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**An Investigation into EFL Students Preferences for Error Correction in
Writing**

**Case study: Second year licence Students of English at Mohammed Seddik Ben Yahia
University, Jijel**

Dissertation Submitted in partial Fulfillments of the requirements for the
Master Degree In Didactics

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Declaration

We hereby declare that the dissertation entitled “An Investigation into EFL Students Preferences for Error Correction in Writing” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented we shall be responsible for the consequences.

Date

Signatures

Dedication

I dedicate this work to:

The most precious people to my heart,

The ones who gave me birth and meaning to my life,

The persons who provided me with strength

The King and the Queen: My dearest father Azzeddin and my beloved mother Farida

To my lovely brother: Abdou

My Adorable sisters: lamia, Aicha, Chaima, and Selssabil

My beloved Grand parents: Cherif, Meki, Khoudjia, and Nouara.

Without forgetting Cousins: Amina, Moumen, Oumima, Abderrahmen, Hamza k , Hamza,

Mohammed k, Manel, and my little flower Anfel

My lovely freinds , Zakaria Derouiche , Yassine Laribi , Khadidja, Radia, Ilham, Samira, and

leila

Thank you for representing friendship perfectly.

To all my family and relatives

To everyone who loves me.

To all who support me in my education as well as in my life.

Saida

Dedication

I dedicate this work to my parents

To my dearest sister Houria

My brothers Nabil , Houcine and Moussa

To all my friends especially : Saliha , Lamia and Saida

And to all the members of my family and people who love me

Nadjat

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Abstract

The present study comes as an attempt to investigate the preferences of second year license EFL students and teachers of the written expression module and their attitudes towards error correction in learning and teaching writing skill. It also aims to investigate the main types of corrective feedback that adopts the written expression teachers and the types that students mostly prefers. A descriptive delimitation and a quantitative research method uses for data collection purposes. A questionnaire administered to a sample consisting of 60 second year license students out of 255, and a second questionnaire distributed to 6 teachers of writing language at the department of English in the university of Mohammed Seddik Ben Yahia, Jijel. The results obtained showed that both students and teachers have positive points of view about error correction, and also showed different preferences between students and their teachers for correcting errors for example; students prefer to get all their errors of writing marked and corrected by their teachers, but teachers focus on some errors which important and leave the other errors for students. Based on the findings of this study, some pedagogical recommendations are suggested for teachers of the writing skill and second year license students of English Language.

List of Abbreviations

%: Percentage

CA: Contrastive Analysis

CF: Corrective Feedback

DCF: Direct Corrective Feedback

EA: Error Analysis

EC: Error Correction

EFL: English as Foreign Language

ICF: Indirect Corrective Feedback

L1: First Language

N°: Number of teachers

N°S: Number of Students

Q: Question

SL: Second Language

SLA: Second Language Acquisition

TL: Target Language

List of Tables

Table 1-01 : Comparisons between the product and the process approaches	14
Table 1: Students' Experience In Learning English	35
Table2: Students' Experience in Studying Written Expression	36
Table 3: Students' Estimation of their Proficiency Level in English.....	36
Table 4: Students' Estimation of their Writing Proficiency Level.....	37
Table 5: Students' Views on the Importance of Writing to their Proficiency in English	37
Table 6: The Writing Element(s) Students focus on in Writing	38
Table 7: Students Aim(s) from Studying Writing.....	39
Table 8: Students' Steps in Writing	40
Table 9: Students' Perspective in Writing.	40
Table 10: Students' Writing Difficulties.....	41
Table 11: Teachers' Assessment of Students' Written Productions	41
Table 12: Teachers' Devotion of in-class Sessions for Correction.....	42
Table 13: Types of Teachers' Corrective Feedback	42
Table 14: Students' Views on Errors and their Importance to Writing Achievement Improvement.....	43
Table 15: Students' Perspectives towards Errors.....	44
Table 16: Students' Views on the Source of Errors	44
Table 17:Students' Views on the Aim of Error Correction in Writing.....	45
Table 18: The Aspects Targeted in Error Correction.....	46
Table 19: Students' Views on Having Teachers as Error Correctors	47
Table 20: Students' Views on the Frequency of Teachers' Correction of Writing Errors.....	47
Table 21:The Teachers' Implemented Feedback.	48
Table 22: Error Correction Time	48
Table 23: Teachers' Implemented Error Correction Strategies	49
Table 24: The Frequency of Peer Correction of Mistakes	49
Table 25: Frequency of Students' Self-Correction of Mistakes.....	50
Table 26: Students' Attitudes Toward Error Correction.....	51
Table 26.1: Students' Frequency toward Teachers' Error Correction.	51

Table 26.2: Students' Preferences for Frequency of Peer Error Correction.	52
Table 26.3: Students' Preferences for Frequency of Self Error Correction.	53
Table 26.4: Students' Preferences for Feedback Type.....	54
Table 26.5: Students' Preferred Error Correction Strategies	54
Table 27: Teachers' Academic Degrees	56
Table 28: The Teachers' Experience in Teaching English	56
Table 29: The Teachers' Experience in Teaching Written Expression.....	57
Table 30: Teachers' Views on the Important Writing Element for Writing Proficiency.....	58
Table 31: The Problematic Writing Elements for Students	59
Table 32: Teacher's Strategies in writing skills	60
Table 33: The Teachers' Adopted Instructional Approach.....	60
Table 34: Teachers' Perception of the Role of Errors in Students' Writing Improvement.....	61
Table 35: Teachers' Views on Making Errors	61
Table 36: The Sources of Errors	62
Table 37: The Major Aim(s) of Error Correction in Writing.....	62
Table 38: Teachers' Views on the Consideration of Students' Preferences for Error Correction of Writing.	63
Table 39: Frequency of preferences of errors correction	64
Table 40: Frequency of Teachers Correction of their Students' Writing Errors.....	64
Table 41: Teachers' Devotion of in-Class Sessions for Correction of Students Written Productions...	65
Table 42: Teachers Time of Error Correction.....	65
Table 43: The Elements Teachers Focus on when Correcting Students' Writing Errors	66
Table 44: Type of Corrective Feedback Provided by Teachers	67
Table 45: The Feedback Forms Used by Teachers	67
Table 46: The Teachers' Implemented Corrective Feedback Strategies.....	68
Table 47: Teachers' Adopted Practices for Correcting their Students' Writing Errors.	69
Table 48: Frequency of Teachers Error Correction Practices	70

List of Figures

Figure 1-01: product approach model (Steel, 2004, p 1)	11
Figure 1-02: Components of writing (Raimes, 1984, p.6)	15

Table of contents

Declaration	I
Dedication	II
Acknowledgements	IV
Abstract	V
List of Abbreviations.....	VI
List of Tables.....	VII
List of Figures	IX
Table of contents	X
General Introduction.....	0
1. Background of the Study.....	1
2. Statement of the problem	2
3. Aim of the Study	2
4. Research Questions	3
5. Research Methodology	3
6. Structure of the study	3
Chapter One.....	5
Introduction.....	7
Section 1: The Writing Skill	7
1.1.1. Definition of Writing	7
1.1.2. The Importance of Writing	8
1.1.3.Approaches to Teaching Writing	10
1.1.3.1.The product approach.....	10
1.1.3.2. The process approach	11
1.1.3.3. The Genre Approach	12

1.1.4. The differences between the product and the process approach:..... 13

1.1.5. The Basic Elements of Writing..... 14

1.1.6. Assessment of Writing 17

 1.1.6.1. Portfolios 18

 1.1.6.2. Peer assessment 18

 1.1.6.3. Self-assessment 19

Section 2: Error correction in the EFL classroom 20

1.2.1. Errors and Mistakes 20

 1.2.2.1. Definition of Errors 20

 1.2.2.2. Definition of Mistakes..... 20

1.2.3. Types of Errors..... 20

 1.2.3.1. Global Errors 21

 1.2.3.2. Local Errors 21

1.2.4. Sources of Errors..... 21

 1.2.4.1. Interlanguage Errors 21

 1.2.4.2. Intralanguage Errors 22

1.2.5. Error Correction: Definitions 22

1.2.6. Types of Error Correction 23

 1.2.6.1. Direct Error Correction (Direct Corrective Feedback)..... 23

 1.2.6.2. Indirect Corrective Feedback (ICF) 24

1.2.7. Comprehensive and Selective Error Correction..... 24

1.2.8. Error Correction and Theories of Second Language Acquisition..... 25

 1.2.8.1. Contrastive Analysis..... 25

 1.2.8.2. Error Analysis..... 25

1.2.9. Participants in Error Correction 26

 1.2.9.1. Self-Correction 26

1.2.9.2. Peer Correction	26
1.2.9.3. Teacher Correction	27
1.2.10. Error Treatment.....	27
1.2.10.1. Should errors be corrected?.....	27
1.2.10.2. When Should Errors Be Corrected?	28
1.2.10.3. Which Learner Errors Should Be Corrected?.....	28
1.2.10.4. How should errors be corrected?.....	29
1.2.10. Preferences toward Error Correction	29
1.2.11. Importance of Error Correction in Writing	30
Chapter Two: Research Methodology, Data Analysis and Interpretation.....	33
Introduction.....	33
2.1. Description of the Research Methodology	33
2.1.1. Participants (Population and Sampling).....	33
2.1.2. Data Collection Instrument	33
2.1.2.1. The Description of Students Questionnaire.....	34
2.1.2.2. The Description of Teachers Questionnaire	34
2.1.3. Data Analysis Procedures	34
2.2. Analysis of the Results	35
2.2.1. Analysis of the Students Questionnaire	35
2.2.2. Discussion and Interpretation of the Student Questionnaire Results.....	55
2.2.3. Discussion and Interpretation of the Teachers Questionnaire Results.....	71
2.3. Summary of the Findings	72
limitation of the study.....	73
Pedagogical Recommendations	74
Conclusion	74
General Conclusion	76

References.....	77
Appendix:	83

General Introduction

1. Background of the Study

Writing is considered as an important skill in learning any foreign language. In order to enhance students' writing, teachers use different strategies and techniques in correcting errors and mistakes, including self correction, peer correction and teacher correction. Therefore, the main purpose of teaching English is to make students know more about the target language. However, nobody is able to learn a foreign language without making errors or mistakes, and for foreign learners of English language . Many students of English face problems when they try to write a meaningful sentence, paragraphs or even essays in English because of lack of writing practice outside classrooms. Furthermore, learners of second or foreign languages commonly make different errors or mistakes during various stages. Teachers play an important role in this learning process because they are typically the ones who help students in fixing their mistakes and in attempting to avoid them. On the other hand, students also take an effective role in their own education. It appears that error correction plays a crucial role for students to enhance their level in their second/foreign language learning in general, and in writing development per se. On the other side, teachers must have an idea about how students view error correction and feedback and also need to be knowledgeable about their preferences for such an activity.

Investigating students' preferences for error correction in EFL writing is a topic that captured the interest of several researchers. Mahmoud Aboubakr Sayed Abdelrahman (2016) conducted a study entitled “Teachers' and Students' Preferences for Error Correction in EFL Writing”. This study was to explore the EFL teachers' and students' preferences for error correction in EFL classroom in Saudi Context. The researchers have suggested that teachers should have training programs on the various strategies related for correcting errors. The study resulted in the conclusion that both teachers and students have their own preferences for correcting errors.

In 2011, Victor Albert Francis S, Corpuz from Queensland University administered a research work entitled “Error Correction In Second Language Writing: Teachers' Beliefs, Practices, and Students' Preferences”, with the aim to investigate ESL writing teachers' beliefs and practices regarding the provisions of written error correction. This study aimed to explore adult intermediate ESL students' preferences as the type of written error correction that they perceive as most helpful in improving their writing accuracy. The researchers have come to the conclusion that teachers regarded the practice of written error correction as an important factor in improving students' writing accuracy.

2. Statement of the problem

The current research work is concerned with second year licence EFL students at the English Department in Mohammed Sedik Ben Yahia University. After more than nine years of studying English as a foreign language, the students are normally expected to have acquired the basic rules governing the writing act and to have become familiar with the various techniques to be implemented for error correction purposes. Many EFL students of English are thought to encounter difficulties when they writing in English because they refer back to their mother tongue and use it as a reference ². In this regard, this study examines the students' error correction in writing . Therefore , it is important for teachers to know when and how to deal with their learners' errors in order to maximize the potential positive effect on language development and leading students to acquire the correct form .

3. Aim of the Study

The general aim of the present research is to investigate both teachers' and students' preferences and attitudes toward error correction in EFL writing classes and whether students' preferences meet teachers practices.

4. Research Questions

With relevance to the research aim, the present research attempts to provide answers to the following questions:

- What are the students' attitudes toward the correction of writing errors?
- What are the teachers' attitudes toward the correction of writing errors?
- What are the different techniques used for the correction of students' errors in the writing class?
- What are the preferences of both teachers and students for correction of their mistakes in writing?

5. Research Methodology

The current study is only descriptive and has been conducted using the questionnaire as a tool of research, and the obtained results are quantitatively analyzed. Adopting such type of data collection refers to the nature of the theme of the dissertation. In order to fulfil the ultimate goal of this research, a questionnaire for both teachers of written expression and second year licence EFL students has been designed and administered. The participants of this study are the second year LMD students of Mohammed Seddik Ben Yahia University Of Jijel who are 255 student in 2022.this huge number make us select 60 students randomly to answer the questionnaire .On the other hand, this sample consists of 6 teachers of written expression from the whole population ,they have been chosen randomly. The results gotten from both participants are likely to gather information about their preferences for correction of writing errors attitudes and practices.

6. Structure of the study

The present study is divided into two chapters. The first chapter is devoted to the theoretical part, which, in turn, comprises two sections. The first one deals with writing, its elements, some definitions, assessment practices, and the main approaches to teaching it in the

EFL classroom; the second one spots light on error correction types, practices, and preferences in the EFL classroom. However, the second chapter is devoted to the field work. In order to analyse and discuss the student and teacher questionnaires, the answers have been quantitatively calculated, analysed, and then discussed. The first part of this chapter deals with the description, administration and analysis of both student and teacher questionnaire whereas the second part revolves around a discussion of the findings, the limitations and recommendations.

