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The Influence of Error Correction of Written Grammatical Errors in Learning English Language:

A Case Study of First-year Students of English at The University of Medea

A Dissertation Submitted in Partial Fulfillment of the Requirements for
Master Degree inEnglish (Linguistics)

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Academic Year: 2022/2023

DECLARATION

We hereby, declare that this thesis, entitled “The influence of error correction of written grammatical errors in learning English language: a case study of first-year students of English at the university of Medea” has been undertaken by us for the requirement for a master’s degree in English (Linguistics) under the supervision of Mr. Samir Zinai. We also declare the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by other researchers except those indicated in quotations, citations or in the reference list.

We duly informed any person practicing plagiarism will be subject of disciplinary sanctions issued by the university authorities under the rules and regulations in force.

Date:

Signed:

Dedication

Tayeb

I dedicate this humble work to the people I adore the most in my life, to my caring and trusting Parents who have always been there for me in the good and bad, to my brother Youcef for being A source of advices and calmness, to my older sister Meriem and her sense of humor that makes everything looks alright, to my twin sister Halla, thank you for helping me throughout my life, thank you for being the best sibling that anyone could have ever wished for , to my best friends Nadjib and Islem thank you for being supportive , to everyone who has been a part of this journey. Thank you

Nadjib

I would like to dedicate this dissertation to my supportive parents .To my brother and my sister who shared their words of advice and encouragement to finish this study . To my niece Naila May Allah bless her . Your love, your unwavering belief in me, and your constant support have been my source of motivation and inspiration . To my best friends Mustapha , Tarek , Ahmad , Fethi , Hamid , Faress , Tayeb and Walid thank you for giving me the support to reach my dreams . Accomplishing this work would hopefully make you proud of me as much as i am proud of having you in my life .

Islem

To my family, whose unwavering love and support have been my anchor throughout this journey. To our supervisor Mr.zinai, for their guidance, expertise, and encouragement, which have shaped me into the scholar I am today. To my friends and colleagues, for their camaraderie, stimulating discussions, and shared moments of triumph and setback that have made this experience memorable and rewarding. To the participants of our study, whose

valuable contributions have enriched the depth and significance of our research. And finally, to myself, for the resilience, determination, and unwavering belief in my abilities that have carried me through the highs and lows of this intellectual endeavor. This thesis is dedicated to all those who have played a part in my academic journey, directly or indirectly. Your support, encouragement, and belief in me have made this accomplishment possible. Thank you for being a part of this milestone in my life.

Acknowledgments

We would like to express our heartfelt gratitude to Mr. Zinai, our supervisor, for his invaluable guidance and unwavering support throughout our thesis journey. His expertise and mentorship have been instrumental in shaping our research.

We extend our sincere appreciation to the dedicated teachers who generously shared their knowledge and provided valuable insights, enhancing the quality of our thesis. Their commitment to our education has been truly inspiring.

We would also like to acknowledge the first-year students of English who provided us with valuable feedback and encouragement. Their fresh perspectives and enthusiasm have been instrumental in refining our work.

We are deeply grateful to the esteemed jury members for accepting the responsibility of evaluating our thesis. Their expertise and constructive criticism have been instrumental in strengthening our research.

Lastly, we extend our heartfelt thanks to our families and friends for their unwavering support and encouragement throughout this journey. Their love and belief in us have been our constant motivation.

Abstract

This study is conducted to reveal how correcting grammatical written errors influence the mastery of writing skill of First-year student at University of Medea, and problems and preferences associated with error correction of written grammatical errors. The study included twenty (20) participants. The data were gathered from two questionnaires that were designed by the researchers, first was designed for twenty (20) Students and one for five (5) teachers in order to collect more information about the influence of correcting written grammatical errors on learning the English language and the problems and preferences associated with it. A simple percentage was used in the questionnaires analysis calculation. The results of the study revealed that the first problem associated with the correction of written grammatical errors of the mentioned category is that students depend only on the teachers' correction (direct and in-direct) and neglect the other methods of error correction which are: peer correction and self-correction. The second problem is that students sometimes do not understand the teachers' method of correction which makes them feel frustrated and demotivated. The last problem is that the students neglect peer correction because they feel embarrassed from each other. Based on the interpretation of the findings students prefer immediate correction with a detailed explanation of the grammar rules that is supported by examples. Additionally, they prefer moderate feedback from their teachers however Teachers prefer delayed correction. The data collected from the instruments also showed that the teachers' correction effectively reduced the amount of written grammatical errors of first-year students. Because of the teachers' correction, students rarely repeat the same written grammatical errors.

Keywords: writing skill, grammatical written errors, English language, influence, problems, and preferences.

