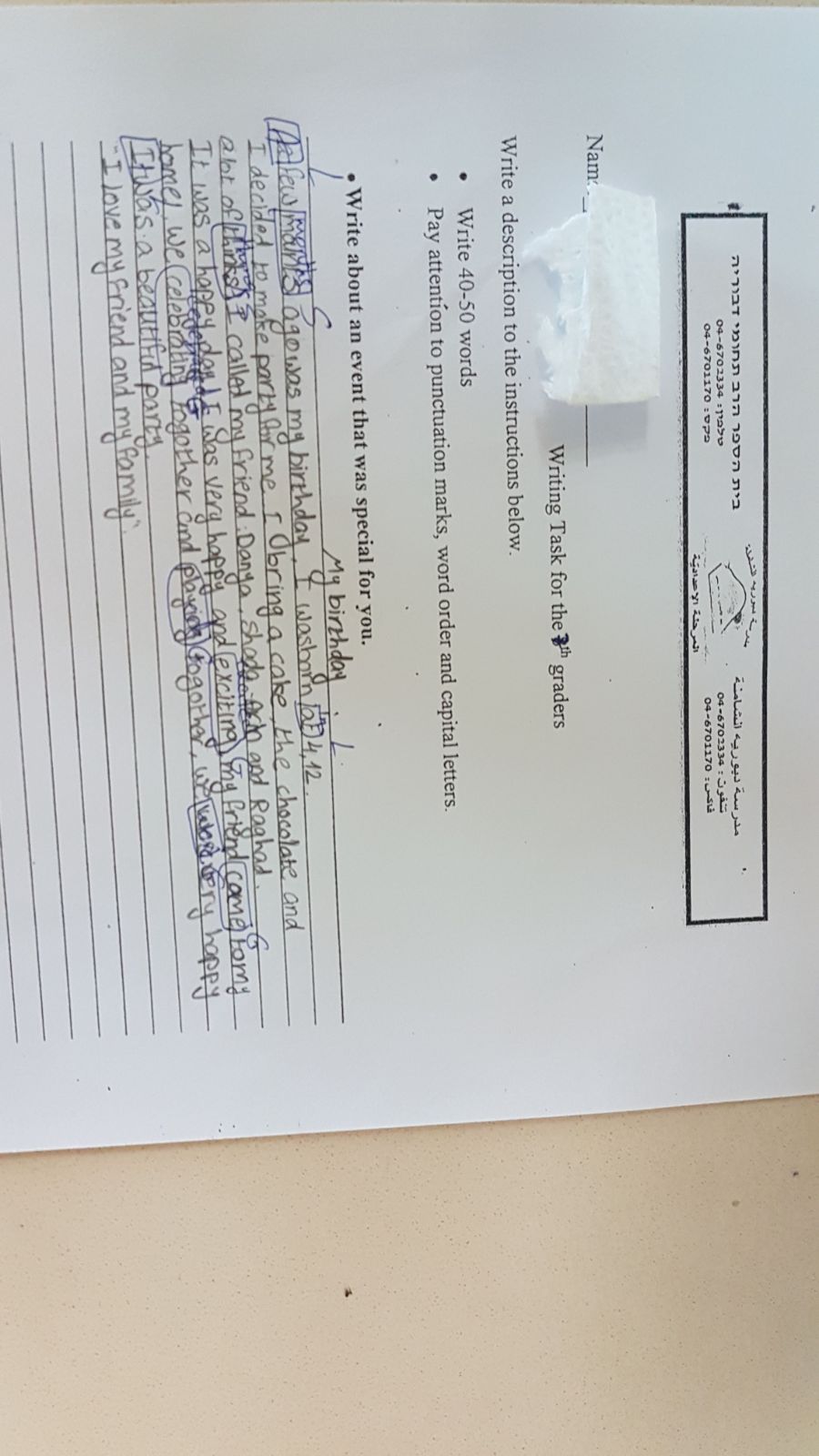
**9.3. Appendix 3: Writing Task**

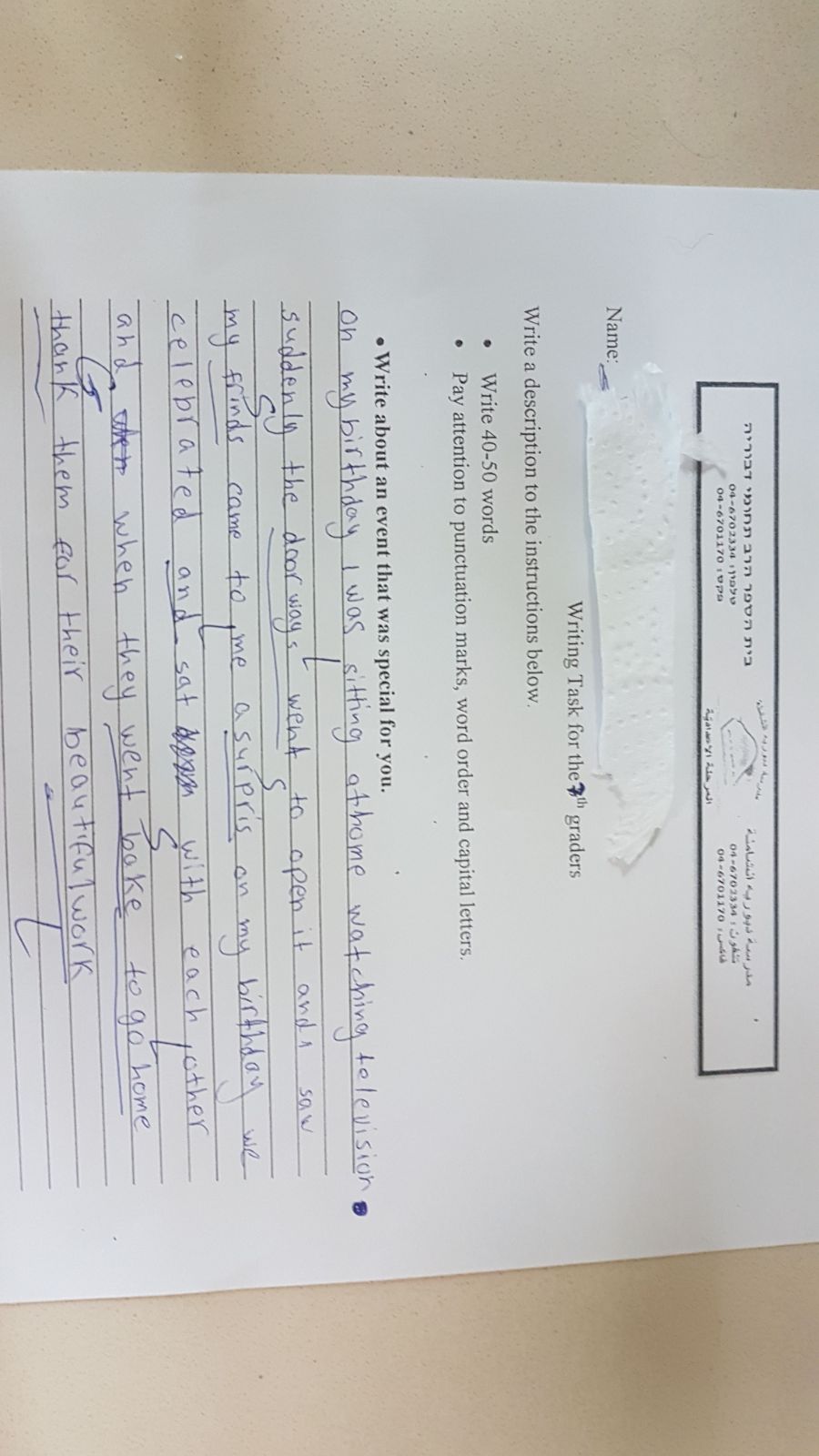


**9.4. Appendix 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Mean | df | F | Sig. |
| General Attitudes towards Error Correction |  | 4.49 | 1 | .097 | .756 |
|  | 248 |  |  |
| Feeling about getting CF in general |  | 1.98 | 1 | 20.799 | .000 |
|  | 249 |  |  |
| learners’ perceptions towards the contribution of error correction in improving writing skills |  | 4.54 | 1 | 17.816 | .000 |
|  | 249 |  |  |
| Attitudes towards the most helpful type of CF in writing |  | 3.07 | 1 | .711 | .400 |
|  | 249 |  |  |

**9.5. Appendix 5: Examples of Direct CF**



**9.6 Appendix 6: Examples of Indirect CF**

**9.7.** **Appendix7: differences in error type between boys and girls of all students**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Independent Samples Test** | | | | | |
|  | | 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 |
| Lanuage Accuracy | Equal variances assumed | .240 | .625 | -.670 | 248 |
| Equal variances not assumed |  |  | -.666 | 194.472 |

**9.8.** **Appendix 8: differences in error type between boys and girls for each grade**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Independent Samples Test** | | | | | | |
| Grade | | | 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 |
| Lanuage Accuracy |  | .007 | .933 | .165 | 83 |
| 8 | Spelling |  | .652 | .423 | -.987 | 53 |
| Grammar |  | 1.887 | .175 | -1.156 | 53 |
| Lanuage Accuracy |  | 1.006 | .320 | -1.057 | 53 |
| 9 | Spelling |  | .196 | .659 | -.324 | 108 |
| Grammar |  | .307 | .581 | .083 | 108 |
| Lanuage Accuracy |  | .046 | .831 | -.212 | 108 |

**9.9 Appendix 9. 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** |