Chapter One

Introduction

Section 1: The Writing Skill.

1.1.1. Definition of Writing

1.1.2. The Importance of Writing

1.1.3. Approaches to Teaching Writing

1.1.3.1. The product approach

1.1.3.2. The process approach

1.1.3.3. The Genre Approach

1.1.4. The differences between the product and the process approach

1.1.5. The Basic Elements of Writing

1.1.6. Assessment of Writing

1.1.6.1. Portfolios

1.1.6.2. Peer assessment

1.1.6.3. Self-assessment

Section 2: Error correction in the EFL classroom

1.2.1. Errors and Mistakes

1.2.2.1. Definition of Errors

1.2.2.2. Definition of Mistakes

1.2.3. Types of Errors

1.2.3.1. Global Errors

1.2.3.2. Local Errors

1.2.4. Sources of Errors

1.2.4.1. Interlanguage Errors

1.2.4.2. Intralanguage Errors

1.2.5. Error Correction: Definitions

1.2.6. Types of Error Correction

1.2.6.1. Direct Error Correction (Direct Corrective Feedback)

1.2.6.2. Indirect Corrective Feedback (ICF)

1.2.7. Comprehensive and Selective Error Correction

1.2.8. Error Correction and Theories of Second Language Acquisition

1.2.8.1. Contrastive Analysis

1.2.8.2. Error Analysis

1.2.9. Participants in Error Correction

1.2.9.1. Self-Correction

1.2.9.2. Peer Correction

1.2.9.3. Teacher Correction

1.2.10. Error Treatment

1.2.10.1. Should errors be corrected?

1.2.10.2. When Should Errors Be Corrected?

1.2.10.3. Which Learner Errors Should Be Corrected?

1.2.10.4. How should errors be corrected?

1.2.10. Preferences toward Error Correction

1.2.11. Importance of Error Correction in Writing

Introduction

Section 1: The Writing Skill

1.1.1. Definition of Writing

Writing is defined as a mean of communication between people. It has been defined by many researchers as different points of view. Byrne (1991) defined writing as follow :

“Writing is clearly much more than the production of graphic symbols, just speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions. To form words, and would have to be arranged to form sentences”(p.1)

Hyland (2003) has defined writing as “a part of productive performance to identify and to value once competency”. In this context, Bell and Barnaby (1984, as cited in Nunan, 1989, p36) defined writing as “an extremely complex cognitive activity in which the writer is required to demonstrate control of the number of variables simultaneously. At the sentence level, these include control of context, format, sentence structure, vocabulary, punctuations, spelling, and letter formation beyond the sentence, the writer must be structured and integrate formation into cohesive and coherence paragraphs”. In its physical appearance, writing is an individual activity that is require thinking strategies to present his ability in other languages. However, it is a social act that fulfils a set of communicative needs, wishes and accomplishes specific purpose as Hyland (2003, p.27) explained: “While every act of writing is in a sense both personal and individual, it is also international and social, expressing a culturally recognized purpose, reflecting particular kind of relationship and acknowledging and engagement in a given community”.

In addition to that, Byrne (1991, p.4) argued that “Writing is a difficult activity because it is neither a natural nor spontaneous activity and that the problems related to writing are usually grouped under three headings which overlap to some extent: psychological, linguistic and cognitive. Furthermore, writing has the role of linking people's role in society”. According

to Tribble (1996, p.12), “to be deprived of the opportunity to learn how to write is to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige”. To go further, Brown (2001) stated that the concept of writing: “ is a graphic symbols no longer stands and that is challenged by a major theme in the field of EFL writing, that of the composing process of writing”, he argued that:

... Written products are often the result of thinking, drafting and revising procedures that requires specialized skills, ...the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product Brown (2001, p.335).

Apparently, writing is considered as a social act. In this regard, Weigle (2002, p.19) argued that “writing is also social because it is a social artifact and is carried out in a social setting. What we write, how we write, whom we write to our shaped by social conventions and by our history of social interaction.» Similarly, White (1995) views writing: “as an activity involving a number of thinking processes which are drawn upon in varied and complex ways as an individual composes, transcribes, evaluates, and revises” (white, 1995, p.5).

To sum up, writing is considered as an effective means of communication and self-expressions. Moreover ,it is the act of expressing one’s ideas into words and sentences .

1.1.2. The Importance of Writing

A long time ago, the written language has known days a vital, social and academic function, it has specific norm, that is a structure of its kind. But it turned into now longer usually like that. For a long-time written language was considered to be a less than excellent alternative for spoken language this view is found in De Saussure 1916. However, this situation is changed after the second world war, when linguists such as Pulgron 1951 and Berry 1958 begin to examine written language.

Moreover, writing is considered as a mean of communication that is used to express thoughts, ideas, emotions and feelings... etc. and in this regard (Harmer, 2001, p.79) defined writing as “a way of communication through which we express our ideas, feelings, and emotions in anywhere and anytime”, and according to Rogers (2005):

“Writing is one of the most significant cultural accomplishments of human beings, it allows us to record and convey information and stories beyond the immediate moments. Writing allows communicating at the distance, either at a distance place or a distance time” (as cited in Djidel, 2015, p.7). Therefore, writing helps the students to develop their thinking skill as (Greenberg and Roth, 1985, p.12) put it out:

Writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their affecting change on the environment. Students are often unaware of the power of the written word, yet the written word enables the writer perhaps for the first time to sense the power of the language to affect another through using, selecting, and rejecting, arranging and rearranging the language, the students come to understand how language is used. In addition to that, Raimes (1953, p.3) points of view about the value of teaching writing as follow:

“...writing helps our students learn How? First, writing reinforces the grammatical structures, idioms and vocabulary that we have teaching our students. Second, when our students write, they also have a chance to be adventurous with language, to go beyond what they have just learned to say, to take risks. Express ideas the constant use of eye, hand and brain is unique way to reinforce learning”. Besides, according to Harmer, J (2004): “writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds” (p.31).

1.1.3.Approaches to Teaching Writing

Teaching writing has seen various approaches and since the early eighties. Accordingly, different approaches are used in writing classrooms such as product approach, process approach, and genre approach .

1.1.3.1.The product approach

The product approach to teaching writing is a form dominated approach which has been a very popular mode of instruction in second language writing since the 1960 (Raimes, 1991). This approach regards writing as a manifestation of “linguistic knowledge is with attention focused on the appropriate use of vocabulary, syntax and cohesive devices” (Pincas, 1982, cited in badger and white, 2000, p. 153-154). Moreover, the product approach has four main stages which are; familiarization, controlled writing, guided writing, and free writing. Familiarization stage aims to make learners aware of certain features of particular text. In the next step, the learners practice the skills with increasing freedom until they are ready for the free writing section, when they “use the writing skill as part of a genuine activity such as a letter, story or essay” (Pincas, 1982).

At the control stage, the teachers have the role to control the students' activities. (Badger and white, 2000) in the last days, students have to write it another similar text to by themselves (Bagder and white, 2000, p.153-154).

In short, the product approach regards writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input (Badger and white, 2000, p.153).

The product approach

The figure above represents the stages of the product approach by(Steel, 2004, p.1)

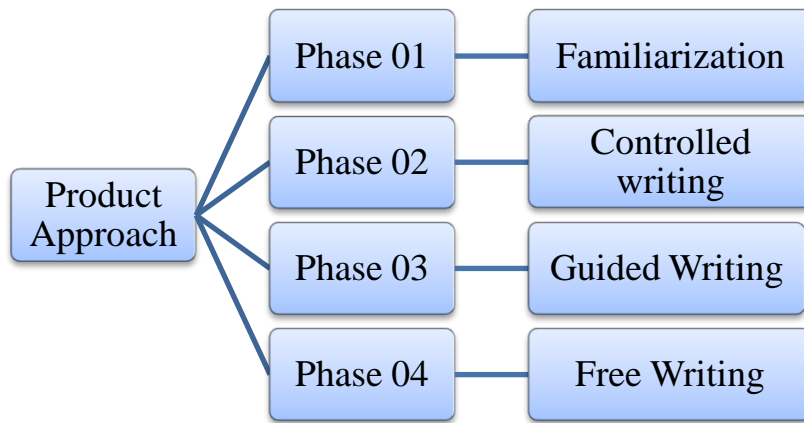


Figure 1-01: product approach model (Steel, 2004, p 1)

1.1.3.2. The process approach

The process approaches considered writing primarily as the exercise of linguistic skills, and writing development as an unconscious process which occurs when teachers facilitate the exercise of writing skills. (Badger and white, 2000, p 154)

Moreover, process writing approach in Murray (1996, p. 16) defined to the process approach as follow:

“It refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with everything as a final stage in text creation, rather than an initial one”. The process approach may include identified stages of the writing process such as: Prewriting, writing, and rewriting, once the rough draft has been created; it is polished into subsequent draft with the assistance of peer and teachers conferencing.

Brown (2001, p.337) cited that the process writing involves prewriting, drafting, and editing. However, Johnson (2008, p.179) cited that it has five stages including: prewriting, drafting, dropping, revising, and publishing. Further, Coffin et al (2003, p, 34-34) suggested five main stages of writing in which the process writing approach tends to be framed including: The pre-writing stage: The pre-writing stages is used to find the ideas, collect information, and organize the taught. After that, the pre-writing strategies include brainstorming, free writing, and journal writing. In the next stage students develop the meaning using the ideas in pre-

writing strategies, narrow down the broad focus, and remove or add information. After words, in peer review the students respond to others while a text is under development, it can be in both oral and written comments by peers using the teacher as guidelines, furthermore, in reflection stage the students can see the gaps in the writing task. The last stage, students should attend with the mechanic of writing.

1.1.3.3. The Genre Approach

In the past, it was considered as fixed types of development classified into sub-categories such as exposition, argument, description; and narrative. (Freedman and Medway, 1994). Oxford advanced learners English dictionary defined the term “genre” as a type or a style. In this regard, (Munice, 2002) considered that writing in the genre approach as a social and cultural practice The genre approach comes as reaction of the shortcomings of the product and the process approach.

The Routledge encyclopedia of language teaching and learning in the field of the second language writing defined The genre approach as «a framework of language instruction” ,and in this context (Byrne, 2004) argued that the genre is based on examples of particular genre.

The term genre is defined by Swales (1990, cited in tribble, 1996, p.46) as “a class of communication events, the members of which share some sets of communicative purposes” this concept means that the writers follow certain conventions for organizing their messages, and it is enable the reader to recognize their purposes. In other words, the genre approach helps the students to produce and create texts that are appropriate for the reader.

1.1.4. The differences between the product and the process approach:

The product approach	The process approach
<ul style="list-style-type: none"> ● Traditional approach for teaching writing. ● She didn't study mobile texts. ● Accuracy given priority stages: <ol style="list-style-type: none"> 1. Mobile texts are read, and then features for the genre are highlighted. Students focus on where and how the writer employs these techniques. 2. Control the practice of the highlighted features, usually in isolation. 3. Organization of ideas, which is more important as the control of language. 4. The end result of the learning process. <ul style="list-style-type: none"> ● Students choose from number of comparable writing tasks. ● Individually, they used skills structures and vocabulary they have been taught to produce April the show: my mastery, similar as competent users of the language. 	<ul style="list-style-type: none"> ● New tend to teaching writing; ● Students identify and control the steps of writing; ● Priority is given to fluency; ● Stages: <ol style="list-style-type: none"> 1. Generating ideas by brainstorming and discussions: <ul style="list-style-type: none"> - Students could be discussing qualities needed to do a certain job, or even reasons as to why people say drugs or gamble; - The teacher remains in the background during the phase, only providing language for it required so as not to inhibit students in the production of ideas. 2. Students attend ideas into form, and judge quality and usefulness of ideas; 3. Students organize ideas into concepts maps, this helps to make the hierarchical relationship of ideas more immediately obvious; 4. Students write the first draft; This is done in class and frequently in pairs or groups; 5. Drafts are exchanged, so that the students become the readers of each other's work.

- Developed awareness of audience and improve their work draft;
6. Drafts are returned and improvements are made based peer feedback.
 7. A final draft is written;
 8. Students once again exchange read and/or respond to each other's work.

Table 1-01 : Comparisons between the product and the process approaches

(adapted from Nemouchi, 2008)

1.1.5. The Basic Elements of Writing

Raimes (1989, p. 6) in his model identified nine components of writing including: content, syntax, grammar, mechanics, organization, word choice, purpose, the audience and the writer's purpose.

The following diagrams represent the elements that the writer have to deal with to writing a good piece of writing.

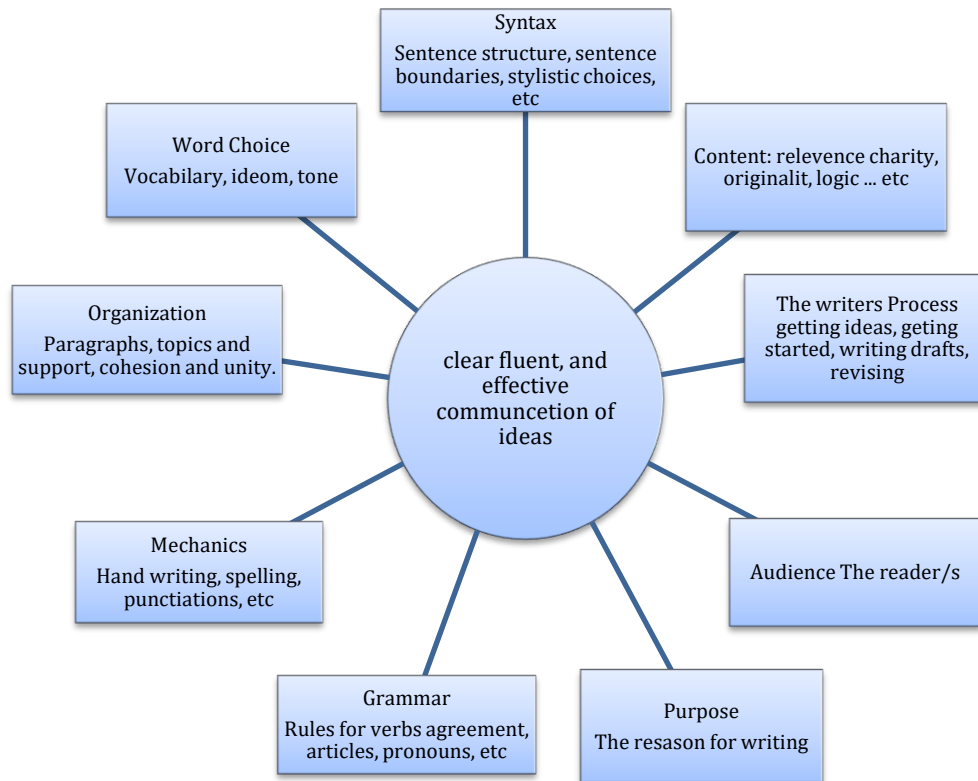


Figure 1-02: Components of writing (Raimes, 1984, p.6)

The figure above represents the main elements of writing that the writer should follow in order to create a clear, fluent and effective piece of writing. In addition to that, Raimes (1983, p. 6) according to Raimes' figure (1983, p. 6) some characteristics of a good piece of writing including: organization, coherence and unity, cohesion, clarity, and word choice. Organization is considered as an important step because it helped the students to order and organize his ideas. In this context Starkey (2004, p. 2) examine the importance of organization “by following {an organization method of writing}, you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your {piece of writing} work together and how they support your thesis”. The second element which is coherence and unity, is also important for writing any kind of writing. Moreover, Mury and Hughes (2008, p. 46) argued that a good writer is the one “who sticks his ideas together as links in chain, each link connecting the one before it with the one after. If any links are missing, the corrections become

unclear and the argument structure breaks down”. Coherence has been defined by many researchers as how ideas are joined together. According to Wang (2003, p. 16) coherence is referred to “that all the ideas in a sentence flow smoothly from one idea to the next thing to the effective use of connectors”. Furthermore, Kane (2000) and Creme and Lea (2008), among others, agreed that Coherence has a significant role in writing a good composition. According to them, coherence has to do with arranging and linking one's ideas in a way that makes them most easily understood by the reader. Besides, every piece of writing that maintains currents requires unity, it is considered as an essential element which a coherent paragraph or essay should contain, furthermore. Another rule of writing is cohesion, Harmer (2004) argued that “when we write we have a number of linguistic techniques at our disposal to make sure that our prose stick together” (p. 22). However, Richard and Schmidt (2010, p. 86) defined cohesion as “the grammatical and or lexical relationships between the different elements of a text this may be a relationship between different sentences or between the different parts of a sentence”.

Concerning clarity characteristic, it is the most effective rule in writing According to Starkey (2004, p. 11) the Learners goal when writing in an academic context is to convey information, including the fact that he can write well. In order to achieve clarity in writing, Starkey (2004, pp.12-9) stated that the learner should:

- Eliminate ambiguity by avoiding words or phrases that have more than one possible interpretation. The Learner should focus on what he means and keep away from any language structure that could mislead the reader.
- Use powerful, precise adjectives and adverbs. one way to accomplish clarity is to use powerful and specific adjectives and adverbs. The right modifiers (adjectives and adverbs) help out the learner to convey his message a crossing fewer, more accurate words for example, Chihuahua can take the place of little dog; exhausted can take the place of really tired; and late can take the place of somewhat behind schedule.

- Be concise, this means giving getting right to the point without and necessary spinning around, and worthless reputation or wordiness.

In this context, Starkey (2004, p. 16) stated that: “wordiness is boring, and it takes up valuable time and space.... There are two equally important approaches to more concise writing, eliminating unnecessary words and phrases, and using active voice whenever possible”, in addition to that, the last characteristic of a good piece of writing is word choice. The writer have to choose the right words according to Starkey (2004) and Kane (2000), there are two aspects the learner should consider while choosing the words to be used denotation which is referred to the literal meaning of the word, and connotation which is mean the implied meaning of the word.

1.1.6. Assessment of Writing

Assessment is considered as the primary source of change in the teaching and learning process, and it was based on the product approach dealing with the summative assessment to evaluate the students’ products.

In this regard, Black William (1998, p.2) stated that the concept of assessment refers to “All those activities undertaken by teachers, and by their students in assessing themselves, which provides information to be used as feedback to modify the teaching and the learning activities in which they are engaged”.

Whereas, with the development of the competency-based approach (CBA), Various categories of assessing writing have appeared. Some activities like portfolios, peer assessment, and self-assessment become very necessary in the teaching process.

1.1.6.1. Portfolios

One of the most significant means of this concept which is recognized by Richard and Schmidt (2002, p.407) as “A purposeful collection of work that provides information about someone's efforts, progress or achievement in a given area”.

In other words, this collection of learners is aiming to indicate their development during the course. Furthermore, Numan (2004) argued that the use of portfolios serves as an alternative assessment program as an attempt to document the learners’ best achievements.

On the other hand, Weigle (2002) Argued that a portfolio involves the students in task choice and gives them the opportunity to write in authentic contexts and show them their writing performance in different types.

1.1.6.2. Peer assessment

Peer assessment is also the type of activity that is used to assess writing. It is defined as “an educational quantitatively end/ or quantitatively and which simulates students to reflect, discuss and collaborate” (Strijbos & Sluijsmans, 2010, p.265).

This type of activity helps the students in exchanging each other's products and give comments and views about what is written providing corrections where necessary. (Coffin et al, 2003).

According to Topping (1998, p.25) peer assessment is “An arrangement in which individuals consider the amount, level, value, worth, quality or success of products or outcomes of the learning of peer of similar statue”.

In other words, the educational environment where peer assessment is practiced, students’ learning behavior improves by assessing other works or when they study educational materials together.

1.1.6.3. Self-assessment

According to Klenowski (1995, p.146) self-assessment is “The evaluation or judgment of the worth of one’s performance and identification of one’s strengths and weaknesses”. That is, the identification of strengths and weaknesses should be used to improve students learning and outcome.

Self-assessment also improves learners’ reflection about their own work, and motivates them to identify their errors and leads them to give the equivalent solutions for those errors.

The majority of language teachers used the traditional approaches of assessment in order to know the students’ writing capacities. In contrast, this traditional approach have been criticized for many limitations (Weigle, 2002). With alternative assessment, students have the opportunity to demonstrate what they learned, this type of assessment tools focus on the growth and the performance of the student. That is, if a learner fails to perform a given task at a particular time, she/he still has the opportunity to demonstrate his/her ability to the different time and different situation. Since alternative assessment is developing in context and over time, the teachers has a chance to measure the strengths and weaknesses of the student in a variety of areas and situations (Law and Ecks.1995).

To go further, Huerta –Macias (1995) stated that alternative assessment:

- Are nonintrusive in that they extend the day-to-day classroom activities already in place in a curriculum.
- Allows students to be assessed on what they normally do in class every day.
- Provide information about both the strengths and the weaknesses of students.
- Are multiculturally sensitive when properly administered (as cited in Brown and Hudson, 1998, p.654)

According to Berry (2008), there are different formative assessment tools including: observation, experiments, journals, portfolios, exhibition, oral presentation, interviews and project.

Section 2: Error correction in the EFL classroom

1.2.1. Errors and Mistakes

1.2.2.1. Definition of Errors

The concept of errors has been defined by many researchers, Corder (2010) defined the term error as “systematic errors of the learner from which we are able to reconstruct knowledge the language to date” (as cited in Richards, 1973, p.25) That is, we can know learners’ acquisition of a particular language through errors. Brown (2000) argued that an error is “a noticeable deviation from the adult grammar of native speakers reflecting the inter language competence of the learners.” (p.170). Ellis on the other hand, argued that “errors reflect gaps in learner’s knowledge, they occur because the learner does not know what is correct” (1997, p. 17). In other words, errors occur because of the lack of understanding of linguistic rules. Lennon (1991), however, defined the idea of errors as “a linguistic form of combination of forms which, in the same context and under similar conditions of production, would in all like hood, not be produced by the native speakers’ counterparts” (cited in James, 2013, p.64)

1.2.2.2. Definition of Mistakes

Mistakes refer to a faulty use of language related to performance. According to Brown (2007, p. 257), “A mistake refers to a performance error that is either a random guess or a slip, in that is a failure to utilities a known system correctly”. In other words, a mistake is a failure to use a language. Richard and Schmidt (2010, p.201) stated that “a mistake is made by lack of attention, fatigue, carelessness or some other aspects of performance”. In the same context, Ellis (1997) claimed that “Mistakes reflect occasional lapses in performance, they occur because the learner is incapable to perform what has already been learned”. (p.17)

1.2.3. Types of Errors

It is important to distinguish the different types of errors. Burt and Kiparky (1972; as cited in Brown, 2000, p.223) categorized errors into global or local.

1.2.3.1. Global Errors

According to Brown (2000, p.223) “Global errors hinder communication: they prevent the hearer from comprehending some aspects of the message” It means that, the global errors show a great obstacle to the effective process of communication because it makes the receiving unable to obtain a clear understanding of the message. Ellis (2008, p.964) defined global errors as “errors that affect the overall sentence organization (wrong word order); they are likely to have a marked effect on comprehension”. So, because of global errors, sentences will be difficult to understand.

1.2.3.2. Local Errors

According to (Brown, *ibid*), local errors seem to have less damage as “they do not prevent the message from being heard, usually because there is only minor violation of one segment of a sentence allowing the hearer/reader to make an accurate guess about the intended meaning.” In this one, the recipients do not find the difficulties to get and interpret the speaker's message because the meaning of the utterances is not affected.

On other hand, as Ellis (2008, p.970) stated, “Local errors are errors that affect single elements in a sentence, for example, errors in the use of inflection of grammatical factors.” This means that do not make problem or difficulties at the extent of understanding.

1.2.4.Sources of Errors

To examine students’ errors, it is necessary to determine the sources of those errors. Researchers have different views concerning the sources of errors. The interlanguage and intralanguage are the most important sources of errors.

1.2.4.1. Interlanguage Errors

Interlanguage errors are caused by the interfering of the mother tongue into the second language; the errors caused due to the use of rules from the mother tongue when writing in a second language. In this context, Ellis and Brakhuizen defines it as: “The introduction of L1

from and into the interlanguage system.” (2005, p.65). Touchie (1986) also maintain that “Errors due to the influence of native language are called interlingual errors” (p.77). On other hand, as James (1998) claimed, “Interlanguage is the version of the TL used or known by the learners. It is needed in the description of the teaching enterprise because teachers are routinely called upon to do this when they decide whether the learners have produced something that is right or wrong” (p.3).

1.2.4.2. Intralanguage Errors

Intralingual errors happen when the learner thinks that a new thing or item behaves like another thing that is known to him, or it is caused by the target language itself. Many researchers have different points of view according to this context. According to Brown (2000, p.224).

As learners progress in the second language their previous experience and their existing substructures begin to include structures within the target language itself” it means; that both errors and mistakes take place when students do not follow the basic rules in a particular situation.

In addition, Richards (1974, p.6) stated that “Intralingual interference refers to items produced by learners, which reflect not the structure of the mother tongue, but generalization based on particular exposure of the target language. For example, when a student uses the regular past tense verb ending with “ed” like “I watched” to produce sentences like “ I rided” because he or she thinks that “ed” rule can be applied to any verb.

1.2.5. Error Correction: Definitions

Error correction (EC) or corrective feedback (CF) is considered as an important classroom activity in the teaching process. According to Light bown and Spada (1991, p.171) the concept of error correction is “any indication to the learners that their use of the target language is incorrect. This includes various responders that the learners receive”. In other words, error correction is the direct initiative of teachers for their students in order to make them see that

their activities are not correct. Furthermore, Hattie & Timperly (2007, p.81) defined EC as follow:

Feedback is conceptualized as information provided by an agent (e.g., teachers, peer, book, parent, self, experience). Regarding aspects of one's performance or understanding, a teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide encouragement, and the learner can look up the answer to evaluate the corrections of a response.

Kulhavy (1997) claimed that feedback is “any of the name of procedures that are used to tell a learner if an instructional response is right or wrong.” (p. 212). This means that error correction is a response for the errors of the student, and how to correct them.

1.2.6. Types of Error Correction

EC or CF has four main types including: direct and indirect, comprehensive and selective error correction.

1.2.6.1. Direct Error Correction (Direct Corrective Feedback)

Direct corrective feedback (DCF) was defined by many researchers. Ferris (2002) defined DCF as follows: “when an instructor provides the correct linguistic form for students (word, morpheme, phrase, rewritten sentence, deleted words or morphemes).” (p.19). Hendrickson (1978, 1980) also used the term direct treatment where in addition to indication or location, clues or tips are provided to help learners to self-correct their errors. To give some examples, direct feedback can be crossing out the wrong form providing the correct form, adding items that were omitted or including metalinguistic feedback. That is metalinguistic ER gives students with such kind of indirect comment which enables them to know which kind of errors in their writing.

On other hand, Bitchener et al (2005) indicated that direct feedback is the identification and the correction of errors provided by the teachers to students. In other words, direct error

correction means that the teachers correct directly the errors and give the students the correct one.

1.2.6.2. Indirect Corrective Feedback (ICF)

If students are revising or rewriting after receiving teacher feedback, they are expected merely to transcribe the teacher's suggested corrections into their texts. Moreover, indirect error correction occurs when the teacher indicates that an error has been made but leaves it to the student writer to solve a problem and correct the error. It has been argued that indirect corrective feedback is more helpful to student writers in most cases because it leads to create cognitive engagement. ICF includes highlighting, underlining, circling or only indicating the number of errors in the margin with a check. In other words, ICF also varies in its indirectness. Ferries & Robert (2001) stated that ICF is the indication made by the teacher by underlining the errors or giving the codes for the errors. That is, the teacher shows the learners their errors and let them correct their errors by themselves.

Ellis (2008, p.97-107) on the other hand, mentioned that "ICF is used when the teachers only signal the location of errors. It means that the aim of indirect feedback is to indicate the location of errors."

1.2.7. Comprehensive and Selective Error Correction

There are two types of written error correction used by teachers in order to improve their student's written text. The first one is comprehensive error correction, which refers to the teacher correction of all errors in a student's text and irrespective of their error type. Selective error correction, however, focuses only on the target specific linguistic features (Ellis, 2009). Furthermore, selective error correction aids students in learning how to make focused passages through their text to find specific categories of errors in order to master grammatical terms and rules related to those specific errors. According to Evans et al. (2010) and Hartshon et al.(2010), in real world, students need to learn to edit their entire texts, not only two or three selected error

patterns. Teachers' comprehensive error feedback can help writers to be attentive to the problems and issues that are founded in their text. Thus, comprehensive and selective error correction aims to help students identify and learn to edit their error patterns.

1.2.8. Error Correction and Theories of Second Language Acquisition

There are two main theories in second language acquisition including contrastive analysis (CA) and error analysis (EA). They are used in order to explain learners' errors when learning a foreign language.

1.2.8.1. Contrastive Analysis

Contrastive analysis is considered as a systematic comparison between two or more languages in order to find their similarities and differences. In this regard, Corder (1973) stated that contrastive analysis is a comparison between two different languages, mainly the mother tongue of the learner and the second language. As Tarigon (2009, p.5) put it, "contrastive analysis is an activity to compare the students first language and second language." Furthermore, Gast (n.d) stated that "Contrastive analysis investigates the differences between pairs (or small sets) of languages against the background of similarities and with the purpose of providing inputs to applied disciplines such as foreign language teaching and translation studies".

1.2.8.2. Error Analysis

Error Analysis comes as a reaction for contrastive analysis. It has been defined by many researchers. According to Corder(1974, p.170) error analysis is considered as "a tool used by both researchers and students which involves collecting theory." In the same context, James (1980, p.7) stated that "error analysis is the process of determining the incidence, nature and sequence of successful language." On other hand, Khansir stated that "Error analysis is type of linguistic analysis that focus on the errors learners make. It consists of a comparison between the errors made in the target language and that target language itself" (2012, p.1029).Besides,

Brown (2000) argued that “ The fact that learners do make errors, and that these errors can be observed, analyzed and classified to reveal something on the system operating within the learner, led a surge of study of learner’s error called error analysis”. (p.218)

In other words, error analysis is viewed as process or way used to observe, analyze and classify errors that are committed by the learners.

1.2.9. Participants in Error Correction

There are several ways of correction that can be employed in the classroom, depending on those who provide the correction.

1.2.9.1. Self-Correction

After the student recognizes what is incorrect in his or her response, she or he should be able to correct him/herself. So, self-correction is the relevant technique for correcting errors. (Naimi A, 2015)

1.2.9.2. Peer Correction

If the students cannot correct the errors by him or herself the teacher encourages other students to supply correction. In the case of errors, after peer correction the teacher goes back to the students who made the error and gets him or her to say it correctly.

In the same context, Edge (1990) mentions the following benefits of peer correction:

- Students get used to the idea that they can learn from each other.
- Both learners are involved are in listening and thinking about the language.
- The teachers get a lot of important information about the learners’ ability. The teachers also ask students for peer correction from the whole class.

1.2.9.3. Teacher Correction

If no one can correct the errors, the teacher in this case must realize that the point has not been learned properly. In addition, the teacher re-explains the problematic item of language. The main aim of correction is to facilitate the students to learn a new language item correctly.

1.2.10. Error Treatment

Error correction is a very complex issue. Language teachers need to be prepared with some foundations and be aware of what they are acting inside the classes.

Hendrickson (1978) lists some questions and reviews the literature that addresses them:

1. Should errors be corrected?
2. If so, when should errors be corrected?
3. Which learner errors should be corrected?
4. How should learner errors be corrected?

1.2.10.1. Should errors be corrected?

For second language theory (SLA) that is introduced by Krashen (1982), when error correction “works”, it does so by helping the learner to change his or her conscious mental representation of the rule. That is, it affects learners’ competence by informing that his or her current version of a conscious rule is wrong. Thus, second language acquisition theory implies that when the goal is learning, errors should indeed be corrected, “But not all the time and not all the rules even if the goal is learning” (p.17). However, the majority of the learners preferred the teachers to correct their errors, because it is generally what the language teachers are supposed to do in their lessons. He also puts out that CF is important only when students are ready to learn. The most important question is if the CF is helpful for students to correct their errors simply. Therefore, many researchers argued that error correction is helpless concept, and it has a negative impact on learners, because the majority of them not to be corrected in every speaking error. Nativists have claimed that the negative evidence, which informs the learner

what will not work for him in the given language, is in the most effective case unproductive and at the worst-case counter-productive in second language learning. In contrast, Hendrickson (1978) stated that “when an error of an SL student is corrected, it will have a great effect on his proficiency than when it remains uncorrected”.

1.2.10.2. When Should Errors Be Corrected?

This question has been discussed by different linguists. Harmer (2001), argued that when learners are engaged in a non-communicative activities such as grammar and pronunciation exercises, the teacher can correct their mistakes, that what is called “teacher exercises”, and it occurs when stop the activity in order to correct the students’ mistake. Therefore, Havranek (2002) stated that EC should follow after errors which are related to simple rules, for example, a verb ending and a role of auxiliary do when forming negative statements and questions. Also, he pointed out that grammatical errors rather than correction of lexical rules leads to better results in consequent language testing. To conclude, Leeser (2004) claimed that students’ who have a higher level of proficiency are more likely to benefit more from who focus on form process those who have a lower level of proficiency. In other word, students should focus on form and correct their errors only when they have enough time.

1.2.10.3. Which Learner Errors Should Be Corrected?

Second language learners’ suggested that errors that hinder intelligibility of a message should be receive a higher priority for correction. According to Powell (1975) “the fact that reductions seemed to be influenced by the need to communicate, suggests that correcting student error in term of their comprehensibility to native speaker might result a more advanced grammar” (p.38). That is, students should communicate in order to improve their grammar. She also noted that “if error correction by the teacher results in a more adult grammar, it is possible that correction in terms of communication requirements might be more fruitful than any other kind, since this seems to be important to students” (Powell 1973, p.91)

1.2.10.4. How should errors be corrected?

Most classroom teachers probably assume the responsibility for correcting their students' errors, and considered that the teacher is the main source of information about the SL.(Hendrickson.1978.p, 395).Moreover, students' errors can be corrected in three main ways, peer correction, self-correction; and teacher correction. In this regard, Wingfield (1975)points outthat the teacher should choose corrective techniques that are effective for individual students. He lists five techniques for correcting students 'errors.

- 1-The teacher gives sufficient clues to enable self-correction to be made.
- 2-The teacher corrects the script
- 3-The teacher deals with errors through marginal comments and footnotes
- 4-The teacher explains orally to individual students
- 5-The teacher uses the error as an illustration

1.2.10. Preferences toward Error Correction

In the study on students' preferences for error correction in EFL Writing class, Ferries (1995) found that EFL students very much want their composition to be corrected. In fact, the students claim the teacher to correct every single error.

In this context, Lyster et al (2013) cited that studies of learner and teacher preferences towards error correction have been undertaken for two main reasons. "First, learner preferences can influence learning behaviors (Grotjahm 1991; Borg 2003), and second, mismatches between teachers' intentions and learners' interpretations of those intentions may result in negative effects on learning" (Nunan 1989) (p.7)

Oladejo (1993) also conducted a study about students' preferences towards error correction. "It is necessary to correct their errors in English in order to enhance their fluency and accuracy in the language." (p.78) It means that the students want to correct their errors and preferred the comprehensible correction rather than selective.

1.2.11. Importance of Error Correction in Writing

Error correction or feedback plays an important role in any foreign language classroom interaction. Many researchers have different views about the role of error correction in EFL writing. Corder (1973, p.263) stated that error correction could provide teachers with information in order to design a remedial syllabus or teaching. Based on Vigil and Oller's model (1976), Brown (1987, p. 192-3) argued that error correction used as cognitive feedback (either negative or positive) that a learner receives from others according to him, feedback is one of the keys to successful foreign language learning. In this regard, Hendrickson (1978, p. 388) stated that "Learners can learn from their errors when receiving periodic and supportive feedback." In other words, error correction can help adult learners to know the functions and limitations of the foreign language in both lexical and grammatical forms. Similarly, Ghadersay(1976), who found that second language errors appear to occur systemically as cited by Hendrickson (1978), concludes that error correction could be used as a basis for developing instructional material for individual learners. In addition to that, Murphy (1986, p.146) argued that not only does feedback have to come from the teacher, but from fellow learners as well, suggests that error correction is necessary and beneficial for communication activities and he claimed that error correction is a form of feedback on learner's use of the language. Chaudron (1986, pp.60-62) argued that error correction can also result in immediate effect.

To sum up, error correction plays an important role in changing language behavior, and it is necessary and beneficial for the success of learning purposes.

Conclusion

As we have seen, this chapter attempted to give an overview about the writing skill and how it is taught in the foreign language classroom. As a second step, the second section has reviewed the related literature on some important issues related to error correction in the EFL classroom. It also elicited the main error correction practices and types and discussed the issues relating to error correction time, manner, participants, and preferences. The next chapter will

be devoted to presenting the methodology to be employed for the investigation of the topic at hand, data analysis, as well as data interpretation.

Chapter Two :Research Methodology and Data Analysis and Interpretation

INTRODUCTION

2.1. DESCRIPTION OF THE RESEARCH METHODOLOGY

2.1.1. Participants (Population and Sampling)

2.1.2. Data Collection Instrument

2.1.2.1. The Description of Students Questionnaire

2.1.2.2. The Description of Teachers Questionnaire

2.1.3. Data Analysis Procedures

2.2. ANALYSIS OF THE RESULTS

2.2.1. Analysis of the Students Questionnaire

2.2.2. Discussion and Interpretation of the Students Questionnaire Results

2.2.3. Discussion and Interpretation of the Teachers Questionnaire Results

2.3. SUMMARY OF THE FINDINGS

LIMITATION OF THE STUDY

PEDAGOGICAL RECOMMENDATIONS

CONCLUSION

Chapter Two: Research Methodology, Data Analysis and Interpretation

Introduction

This chapter constitutes the practical part of the present study, which aims at investigating second year license students' and teachers' preferences for error correction in EFL writing, Jijel University. It includes a description of the research method used in order to collect the needed data (the students' and teachers' questionnaires) and also a description of the population involves in the study. Finally, the obtained findings discusses in light of the research questions and aims. Some pedagogical recommendations also suggests in this chapter.

2.1. Description of the Research Methodology

2.1.1. Participants (Population and Sampling)

60 out of 255 students of second year licence in the English Language department were involved in this study. They were precisely chosen as they are expected to be knowledgeable about the writing skill module the encountered problems in the writing process more than do first year students .

2.1.2. Data Collection Instrument

The present study is descriptive, and a questionnaire is used to collect data needed to answer the research questions. The participant students and teachers are asked to answer some questions about the writing skill and their preferences for error correction in the writing class. A questionnaire is defined as a data collection means that refers to a series of questions addressed to a defined sample from a population in order to gathering out the participants' response, views, opinions..... etc. To go further, questionnaires have three main types: close-ended, open-ended, and a mixture of close and open questions. This questionnaire has 26 questions, and it is divided into 4 sections.

2.1.2.1. The Description of Students Questionnaire

The questionnaire was handed to sixty students who were selected randomly from a population of second year learners of English in Jijel University. It is divided into four main sections. The first section included four questions:(Q1 to Q4) about the respondents' personal information: degree, level, years of studying English, and years of studying written expression. The second section was about students' view on the writing skill and error correction, which was composed of nine questions (from Q5 to Q12). Concerning the third section, it included twelve questions, and it is about students' perception of error correction and practices in the writing classes. The last section contained six questions and investigated the students' preferences for error correction.

2.1.2.2. The Description of Teachers Questionnaire

As another research instrument, the teacher' questionnaire was administered to six teachers of English language at the University of Mohammed Seddik Ben Yahia, Jijel. It consisted of 22 questions ranging from yes or no questions to open ended questions. Its aim was to gather data about teachers' attitudes towards error correction in EFL writing. The questions were put according to the main key points in our dissertation.

2.1.3. Data Analysis Procedures

Quantitative results will be analyzed in percentage after being calculated. The obtained data were analyzed using the SPSS computer-based application.

2.2. Analysis of the Results

2.2.1. Analysis of the Students Questionnaire

Section One: General information

Q1. How long have you been studying English?

Table 1: Students' Experience In Learning English

Options		N/S	%
2years		17	28,3
3years		2	3,3
4years		1	1,7
8years		1	1,7
9years		24	40,0
10years		3	5,0
11years		2	3,3
12years		9	15,0
15years		1	1,7
Total		60	100,0

The aim of this question was to determine the students' English study experience. As the table shows, the majority of the students (40%) said they had been studied English for nine years and 28,3% of them studied English for two years. 15% of the students that claimed that they studied English for twelve years, while (5%) of them have studied it for ten years, whereas(3,3%)of them studied it for eleven years and for three years alike. Then,(1,7%) of the students declared that they studied English for four years. Finally,(1%) of them learned it for fifteen years. The results reveal that the students were different in their English study experience. This may imply that they misinterpreted the question to refer to their whole study experience or their university experience.

Q2. How long have you been studying written expression?

Table2: Students' Experience in Studying Written Expression

Options		N/S	%
2year		51	85,0
3year		3	5,0
5year		1	1,7
9year		4	6,7
15yea		1	1,7
Total		60	100,0

The aim of this question was to determine the students' experience in studying writing. The table above shows that the higher percentage (85%) represent the students that studied written expression for two years, and 6,7% of them studied it for nine years. In addition to that, 5% of students declared that they studied written expression for three years, then the lowest percentage (1,7%) represent the students that studied written expression for five and fifteen years alike. So, most students spent two years studying written expression.

Q3. How would you estimate your overall proficiency level in English?

Table 3: Students' Estimation of their Proficiency Level in English

Options		N/S	%
	Excellent	5	8,3
	Good	28	46,7
	Average	26	43,3
	Poor	1	1,7
	Total	60	100,0

The aim of this question was to examine the students' perceptions of their level in English. The findings presented in the table above showed that the majority of students considered themselves as a good (46,7%) while (43,3%)of them claimed to have an average level, and (8,3%) of the respondents admitted that their level was excellent, whereas only (1,7%) of them

reported having a poor level. The results reveal that learners consider their overall level of proficiency as being good in English in general.

Q4. How would you estimate your writing proficiency level?

Table 4: Students' Estimation of their Writing Proficiency Level

Options	N/S	%
Excellent	3	5,0
Good	20	33,3
Average	32	53,3
Poor	5	8,3
Total	60	100,0

The aim of this question was to investigate the students' visions of their proficiency level in writing. The results presented above demonstrate that the majority of the respondents considered themselves as average (53,3%), 33,3% of them believed to have good level, while 8,3% of the sample claimed to have poor level in writing. Only 5% of them viewed themselves as being excellent. Thus, the majority of the students claimed that their proficiency level in writing as average in general.

Section two: Students' Views on the Writing Skill

Q5. Do you view writing as an important skill to your overall proficiency in English?

Table 5: Students' Views on the Importance of Writing to their Proficiency in English

Options	N/S	%
Yes	57	95,0
No	3	5,0
Total	60	100,0

This question is about the students' opinion about the importance of writing to their overall proficiency in English. 95% of the participants said that writing was an important

activity for second year students, and only 5% said that it was not. So, writing is considered as an important skill to proficiency in English for most of students.

Q6. What is /are the writing element (s) you focus more on when writing? Tick (✓) one or more options.

Table 6: The Writing Element(s) Students focus on in Writing

Grammar	46	22.5%
Content	32	15,8%
Purpose of writing	20	9,9%
Mechanics (spelling, capitalization, and punctuation)	30	14,8%
Audience (readers' satisfaction)	20	9,9%
Word choice	29	14,3%
Organization of ideas	26	12,8%

The aim of this question is to investigate which element(s) the students focused more on when writing. According to the result obtained,(22,5%) of the students focus on grammar besides,(15,8%) of them prefer choosing content when they write, and (14,8%) of the respondent follow mechanics, while (14,3%) of the participants focus on word choice, and around (12,8%) use organization in their piece of writing. On the other hand (9,9%) of them focused on both audience and purpose of writing.

Q7. When studying/writing what is your aim? (Please choose one or more options)

Table 7: Students Aim(s) from Studying Writing

Options		N/S	%
	To enlarge your knowledge about a given topic.	35	21,7%
	To engage in the writing activity.	26	16,1%
	To learn grammar rules and correctness.	17	10,6%
	To learn vocabulary skills.	22	13,7%
	To learn correct spelling and punctuation.	18	11,2%
	To learn how to link ideas appropriately.	26	16,1%
	To learn to write using appropriate format/layout.	17	10,6%

This question was posed in order to know why students' aim from studying writing .the results obtained denoted that the main aim of students from studying writing is to enlarge their knowledge with a percentage of (21,7).(16,1%) the participants reported that the main aim of studying writing is to engage in the writing activity, In addition,(10,6%) of them reported that learn grammar rules and correctness are the main aim of studying it ,some other students (13,7%) agreed that learn vocabulary skills was the aim of writing , while the others (11,2%) reported that learn to correct spelling and punctuation.(16,1%) of students claimed that learn how to link ideas appropriately was the aim of writing . Finally,(10,6%) of them reported that learn to write used appropriate format was the aim of writing . The results obtained showed that students have different aims from studied writing.

Q8. In y our writing classes, does your teacher ask you to?

Table 8: Students' Steps in Writing

Options	N/S	%
Write following some steps (pre-writing, writing, revising and editing)	49	81,7
Write error-free paragraphs or essays following a given model	11	18,3
Total	60	100,0

The aim of this question was to investigate teachers view about writing prespective (81,7%) of students claimed that their teacher asked them to write following some steps, while(18,3%) declared that the teacher asked them to write error for free paragraphs or essays following a given model. The results obtained showed that a considerable number of students reported that their teacher asked them to write using pre-writing, writing, revising and editing, may be these steps helped them to create a good piece of writing. This implies that the teachers adopted the process approach in their writing classes.

Q9. When you actually write, do you?

Table 9: Students' Perspective in Writing.

Options	N/S	%
Proceed through different writing steps (prewriting, drafting, revising, and editing)	43	71,7
Write with no predefined plan or outline in mind	17	28,3
Total	60	100

In response to this question, the majority of the participants opted for using different steps in writing with a percentage of (71,7%). However, 17 learners (28,3%) opted for 'writing with

no predefined plan'. From the above data, it clearly that the majority of students preferred following writing steps, which may imply that they actually followed the process approach to produce pieces of writing. This confirms the results of the previous question.

Q10. What kind of difficulties do you face when writing paragraphs or essays

Table 10: Students' Writing Difficulties.

Options	N/S	%
Content	15	14,0%
Grammar	26	24,3%
Organization	14	13,1%
Vocabulary	34	31,8%
Language	18	16,8%

The aim of Table 10 reveals that the majority of the students (31,8%) found that vocabulary was the most difficult elements of writing. However, 24,3% had difficulties in grammar during the writing process; 16,8% of the respondents found difficulty with the language, whereas 14% and 13,1% claimed that content and organization were the most complex elements, respectively. The results showed that the most difficult element in writing for students was vocabulary, perhaps because the majority of them did not have a large repertoire of vocabulary or even not enough knowledge about the vocabulary rules.

Q11. Does your teacher assess/evaluate your written productions?

Table 11: Teachers' Assessment of Students' Written Productions

Options	N/S	%
Yes	53	88,3
No	7	11,7
Total	60	100,0

This question was designed to determine students' views on their teachers assessment of their written products. The majority of them said that their teachers evaluated them (88,3%), and only 11,7% of them claimed that their teachers did not evaluate them.

Q12. Does your teacher devote in-class sessions for correcting your paragraphs and essays?

Table 12: Teachers' Devotion of in-class Sessions for Correction

Options		N/S	%
	Yes	37	61,7
	No	23	38,3
	Total	60	100,0

A large percentage of students (61,7%) said that their teachers devoted sessions for correcting their pieces of writing in class, and only (38,3%) reported that their teacher did not do so. This means that the teachers care about students' writing problems and weaknesses to the extent that they devoted sessions for correcting their students' writing.

Q13. What type of corrective feedback does your teacher provide you with?

Table 13: Types of Teachers' Corrective Feedback

Options		N/S	%
	Verbal comments	13	21,7
	Written comments	17	28,3
	Marks	7	11,7
	Teacher-student conferencing	4	6,7
	Class discussions	19	31,7
	Total	60	100,0

The aim of this question was to know which type of corrective feedback with which the teachers provided their students. As table thirteen showed (31,7%) of the respondents said that

their teachers used the class discussion for corrective feedback, but (28,3%) declared that written comments was the main type that teacher provided. On the other side,(21,7%) of them reported that their teacher provided them with verbal comments. Seven students (11,7%) answered that marks were the kind of corrective feedback which the teacher focused on, and a minority of them (6,7%) claimed that it was teacher-student conferencing. That is ,class discussions was considered as an effective kind of feedback that helped students to correct their errors.

Section three: Students' View on Error Correction and Practices in the Writing Class

Q14. Do you think that making errors is necessary to improve your writing achievement?

Table 14: Students' Views on Errors and their Importance to Writing Achievement Improvement

Options		N/S	%
	Yes	48	80,0
	No	5	8,3
	Undecided	7	11,7
	Total	60	100,0

Most of the students (80%) claimed that making errors was necessary to improve their writing skill. However, few of them (8,3%) said that making errors was not necessary while, only (11,7%) of them opted for 'undecided'. No student justified his/her response. This may imply that most of students held positive attitudes towards errors and thought that they learnt from their mistakes.

Q15. Do you consider making errors as being:

Table 15: Students' Perspectives towards Errors

Options		N/S	%
	A positive act	41	68,3
	A negative act	10	16,7
	Undecided	9	15,0
	Total	60	100,0

The aim of question was investigated the students' perspectives towards errors. The majority of the participants (68,3%) reported that they positively viewed making errors, and 16,7% considered that making mistakes was a negative act, while the rest (15%) did not have any opinion about that. This comes to confirm the results obtained from the previous question.

Q16. What do you think the most common source of error is?

Table 16: Students' Views on the Source of Errors

Options		N/S:	%
	Insufficient preparation for the writing activity.	17	11,5%
	Lack of concentration and understanding of the writing assignment.	25	16,9%
	Lack of opportunities for writing practice.	24	16,2%
	Lack of vocabulary.	36	24,3%
	Students' poor editing and revision skills	22	14,9%
	Students' fear from committing errors	18	12,2%
	First language interference	6	4,1%

This question was designed to elicit the students' views concerning the main sources of errors. The obtained results showed that the majority of the students (24,3%) stated that the main reason of error was lack of vocabulary;(16,9%) of the respondents argued that the main

source of making errors was the lack of concentration and understanding of the writing assignment.(16,2%)of them admitted that they committed errors because of the lack of opportunities for writing practice.(14,9%)of the students said that the main source of their faults was the students' poor editing and revision skill, while(12,2%) of them claimed that students' fear from committing errors was the main cause of errors. Only(11,5%) reported that insufficient preparation of the writing activity was the main source of making errors whereas (4,1%) of them reported that the first language interference was the main reason behind errors. Finally, Lack of vocabulary was the most common source of errors for the majority of the students because most of them have limited knowledge about vocabulary rules.

Q17. According to you, what is the aim of error correction in writing?

Table 17:Students' Views on the Aim of Error Correction in Writing

Options	N/S:	%
It helps you develop skills and strategies for future writing tasks	38	40,0%
It helps you to get good marks	23	24,2%
It helps you learn from the committed errors	34	35,8%
Total	95	100,0%

The purpose of this question was to know the goal of error correction in writing. 40% of the learner's considered that the main aim of error correction was to help them developed skills and strategies for future writing task; thirty-four students (35,8%) reported that the main role of error correction was to help them learn from the committed errors while(24,2%) said that error correction helped them to get good marks. Thus, no one (0%) added other options about it. So, from their answers, one can understand that students are aware of the fact that error correction plays a crucial role in developing students' skills and strategies for future writing tasks.

Q18. Which aspects does your teacher mostly focus on when correcting your writings?

Table 18: The Aspects Targeted in Error Correction

Options	N/S	%
Grammar	39	18,4%
Vocabulary and word choice	27	12,7%
Content	26	12,3%
Organization	31	14,6%
Unity	32	15,1%
Coherence	33	15,6%
Language	24	11,3%
Total		100,0%

The aim of this question was to investigate the aspects targeted in error correction. The results from the table above clearly demonstrated that students' responses to this question showed that (18,4%) of them reported that grammar was the main aspect that teacher focused on when correcting their writing, 33 students (15,6%) selected the six option which is coherence. However, 32 learners (15,1%) chose unity as a main aspect, while 31 participants (14,6%) said that organization was the aspect that teacher follow. On the other hand, 27 (12,7%) of the participants agreed that vocabulary and word choice were the main elements that teacher focus on. Whereas, 26 (12,3%) of them said that content was the basic rule teacher use in correcting. However, 24 (11,3%) selected the seventh option which is language, while there is no one who opted the eight option(others). The results mean that the majority of teachers considered grammar as the main aspect when correcting writing.

Q19. Do you think that it is your teacher who should correct your writing errors?

Table 19: Students' Views on Having Teachers as Error Correctors

Options		N/S	%
	Yes	46	76,7
	No	14	23,3
	Total	60	100,0

The aim of this question was to explore the students' views on having teachers as error correction. The table showed that the majority of students thought that teachers should themselves correct their writing errors with a higher percentage of 76,7% while the lower percentage (23,3%) refers to those who disagreed with such a view. The results imply that most of students agreed on the fact that teachers are the ones who should correct their writing errors.

Q20. How often does your teacher correct your writing errors?

Table 20: Students' Views on the Frequency of Teachers' Correction of Writing Errors.

Options		N/S	%
	Always	11	18,3
	Usually	18	30,0
	Sometimes	24	40,0
	Rarely	5	8,3
	Never	2	3,3
	Total	60	100,0

The aim of this question was to investigate the students' views on the frequency of teachers' correction of writing Errors the answers tabulated in the above table revealed that (40%) of the participants chose sometimes;(30%) of them opted for 'usually'. Then,(18,3%)went for 'always'; however,(8,3%) of them selected the fourth choice, while the rest of them (3,3%) said never.

Q21. What type of feedback does your teacher provide you with?

Table 21: The Teachers' Implemented Feedback.

Options	N/S	%
Direct feedback	32	53,3
Indirect feedback	28	46,7
Total	60	100,0

The aim of this question was to know what type of feedback used by teachers. Table 21 showed that half of students said that the direct feedback was the preferable kind of feedback (53,3%), whereas others (46,7%) agreed that indirect feedback was the suitable kind that is used by teachers. So, from their answers, one can understand that direct feedback was the preferable strategy in most of teachers.

Q22. Does your teacher correct your writing errors?

Table 22: Error Correction Time

Options	N/S	%
While you are writing	11	18,3
After you finish writing	38	63,3
Both while and after writing	11	18,3
Total	60	100,0

The result obtained that (63,3%) of students said that their teacher's correct their errors after finished writing, while the same percentage (18,3%) divided to after they finished their writing, and both while and after writing. This means that the majority of teachers corrected their students' errors after they finished writing may be in order to do not interrupted them.

Q23. What specific strategies does your teacher implement to give feedback on your writing?

Table 23: Teachers' Implemented Error Correction Strategies

Options		N/S	%
	Selective correction	25	41,7
	Comprehensive error correction	35	58,3
	Total	60	100,0

The aim of this question was to investigate teachers' strategies for error correction. The results showed that more than half of the students claimed that their teachers used comprehensive error correction technique with a percentage of (58,3%), while (41%) of them reported that their teachers used selective error correction. That is, comprehensive error correction was the preferred type of feedback that was used by the majority of teachers in order to correct their students' errors.

Q24. How often does your teacher ask you to correct each other's mistakes?

Table 24: The Frequency of Peer Correction of Mistakes

Options		N/S	%
	Always	10	16,7
	Usually	10	16,7
	Sometimes	21	35,0
	Rarely	9	15,0
	Never	10	16,7
	Total	60	100,0

The aim of this question was to know the students' frequency of peer correction of mistakes. The results revealed that the majority of the students claimed that their teachers

sometimes used peer correction with a percentage of (35%), the percentage of (16,7%) of them agreed that their teachers always, usually ,and never asked them to correct each other's mistakes, whereas (16,7%) of them reported that their teachers rarely used peer correction .The results showed that peer correction not the equivalent strategy for error correction for the majority of teachers.

Q25. How often does your teacher ask you to correct your own mistakes?

Table 25: Frequency of Students' Self-Correction of Mistakes

Options	N	%
Always	14	23,3
Usually	17	28,3
Sometimes	15	25,0
Rarely	8	13,3
Never	6	10,0
Total	60	100,0

This question was designed to elicit students' views concerning the frequency of their teacher to correct their own mistakes. The majority of them (28%) opted for 'usually';(25%) selected the third choice. In contrast , (23, 3%)of the participants went to the first option, while (13,3%) of the respondents went to the fourth option, and only (10%) selected the last choice, which was never. The results revealed that teachers usually asked their students to correct their own mistakes .The results represented that the majority of teachers corrected their students' errors after they finished their writing.

Section four: Students' Preferences for Error Correction in Writing

Q26. To correct my writing mistakes, I prefer the following attitude:

Table 26: Students' Attitudes Toward Error Correction

Options	N	%
The teacher corrects my mistakes	34	56,7
I exchange drafts with class mates, and we correct each other's mistakes	10	16,7
I correct my own mistakes myself	9	15,0
All of the above	7	11,7
Total	60	100,0

The goal of this question was to explore students' preferred attitude toward error correction in the writing process. The results showed that the majority of students claimed that teacher correction was the most suitable attitude for the correction of errors with a percentage of (56,7%) , (16,7%) of them reported that peer correction was the most preferable technique , while (15%) of them claimed that self-correction was the equivalent attitude , and only (11,7%) of them said that all of these attitudes used in error correction . So , teacher correction was the basic strategy and the most useful attitude for the majority of the students.

Q26. I prefer the teacher to correct my writing errors:

Table 26.1: Students' Frequency toward Teachers' Error Correction.

Option	N/S	%
Always	20	33,3
Usually	16	26,7
Sometimes	18	30,0
Rarely	5	8,3
Never	1	1,7
Total	60	100,0

The data gathered in regard to this question as illustrated in table 26 showed that the great majority of the participants (33,3%) declared that they preferred always their teacher to correct their errors. However, (30%) of student's have answered sometimes, while (26,7%) make teacher who correct their errors usually. others (8,3%) have selected rarely, whereas only (1,7%) have selected the last option which is never. Student's justification for all the above preferences.

Student's justification for teachers' correction of their mistakes.

- The teacher has more knowledge than me.
- When my teacher corrects my first errors, I will not repeat the same mistake.
- The teacher has better knowledge than me and my classmates.

Q26. I prefer to exchange drafts with my class mate and correct each other's writing errors:

Table 26.2: Students' Preferences for Frequency of Peer Error Correction.

Options	N	%
Always	7	11,7
Usually	9	15,0
Sometimes	28	46,7
Rarely	14	23,3
Never	2	3,3
Total	60	100,0

The aim of this question was to examine the student's frequency about peer correction. The big percentage (46,7%) of students have answered sometimes, 14 students (23,3%) selected the fourth option which is rarely. However, 9 students (15%) choose usually and only 7 students (11,7%) went for always, while 2 students (3,3%) selected never.

Student's justification for peer correction

1-To learn from each other mistake

2-To exchange ideas and discuss the committed errors

Q26. I prefer to correct my own writing errors:

Table 26.3:Students' Preferences for Frequency of Self Error Correction.

Option	N/S	%
Always	15	25,0
Usually	19	31,7
Sometimes	17	28,3
Rarely	8	13,3
Never	1	1,7
Total	60	100,0

From table 26.3. We see that the majority of students (31,7%) have selected the second option which is usually,(28,3%) of them chose the third choice which is sometimes. In contrast,(25%) of the participants went for the first one which is always,(13,3%) of the students went for the fourth option rarely, and only selected the last one which is never (1,7%).

Students' justification for self-correction

1-if I correct my own mistakes by myself, I will never fall in them other times

2-In order to remember it and to avoid it next time

3-In order to represent my capacities in correcting errors

4-For improving my writing skills.

Q26. I prefer to receive the following form of feedback on my writing errors

Table 26.4: Students' Preferences for Feedback Type

Option	N	%
Direct feedback	39	65,0
Indirect feedback	21	35,0
Total	60	100,0

Aim of this question was to investigate students' preferences for feedback type, According to the participants responses, direct feedback is the most preferable type with (65%), while indirect feedback is the less preferable feedback with (35%).The results showed that ,direct feedback was the most preferred technique .

Q26. I prefer the following mechanisms and strategies when providing me with error correction of my writing errors:

Table 26.5: Students' Preferred Error Correction Strategies

Options	N	%
Selective correction	30	50,0
Comprehensive error correction	30	50,0
Total	60	100,0

The aim of the question was to investigate students' preferred Error Correction Strategies, The results obtained denote that half (50%) of the participants selected the same strategie which are both selective and comprehensive error correction.That is ,these two ways help students in correcting their errors .

2.2.2. Discussion and Interpretation of the Student Questionnaire Results

According to students' answers in the first section, it is noticed that the students' level and their level of written expression is good. As expected, all of the students were aware of the importance of writing to their overall proficiency in English and also showed that grammar is the main element that students focus on. Moreover, the majority of them declared that the main aim behind studying writing was to enlarge their knowledge about a given topic. The results obtained additionally show that the majority of them wrote following some stages of writing and proceeded through different writing steps. As for the targeted writing elements, the majority of students opted for vocabulary rather than grammar because it is the most complex and the most important element in writing. The findings also suggest that the teachers' devoted in class sessions for correcting their students' writing errors, which means they highly consider error correction as central to writing development. Concerning the types of corrective feedback provided by teachers, the results showed that class discussion was the most used type of feedback.

The results obtained from the third section showed that making errors was important for students, and the majority of the them viewed the act of making errors was a positive act. The results obtained show that a considerable number of students reported that the lack of vocabulary is the main reason of it. More importantly, the majority of the respondents claimed that the main purpose of error correction was to know the main goal of error correction, and most of them stated that grammar was the main aspect teachers focused on when correcting errors. Furthermore, the result obtained showed that a considerable number of students considered that their teachers themselves should correct their writing errors, and that their teachers did sometimes correct their errors. This has come to be confirmed by the findings denoting that the majority of the students preferred direct feedback. The results obtained, as students reported, also confirmed the previous results and showed that most teachers actually used comprehensive error correction. The results obtained showed that the students have

different views concerning the error correction attitudes and perspectives. Still, the majority preferred the self correction.

2.2.3. Analysis of the Teachers Questionnaire

Section One: General Information.

Q1. What degree do you hold?

Table 27: Teachers' Academic Degrees

Options	N	%
License	0	0%
Master	1	16,66%
Magister	4	66,67%
Doctorate	1	16,67%
Total	6	100%

The aim of this question was to showed that the majority of teachers reported that they had a magister degree with a high percentage (66,67%) , (16,67%) of them claimed that they had a doctorate degree; whereas only (16,66 %) of them said that they had a master degree . The results revealed that the magister degree had an important role on the teachers' degree in which can provide the students in their studies.

Q2. How long have been teaching English?

Table 28: The Teachers' Experience in Teaching English

Options	N	%
1-4 years	1	16,66%
4-8 years	3	50%
8-12 years	1	16,68%
12-16 years	1	16,66%
Total	6	100%

The aim of the second question was to explore the teachers experience in teaching English. The results obtained showed that, around 3 teachers were experienced of more than 4 to 8 years with a percentage of (50%). Then only 1 teacher was experienced for 4 years (16,66%), the other 1 spent 9 years teaching English (16,68%). Then 1 also spent 12 years teaching English (16,66%). From the results above the three teachers were experienced of more than 4 to 8 years, this is good factor because these instructors can provide the research with dependable judgment owing to their remarkable years of experience in teaching English.

Q3. How long have you been teaching the written expression module?

Table 29: The Teachers' Experience in Teaching Written Expression

Options	N	%
1-year	1	16,66%
2-years	1	16,69%
3-years	2	33,33%
4-years	1	16,66%
5-years	1	16,66%
Total	6	100%

The aim of this question was to explore the teachers' experience in teaching written expression. The results showed that the majority of teachers claimed experienced in written expression around 3 years with a percentage (33,33%), (16,69%) of them claimed that they taught written expression for 2 years, however (16,66%) of them said that they taught written module for 5 years, 4 years, and 1 year. The obtained results showed that the majority of teachers need to acquire more experience in teaching writing in order to teach efficiently.

Section Two: Teachers' Views on the Writing Skill and Error Correction.

Q4. What is /are the writing element (s) you view important for students to master to be proficient in writing? (Tick (√) one or more options).

Table 30: Teachers' Views on the Important Writing Element for Writing Proficiency

Options	N	%
Grammar	1	16,67%
Purpose of writing	0	0%
Mechanics (spelling, capitalization, and punctuation)	2	33,33%
Audience (readers' satisfaction)	0	0%
Word choice	0	0%
Organization of ideas	3	50%
Others , please specify	0	0%
Total	6	100%

The purpose of this question was to investigate the teachers' views on the basic elements for writing proficiency. According to the results obtained, the majority of teachers reported that the main element of writing was organization of ideas with a percentage (50%), (33,33%) reported that mechanics (spelling, capitalization, and punctuation) was the basic one, while only (16,67%) of them claimed that grammar was the main element for the writing skill. That is, spelling, capitalization and punctuation were the most important element that the students focused on when writing.

Q5. What are the writing elements that stand to be problematic for your students? (Tick one or more options)

Table 31: The Problematic Writing Elements for Students

Options	N	%
Organization	1	16,66%
Vocabulary and word choice	2	33,33%
Grammar	1	16,68%
Unity	1	16,67%
Coherence	1	16,66%
Conventions of writing (spelling, punctuation, capitalization, ...etc.)	0	0%
Total	6	100%

The aim behind this question is to examine the teacher's opinion about the writing elements that stand to be problematic for students. The table indicates that the most teachers (33.33%) considered vocabulary and the choice as the most difficult elements. Yet, (16.68%) of them stated that grammar was the problematic element for students; (16.67%) of them viewed unity as the most difficult one, while (16.66%) is the percentage of the teachers who opted for grammar, organization and coherence, as causing problems for their students. That is, the majority of students faced problems with vocabulary and word choice more than unity, coherence, grammar, organization, and conventions of writing.

Q6. In your writing classes, do you ask your students to:

Table 32: Teacher's Strategies in writing skills

Options	N	%
Write following some steps with focus on writing skills and strategies (pre-writing, writing, revising and editing)?	4	66,68%
Write error-free paragraphs or essays following a given model?	1	16.66%
Other, please specify: both of the above at once.	1	16,66
Total	6	100%

This question was formulated in order to know the teachers' perspectives in the writing classes. The results obtained show that (16,68%) of the teachers asked their students to write following some steps (prewriting, writing; revising and editing). Whereas, (16.66%) of the population declared that they opted to write error-free paragraphs or essays following a given model. (16,66%) of the sample selected "16,66%" the other option.

Q7. What is the instructional approach you adopt in your writing class?

Table 33: The Teachers' Adopted Instructional Approach.

Options	N	%
The product approach	1	16.67%
The process approach	3	50%
The genre approach	1	16,66%
The process-genre approach	1	16,67
Others (please specify)		
Total	6	100%

This question was addressed to diagnose the teacher's adopted approach in the writing class. The higher percentage (50%) of teachers stated that the process approach is the most

relevant approach in their writing class, than (16,67%) is the equal percentage between the product and the process genre approach, while the last one (16,66%) of them preferred the genre one. The findings explore the different approaches adopted by teachers.

Q8. Do you think that making errors is necessary to improve your students' level of writing?

Table 34: Teachers' Perception of the Role of Errors in Students' Writing Improvement

Options	N	%
Yes	6	100%
No	0	0%
Total	6	100%

The aim of this question was to investigate teachers' perception of the role of errors writing improvement. The results obtained show that the whole teachers answered with "yes", which means that they consider making errors as important and necessary for improving students' writing skills.

Q9. In your opinion, making errors is:

Table 35: Teachers' Views on Making Errors

Options	N	%
A positive act	5	83,33%
A negative act	1	16,67%
Total	6	100%

The aim of question was to explore the teachers' view on making errors. According to the table above, all the teachers (83.33%) except one agreed that making errors is a positive act.

Q10. What do you think the source(s) of errors could be? (Tick one or more options).

Table 36: The Sources of Errors

Options	N	%
Insufficient preparation for the writing activity	1	16,67%
Lack of concentration and understanding of the writing assignment	1	16,67%
Lack of opportunities of writing practice	1	16,66%
Lack of vocabulary	2	33,33%
Students' poor editing and revision skills	0	0%
Students fear of committing error	1	16,67%
First language interference	0	0%
Others (please specify)	0	0%
Total	6	100%

The aim of question was to investigate the source of errors. From the results that we have above, we notice that the majority of teachers think that the lack of vocabulary is the main source of errors with higher percentage (33,33%), than (16,67%) represent different sources of errors which are: insufficient preparation, lack of concentration and students fear of committing errors. (16,66%) refers the students lack of opportunities. Than (0%) represent both of first language interference and the other sources. The results shows the different source of errors in EFL writing.

Q11. According to you, what is/are the aim(s) of error correction in writing? (Tick one or more options)

Table 37: The Major Aim(s) of Error Correction in Writing

Options	N	%
It helps your students develop skills and strategies for future writing tasks.	0	0%
It helps your students get good marks	0	0%
It helps your students learn from committed errors	6	100%
Others (please specify)	0	0%
Total	6	100%

The aim of this question was to identify the major aim of error correction in the writing process. The results showed that the majority of teachers reported that the main purpose of error correction was help their students learn from committed errors with a percentage of (100%). However, there is no teacher reported that errors helps their students develop skills and strategies for future writing tasks, and helps students get good marks. From the results, we noticed that students learnt from their mistakes.

Q12. Do you think students' preferences for error correction of their writing errors should be taken into consideration?

Table 38: Teachers' Views on the Consideration of Students' Preferences for Error Correction of Writing.

Options	N	%
Yes	5	83,33%
No	1	16,61%
Total	6	100%

The aim of question was investigated the teachers' views on the consideration of students' preferences for error correction of writing. The results obtained showed that almost all teachers answered with "yes", which means that the teachers are aware of the importance of accounting for students' preferences for error correction, while only one teacher views that students' preferences should not be taken into consideration. Teachers in this question were also asked to explain why. The majority of teachers justified as follows: "the students follow and learn from those mistakes", a teacher said: "students will concentrate on learning the things they perceive as problematic; other aspects focused on by the teachers may seem important for them. Hence; much of the teacher feedback goes unnoticed because it does not fall within the student's personal syllabus". Another teacher said: "it improves the student's writing productions; much focus on the production and less errors to be committed", while the teacher who answered by

“no” said: “all errors in writing should be corrected; we do not have errors which are more important than others”.

Q13. How often do you usually ask your students about their preferences for error correction types in your class?

Table 39: Frequency of preferences of errors correction

Options	N	%
Always	1	16,66%
Usually	0	0%
Sometimes	2	33,33%
Rarely	1	16,68%
Never	2	33,33%
Total	6	100%

From the results that we have, two teachers selected “sometimes” with a percentage of (33.33%), two teachers went to “never” (33.33%), (16.68%), while one teacher adopted “rarely”, and another one selected “always” with a percentage of (16.66%).

We can say that the majority of teachers sometimes did not ask the students about their preferences of error correction.

Section Three: Teachers’ Error Correction Practices in the Writing Class.

Q14. How often do you correct your students writing errors?

Table 40: Frequency of Teachers Correction of their Students’ Writing Errors.

Options	N	%
Always	2	33,33%
Usually	4	66,67%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%
Total	6	100%

The aim of this question was to explore the teachers frequency for correction their students' writing errors. From the table above we noticed that, the majority of teachers usually corrected their writing errors with the percentage of (66.67%), some of them claimed that they always corrected their errors with a percentage of (33.33%). while (0%) is the percentage of three options which are: sometimes, rarely and never. That is, the majority of teachers do their roles and their efforts in correction their student's writing errors.

15. Do you devote some of your sessions to correct your students' written productions?

Table 41: Teachers' Devotion of in-Class Sessions for Correction of Students Written Productions

Options	N	%
Yes	6	100%
No	0	0%
Total	6	100%

Concerning this question, the teachers were asked about if they devoted some of their sessions to correct their student written production. The results obtained revealed that the whole population (100%) (6 teachers) answered with "yes", while nobody of the teachers (0%) answered with "no". This simply revealed that all teachers did their best with their students, and they aware about the importance of devoting sessions to correct the students' writing errors.

Q16. When do you usually correct students' writing errors?

Table 42: Teachers Time of Error Correction

Options	N	%
While students are writing	1	16,66%
After they finish writing	1	16,67%
Both while and after writing	4	66,67%
Total	6	100%

This question was formulated in order to know when the teachers correct the student's writing errors. The results obtained showed that the majority of teachers corrected their students' writing errors while and after writing, with a percentage of (66.67%); some of them preferred correcting their student's errors after they finished writing with a percentage of (16.67%), and only (16.66%) corrected students' writing errors while students were writing. The results revealed that the teachers corrected the students' errors before and after writing.

Q17. Which aspects do you focus on mostly when correcting your students' writing errors? (Tick one or more options)

Table 43: The Elements Teachers Focus on when Correcting Students' Writing Errors

Options	N	%
Grammar	1	16,66%
Vocabulary and word choice	2	33,34%
Content	0	0%
Organization	1	16,67%
Unity	1	16,66%
Coherence	1	16,67%
Others (please specify)	0	0%
Total	6	100%

The aim behind this question was to explore the elements teachers focus on when correcting students' writing Errors. The results obtained from the table showed that the vocabulary and word choice with (33,34%) is the most element focused by the teachers. Than (16,67%) referred both organization and coherence.(16,66%) represented grammar and unity as elements followed by teachers. While,(0%) referred the content. The results showed that , vocabulary and word choice are the main elements focused by teachers in order to achieve their students' process of writing .

Q18. What type of corrective feedback do you provide your students with when they commit writing errors?

Table 44: Type of Corrective Feedback Provided by Teachers

Options	N/S:	%
Direct feedback (You write the correct form onto the student's paper)	0	0%
Indirect feedback (You indicate that an error has occurred through underlining, circling, highlighting, or noting the error, leaving the student to solve the problem and correct the error)	0	0%
Both of them	6	100%
Total	6	100%

The purpose behind this question was to know what type of feedback the teacher focused on. The result obtained revealed that all teachers preferred to use both of direct and indirect feedback with the higher percentage (100%). That was both of direct and indirect feedback are very useful strategies in error correction.

Q19. Which among the following forms of feedback do you usually opt for?

Table 45: The Feedback Forms Used by Teachers

Options	N	%
Verbal comments	2	33,34%
Written comments	2	33,33%
Marks	1	16,67%
Teacher-students conferencing	0	0%
Class discussions	1	16,66%
Others (Please specify)	0	0%
Total	6	100%

The aim of this question was to investigate the feedback forms used by teachers, From the table above, we noticed that the majority of teachers preferred verbal comment (83.33%) as the main form of feedback. Arguably, most of teachers provided their students with verbal comments with a high percentage (83.33%). On the other hand, some of them went for ‘written comments’, while the same portion (16.66%) opted for “Teacher-student conferencing” and “marks”. Some of the teachers, with a percentage of (50%) preferred class discussion. In addition to that, only one teacher added a new other option, which is all of them, depending on the time frame and the length of the products. We can say that the verbal comment is very important form of the feedback; it might be because when the teachers correct their students’ error verbally, students will remember the mistake and avoid it next time.

Q20. What are the main strategies you implement to give corrective feedback on your students written products?

Table 46: The Teachers’ Implemented Corrective Feedback Strategies

Options	N	%
Selective correction (choosing several major patterns of errors in a student paper to mark rather than trying to address all types of errors)	0	0%
Comprehensive error correction (detailed feedback meant for writing improvement)	0	0%
Both of them	6	100%
Total	6	100%

This question was devoted to investigate the teachers’ implemented strategies to give corrective feedback on their student’s written products. According to the results, all teachers preferred both of selective correction and comprehensive error correction in percentage of (100%), while the same percentage is (0%) was obtained for the teachers who have no better

choice. So, it is clear that the teachers think both selective and comprehensive corrective feedback help students to learn and edit the most common errors patterns.

Q21. Which of the following practices do you adopt to correct your students' writing errors?

Table 47: Teachers' Adopted Practices for Correcting their Students' Writing Errors.

Options	N	%
I myself correct my students' errors (teacher correction)	1	16,67%
I ask my students to exchange drafts with classmates, and to correct each other's mistakes (peer correction).	0	0%
I ask them to correct their own mistakes by themselves (self-correction)	0	0%
All of them.	5	83%33%
Total		

This question was addressed to teachers in order to know their practices for correcting their student's writing errors. Interestingly, (83.33%) stated that they used both teacher correction, peer correction and self-correction, while only one teacher (16.67%) used teacher correction. Teachers in this question were also asked to explain why. Some of them said: “variety in methods ensures more effectiveness”, a teacher said: “it depends on the situation and the objectives”. As for the rest of teachers, they justified this as follows: in order to correct the students errors she/he will pass through different stages and both peer correction and self-correction faster the students critical thinking and give them the chance to express themselves.

Q22. Choose the one option that best corresponds to the frequency of these error correction practices:

Table 48: Frequency of Teachers Error Correction Practices

Teacher Practices	Always	Usually	Sometimes	Rarely	Never
I myself correct my students' writing errors.	2	3	0	1	0
	33,33%	50%	0%	16,67%	0%
I ask each student to exchange drafts with other classmates and correct each other's writing errors.	0	2	3	1	0
	0%	33,33%	50%	16,67%	0%
I ask each student to correct his/her own writing errors.	1	1	2	1	1
	16,66%	16,67%	33,34%	16,66%	16,67%

→ I myself correct my student's writing errors.

This question has a relation with the teachers' practices correction of their students' writing errors. Different results are obtained concerning this question. 50% of the teachers usually corrected their student's errors. Then, 33.33% of them always treated their learners' mistakes. Also, 16.67% of them rarely did it. It is clear that the majority of the teachers corrected their students' errors usually.

→ I ask each students to exchange drafts with other classmates and correct each other's writing errors

This question has a relation with the previous one. The table represents different frequencies of peer correction. The teachers sometimes asked their students to do peer correction with a percentage of 50%, while two teachers usually demanded from their students to correct each other's errors (33.33%). 16.67% of them rarely asked their students to do it.

→ I ask each student to correct his/her own writing errors

The results obtained show that the higher percentage (33.34%) represents the teachers who sometimes asked their students to correct their own errors while a portion of 16.66% of teachers did that both rarely and always; 16.67% of the teachers never and usually students' asked their students to self-correct their errors.

It is clear that some teachers preferred to correct their students' errors than the others choose peer correction to their students while the third one chose to ask their students for correcting errors.

2.2.3. Discussion and Interpretation of the Teachers Questionnaire Results

This part of the dissertation is devoted to the discussion of the results obtained from the teachers' answers. The data gathered from the teachers' questionnaire aided in having idea about their attitudes towards students' preferences for error correction in EFL writing. According to the teachers' answers in the first section, it is noticed that the most teachers had the academic qualification to teach writing at University level, and also they were somehow experienced in teaching English, and especially written expression.

The second section of the questionnaire was concerned with the teachers' views on the writing skill and error correction. So, all of them admitted the importance of writing. The results also denoted that the majority of teachers acknowledged that students faced problems with both of vocabulary and word choice. Moreover, some teachers neglected the adoption of the genre approach. In addition, it can be understood that the teachers agreed about the concept of making errors and viewed it as a positive act because they thought it helps enhancing students' level in writing. The findings also suggest that learners' was not revising and editing their piece of writing. It can also be said that the main aim of error correction for teachers was helping students learn from the errors they committed. The results of the teacher questionnaire additionally show that the majority of teachers did not ask their students about their preferences for error correction types in writing.

The third section was about the frequency of teacher correction practices of their students' errors. Thus, the majority of teachers did their roles to correct their students' pieces of writing. They focused on grammar, content, vocabulary and unity errors, while they provided their students with both direct and indirect feedback. More importantly, the results show that the verbal comment was a very important feedback type teachers used. The answers to the twentieth question showed that both selective and comprehensive error correction were used by the teachers as it helped students to learn and edit the most common errors. The two final questions examined the teachers' techniques and times for correcting their students' errors. The results showed that some teachers used self-correction and peer correction.

Based on the results of the study , teachers believe that providing written error correction on their students' writing has its advantage. Teachers consider these advantages when providing written error correction in order to guide their students in the classroom. Teachers still prefer to provide written error correction because it allows for communication inside classes.

2.3. Summary of the Findings

The aim of this study was to investigate the preferences of teachers and students for error correction of writing. It also aims to show the different techniques and practices that second year students preferred to improve their writing skill. The Findings of the questionnaire show both similarities and differences between teachers and students' preferences for error correction. However, the teachers and students have the same view concerning the time of correcting errors. Both students and teachers preferred error correction after students finish writing. Also, both teachers and students preferred teacher correction techniques. However, both teachers and students had different views on the main source of making errors: students reported that the lack of opportunities for writing practice to be the main reason of committing errors, while teachers claimed that the major source was poor editing and revising skills. Both teachers , and students have their own preferences when correcting errors. In addition there

is some ways of error correction are preferred by students than the others like self corrections. Also the term error correction is an important term between the students and their teachers in the context of EFL writing. Finally, the teachers have the important role to encourage their students for correcting errors in both outside and inside the classroom.

limitation of the study

When conducting this study, the researchers faced a variety of difficulties. The first difficulty that hindered the researchers was the lack of resources at the library of the Department of English which resulted into a limited bibliography. Second, because of time constraints and some difficulties, we struggled with conducting the test since most teachers were bound with syllabus constrains and thus we had limited time for the questionnaire. Thirdly, the researchers needed the use of other research instruments such as a classroom observation in order to assess students' skills, but due to the limited time and irregular study programs, the researchers relied solely on the tow questionnaires only. Finally, longer time would give us a chance to conduct an experimental study that will enrich the results of this work with a pre-intervention-post-test procedure.

Pedagogical Recommendations

Drawing on the findings of the current study, the researchers suggest the following:

- EFL learners should give a great importance to practicing writing frequently .
- Students should be risk takers in order to achieve their goals.
- The preferences or techniques for error correction of students and their teachers should be considered and applied.
- Students should participate in selecting error correction strategies with their teachers
- Teachers should make groups or extra sessions to their students for working with each other.

As for future research, it is suggested that more attention should be paid using computer and phone applications (eg: Power point, Grammerly, Grammar checker)

- Teachers should develop strategies for involvement in order to motivate students to write in the classroom with a highly level of self confidence.
- Teaches should be smart enough in the process of error correction in order not to make students be afraid from writing.

Conclusion

This chapter represented the practical part of this study; it consisted of the presentation of research methodology framing the study, namely, the sample, and the research tools employed for data collection purposes. It also contained the data analysis and the findings of the present research work. The findings revealed results obtained from this questionnaire showed that error correction is important and necessary for second year license writing class at the department of English at Mohammed Seddik Ben Yahia-jijel. The teachers had devoted

their efforts and times for correcting their students' errors. Besides, the teachers did hold positive attitudes toward error correction and students' techniques in error correction

General Conclusion

The fundamental goal of this research work has been to investigate the EFL students' preferences for error correction in EFL writing classes in the Jijel University. To achieve this research aim, a quantitative research tool was employed, namely, a questionnaire for students and another one for teachers. The questionnaire was designed and administered to sixty EFL second year students and to six EFL second year teachers at Mohammed Sedik Ben Yahia University. The survey investigated the different ways and techniques of error correction implemented in the writing classes. It also investigated the preferences of both teachers and students concerning the issue of error correction of writing mistakes. Most of the teachers believed that correcting errors and including methods for error correction into EFL writing classes will help the students promote their language proficiency.

The analysis of the results and findings has helped confirm that students committed errors due to the lack of reading and writing outside the classroom, and the negative interference of the mother tongue. The results have also shown that students faced difficulties in writing. Hence, errors can be minimized if new ways of error correction are adopted. Teachers should be aware of the different kinds of errors, the different error correction strategies, and should provide necessary activities for enhancing their students' level in writing.

The results of this study revealed that investigating the preferences of error correction is important for EFL students and their teachers. These preferred techniques will help the students develop their level in writing. Moreover, the students and their teachers treatments of error is important in order to have more efficient results from meeting such preferences for error correction techniques. To sum up, it must be said that investigating the preferences of error correction is of great importance for both teachers and students. In fact the diversity of this preferences will help learners and teachers get rid of the boredom of traditional writing classrooms. Therefore, teacher and student training is essential in order to have more efficient implementation of these preferences.

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Appendices

Appendix:

Questionnaire for Students

This questionnaire is part of a research work aiming at investigating second year licence students' preferences for error correction in writing at the English department of Mohammed Seddik Ben Yahia University. Please read the following questions carefully, tick (√) in the appropriate box (es), or write comments when necessary.

Section One: General Information.

Q1. How long have been studying English?

Q2. How long have you been studying written expression?

Q3. How would you estimate your overall proficiency level in English?

- a. Excellent
- b. Good
- c. Average
- d. Poor

Q4. How would you estimate your writing proficiency level?

- a. Excellent
- b. Good
- c. Average
- d. Poor

Section Two: Students' Views on the Writing Skill.

Q5. Do you view writing as an important skill to your overall proficiency in English?

- a. Yes
- b. No

Q5. What is /are the writing element (s) you focus more on when writing? **Tick (✓) one or more options.**

- a. Grammar
- b. Content
- c. Purpose of writing
- d. Mechanics (spelling, capitalization, and punctuation)
- e. Audience (readers' satisfaction)
- f. Word choice
- g. Organization of ideas
- h. Others, please specify.....

Q6. When studying writing, what is your aim? **(Please choose one or more options)**

- a. To enlarge your knowledge about a given topic.
- b. To engage in the writing activity.
- c. To learn grammar rules and correctness.
- d. To learn vocabulary skills.
- e. To learn correct spelling and punctuation.
- f. To learn how to link ideas appropriately.
- g. To learn to write using appropriate format/layout.
- h. Others (please specify).....

Q7. In your writing classes, does your teacher ask you to?

- a. Write following some steps (pre-writing, writing, revising and editing)
- b. Write error-free paragraphs or essays following a given model
- c. Other, please specify.....

Q8. When you actually write, do you?

- a. Proceed through different writing steps (prewriting, drafting, revising, and editing)?
- b. Write with no predefined plan or outline in mind?
- c. Others (please say what you do).....

Q9. What kind of difficulties do you face when writing paragraphs or essays? **(You may tick more than one option).**

- a. Content
- b. Grammar
- c. Organization
- d. Vocabulary

- e. Language
- f. Others (please specify).....

Q10. Does your teacher assess/evaluate your written productions?

- a. Yes
- b. No

Q11. Does your teacher devote in-class sessions for correcting your paragraphs and essays?

- a. Yes
- b. No

Q12. What type of corrective feedback does your teacher provide you with?

- a. Verbal comments
- b. Written comments
- c. Marks
- d. Teacher-student conferencing
- e. Class discussions
- f. Others (Please specify).....

Section Three: Students' Views on Error Correction and Practices in the Writing Class.

Q13. Do you think that making errors is necessary to improve your writing achievement?

- a. Yes
- b. No
- c. Undecided

● Please say why in either case.

.....
 ...

Q14. Do you consider making errors as being:

- a. A positive act?
- b. A negative act?
- c. Undecided

Q15. What do you think the most common source of errors is? (**Tick one or more options**)

- a. Insufficient preparation for the writing activity.
- b. Lack of concentration and understanding of the writing assignment.
- c. Lack of opportunities for writing practice.
- d. Lack of vocabulary.
- e. Students' poor editing and revision skills
- f. Students' fear from committing errors
- g. First language interference
- h. Others (please specify).....

Q16. According to you, what is the aim of error correction in writing? (**Tick one or more options**)

- a. It helps you develop skills and strategies for future writing tasks
- b. It helps you to get good marks
- c. It helps you learn from the committed errors
- d. Others (please specify).....

Q17. Which aspects does your teacher mostly focus on when correcting your writings? (**Tick one or more options**)

- a. Grammar
- b. Vocabulary and word choice
- c. Content
- d. Organization
- e. Unity
- f. Coherence
- g. Language
- h. Others (please specify)

Q18. Do you think that it is your teacher who should correct your writing errors?

- a. Yes
- b. No

Q19. How often does your teacher correct your writing errors?

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

Q20. What type of feedback does your teacher provide you with?

- a. Direct feedback (Teacher writes the correct form onto the student's paper)
- b. Indirect feedback (Teacher indicates that an error has occurred through underlining, circling, highlighting, or noting the error, leaving the student to solve the problem and correct the error)

Q21. Does your teacher correct your writing errors

- a. While you are writing?
- b. After you finish writing?
- c. Both while and after writing?

Q22. What specific strategies does your teacher implement to give feedback on your writing?

- a. Selective correction (choosing several major patterns of error in a student paper to mark rather than trying to address all types of error)
- b. Comprehensive error correction (detailed feedback meant for writing improvement)

Q23. How often does your teacher ask you to correct each other's mistakes?

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

Q24. How often does your teacher ask you to correct your own mistakes?

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

Section Four: Students' Preferences for Error Correction in Writing

Q25. Choose the ONE option that best corresponds to your preference:

➤ **To correct my writing mistakes, I prefer the following attitude:**

- a. The teacher corrects my mistakes
- b. I exchange drafts with class mates, and we correct each other's mistakes (Peer correction)
- c. I correct my own mistakes myself (self correction)
- d. All of the above.

-Please say why.

.....

➤ **I prefer the teacher to correct my writing errors:**

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

➤ **I prefer to exchange drafts with my class mate and correct each other's writing errors:**

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

➤ **I prefer to correct my own writing errors:**

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

➤ **I prefer to receive the following form of feedback on my writing errors:**

- a. Direct feedback
- b. Indirect feedback

➤ **I prefer the following mechanisms and strategies when providing me with error correction of my writing errors:**

- a. Selective error correction
- b. Comprehensive error correction

Thank you for your cooperation.

Teachers Questionnaire

Dear teachers,

This questionnaire is part of a research work aiming at investigating second year licence students' preferences for error correction in writing at the English Department of Mohammed Seddik Ben Yahia University. Please read the following questions carefully, tick (√) in the appropriate box (es), or write comments when necessary.

Section One: General Information.

Q1. What degree do you hold?

- a) License
- b) Master
- c) Magister
- d) Doctorate

Q2. How long have been teaching English?

Q3. How long have you been teaching the written expression module?
.....

Section Two: Teachers' Views on the Writing Skill and Error Correction.

Q4. What is /are the writing element (s) you view important for students to master to be proficient in writing? **(Tick (√) one or more options).**

- a. Grammar
- b. Purpose of writing
- c. Mechanics (spelling, capitalization, and punctuation)
- d. Audience (readers' satisfaction)
- e. Word choice
- f. Organization of ideas
- g. Others, please specify.....

Q5. What are the writing elements that stand to be problematic for your students? **(Tick one or more options)**

- a. Organization
- b. Vocabulary and word choice
- c. Grammar
- d. Unity
- e. Coherence
- f. Conventions of writing (spelling, punctuation, capitalization, ...etc.)

Q6. In your writing classes, do you ask your students to :

- a. Write following some steps with focus on writing skills and strategies (pre-writing, writing, revising and editing)?
- b. Write error-free paragraphs or essays following a given model?
- c. Other, please specify.....

Q7. What is the instructional approach you adopt in your writing class?

- a. The product approach
- b. The process approach

- c. The genre approach
- d. The process-genre approach
- e. Others (please specify).....

Q8. Do you think that making errors is necessary to improve your students' level of writing?

- a. Yes
- b. No

-Please say why in either case.

Q9. In your opinion, making errors is:

- a. A positive act
- b. A negative act

Q10. What do you think the source(s) of errors could be? (**Tick one or more options**).

- a. Insufficient preparation for the writing activity
- b. Lack of concentration and understanding of the writing assignment
- c. Lack of opportunities of writing practice
- d. Lack of vocabulary
- e. Students' poor editing and revision skills
- f. Students fear of committing error
- g. First language interference
- h. Others (please specify).....

Q11. According to you, what is/are the aim(s) of error correction in writing? (**Tick one or more options**)

- a. It helps your students develop skills and strategies for future writing tasks.
- b. It helps your students get good marks
- c. It helps your students learn from committed errors
- d. Others (please specify)

Q12. Do you think students' preferences for error correction of their writing errors should be taken into consideration?

- a. Yes
- b. No

-Please say why.

Q13. How often do you usually ask your students about their preferences for error correction types in your class?

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

Section Three: Teachers' Error Correction Practices in the Writing Class.

Q14. How often do you correct your students writing errors?

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

Q15. Do you devote some of your sessions to correct your students' written productions?

- a. Yes
- b. No

Q16. When do you usually correct students' writing errors?

- a. While students are writing
- b. After they finish writing
- c. Both while and after writing

Q17. Which aspects do you focus on mostly when correcting your students' writing errors?
(Tick one or more options)

- a. Grammar
- b. Vocabulary and word choice
- c. Content
- d. Organization
- e. Unity
- f. Coherence
- h. Others (please specify)

Q18. What type of corrective feedback do you provide your students with when they commit writing errors?

- a. Direct feedback (You write the correct form onto the student's paper)
- b. Indirect feedback (You indicate that an error has occurred through underlining, circling, highlighting, or noting the error, leaving the student to solve the problem and correct the error)
- c. Both of them

Q19. Which among the following forms of feedback do you usually opt for?

- a. Verbal comments
- b. Written comments
- c. Marks
- d. Teacher-student conferencing
- e. Class discussions
- f. Others (Please specify).....

Q20. What are the main strategies you implement to give corrective feedback on your students written products?

- a. Selective correction (choosing several major patterns of errors in a student paper to mark rather than trying to address all types of errors)
- b. Comprehensive error correction (detailed feedback meant for writing improvement)
- c. Both of them

Q21. Which of the following practices do you adopt to correct your students' writing errors?

- a. I myself correct my students' errors (teacher correction)
- b. I ask my students to exchange drafts with classmates, and to correct each other's mistakes (peer correction).
- c. I ask them to correct their own mistakes by themselves (self-correction)
- d. All of them.

-Please say why.

.....

Q22. Choose the one option that best corresponds to the frequency of these error correction practices:

Teacher Practices	Always	Usually	Sometimes	Rarely	Never
▪ I myself correct my students' writing errors.					
▪ I ask each student to exchange drafts with other classmates and correct each other's writing errors.					
▪ I ask each student to correct his/her own writing errors.					

Thank you for your cooperation.

Résumé

Cette étude a pour but de constater et de découvrir les méthodes utilisées pour corriger les fautes à l'écrit et cela pour les étudiants du 2eme années licence anglais de l'université de Mohamed Seddik Ben Yahia -JiJel- Cette étude vise aussi de bien illustrer de faire des éclaircissements concernant les méthodes utilisées par les enseignants (les professeurs) universitaires pour face aux fautes commises par leurs étudiants pendant les séances de production écrite. Pour bien aborder le thème de ce mémoire je me suis procédé tout en adoptant deux moyens pour le côté pratique qui sont deux questionnaires que j'ai distribués aux étudiants du 2eme année licence tout comme aux enseignants universitaires sachant que notre échantillon comporte 60 étudiants du deuxième année licence parmi 255 étudiants et six enseignants universitaires chargés de leur enseigner la production écrite. Les données s obtenus montrent à partir des questionnaires montrent que les professeurs ainsi que leurs étudiants ont un avis favorable (une opinion positive) vis à vis la correction des fautes de l'écrit. Les résultats prouvent aussi que parmi les stratégies préférées par les enseignants et leurs étudiants sont nombreuses et parmi lesquelles on peut citer celle qui consiste à corriger seulement les fautes de l'écrit les plus pertinents par les enseignants et les laisser s'occuper à la correction fautes commises les moins importants, alors que les étudiants veulent que toutes les fautes soient corrigées par leurs professeurs. La conclusion de cette exposée nous mène à des recommandations qui invitent surtout les étudiants et leurs professeurs universitaires de multiplier leurs efforts pour progresser voire améliorer leur style d'écriture.

ملخص:

تهدف هذه الدراسة للتحقيق وللكشف عن الطرق المستخدمة في تصحيح الأخطاء الكتابية لطلبة السنة الثانية ليسانس انجليزية وكذلك أساتذة التعبير الكتابي لجامعة محمد الصديق بن يحي، جيجل. تهدف هذه الدراسة أيضا إلى تسليط الضوء حول أهم الطرق التي ينتهجها الأساتذة في تصحيح اخطاء طلابهم في حصص التعبير الكتابي. ناقشت هذه المذكرة النتائج من خلال الاعتماد على وسيلتين للقياس والمتمثلة في استمارتين وزعت على كل من الطلبة والأساتذة حيث اشتملت العينة على 60 طالب من طلاب السنة الثانية بين 255 و6 أساتذة التعبير الكتابي. وأظهرت البيانات التي تم التوصل إليها من خلال الاستبيان أن الأساتذة والطلاب لديهم نظرة إيجابية حول تصحيح الأخطاء الكتابية. أوضحت النتائج أيضا أن هناك بعض الإستراتيجيات المتفق عليها من قبل الأساتذة والطلبة على سبيل المثال؛ يفضل الطلاب أن يقوم الأستاذ بتصحيح جميع الأخطاء بينما يفضل الأساتذة على التركيز على الأخطاء المهمة وترك الباقي منها للطلاب أنفسهم. وقد خلص البحث إلى توصيات تدعو الطلبة والأساتذة لتعزيز جهودهم لتطوير أسلوبهم في الكتابة.