ملخص

إجراء هذه الدراسة للكشف عن كيفية تأثير تصحيح الأخطاء النحوية في الكتابة على إتقان مهارة الكتابة لطلاب السنة الأولى في جامعة المدية، والمشكلات والتفضيلات المرتبطة بتصحيح الأخطاء النحوية في الكتابة. شملت الدراسة عشرون (20) مشاركًا. تم جمع البيانات من خلال استبيانين تم إعدادهما من قبل الباحثين، أحدهما لعشرين (20) طالبًا والآخر لخمسة (5) معلمين من أجل جمع مزيد من المعلومات حول تأثير تصحيح الأخطاء النحوية في الكتابة على تعلم اللغة الإنجليزية والمشكلات والتفضيلات المرتبطة بها. تم استخدام النسبة المئوية في حساب تحليل الاستبيانات. كشفت نتيجة الدراسة أن المشكلة الأولى المرتبطة بتصحيح الأخطاء النحوية في الفئة المذكورة هي أن الطلاب يعتمدون فقط على تصحيح المعلمين (مباشرة وغير مباشرة) ويتجاهلون الأساليب الأخرى لتصحيح الأخطاء مثل تصحيح الطلاب لبعضهم البعض وتصحيح الطالب لنفسه. المشكلة الثانية هي أن الطلاب أحيانًا لا يفهمون طريقة تصحيح المعلم مما يجعلهم يشعرون بالإحباط وفقدان الدافعية. المشكلة الأخيرة هي أن الطلاب يتجاهلون تصحيح زملائهم لأنهم يشعرون بالإحراج من بعضهم البعض. بناءً على تفسير النتائج، يفضل الطلاب التصحيح الفوري مع شرح مفصل لقواعد النحو يدعمه أمثلة. بالإضافة إلى ذلك، يفضلون ملاحظات معتدلة من معلميهم. ومع ذلك، يفضل المعلمون تأجيل التصحيح. أظهرت البيانات التي تم جمعها من الأدوات أيضًا أن تصحيح المعلمين قلل بشكل فعال من عدد الأخطاء النحوية في الكتابة لطلاب السنة الأولى. بفضل تصحيح المعلمين، نادرًا ما يكررون نفس الأخطاء النحوية في الكتابة.

الكلمات المفتاحية : مهارة الكتابة، الأخطاء النحوية في الكتابة، اللغة الإنجليزية، التأثير، المشكلات، والتفضيلات.

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List of Abbreviations

EC	Error Correction
EFL	English Foreign Language
WGE	Written Grammatical Errors
UM	University of Medea

General Introduction

1. Background of the Study

Learning English Language requires English Foreign Language (henceforth EFL) learners to master its four skills, namely speaking, writing, listening, and reading. Writing and speaking are important to learn the target language (English) since they are considered as active skills. As it is mentioned by Alghazo and Alshraideh (2020) speaking and writing are active skills because learners have to construct language (p.1).

Writing skill is an important aspect of English language proficiency, as it enables individuals to express themselves clearly, coherently, and appropriately in written communication. Flowerdew and Li (2015) highlighted the importance of writing skill for professional communication in English, as it enables individuals to negotiate and maintain relationships with colleagues, clients, and other stakeholders. They suggest that effective writing requires awareness of the cultural, social, and pragmatic dimensions of communication, as well as the ability to use language strategically to achieve specific goals. Additionally, Grammar plays an important role to master the writing skill. According to Murcia and Freeman (2019) grammar is an integral part of writing skill, as it provides the structural and syntactic framework for written texts. They suggest that a good understanding of grammar is essential for producing clear, concise, and coherent written communication and that grammar instruction should be integrated into writing pedagogy. To master writing skill while learning the English language, EFL learners need to recognize the importance of correcting the writing errors they face during their leaning journey. According to Ellis (2009), error correction plays a crucial role in second language acquisition as it helps learners identify and correct errors in their language production, which can lead to improved accuracy and fluency. EC (Error Correction) can also provide learners with

feedback on their language use and help them develop their language skills. Additionally, error correction can help learners develop their metalinguistic awareness, or their ability to reflect on the structure and function of language, which can facilitate language learning (pp.3-18). The ability to write discourse in the English language provides the opportunity to EFL learners to prove themselves in the fields that require writing skill such as: Translation, writing books …etc.

Eventually, It is true that grammatical written errors are deemed to be noticeable obstacles that face the EFL learners to learn the target language (English). However, linguists provided specific methods to avoid such difficulty which are direct correction, indirect correction, peer correction, and self-correction. Correcting grammatical written errors helps EFL learners to recognize the influence of errors correction on their writing skill.

2. Research Problem

The influence of errors correction on mastering writing skill while learning the English language of first-year student at the university of Medea(henceforth UM) is considered to be a vague point for the researchers of the present study.

3. Purpose of the study

The purpose of this study is to reveal how correcting grammatical written errors influence the mastery of writing skill of first-year student at UM 2022-2023.

4. Research Questions

This research seeks to answer the following questions:

1. To what extent does error correction affect the writing grammatical errors of first-year EFL students at the UM?
2. What are the problems associated with error correction of written grammatical errors?

3. What are the preferences associated with the correction of written grammatical errors?

5. Significance of the study

This study helps first-year EFL learners to avoid committing written grammatical errors by recognizing the influence of errors correction on their mastery of the writing skill. Additionally, it helps them to obtain the right methods to correct their grammatical written errors.

6. Definitions

Errors: errors in writing are mistakes that interfere with the ability of readers to understand the intended message .According to Oshima and Hogue (2006), errors in writing refer to "any deviations from the norms of English usage that hinder communication" (p. 5).

Errors Correction: Ellis(2018) stated that “error correction is the process of providing feedback to language learners that helps them identify and correct deviations from the norm in their language production” (p.118).

Direct correction: This method involves the teacher or instructor correcting errors directly on the student's written work. This approach has been found to be effective in improving accuracy and reducing errors (Ferris, 2003).

Indirect correction: This method involves providing feedback to the student without directly correcting their errors. This approach has been found to be effective in promoting self-correction and learner autonomy (Hyland & Hyland, 2006).

Peer correction: This method involves having students correct each other's written work. This approach has been found to be effective in promoting collaboration and communication skills (Bitchener & Knoch, 2010).

Self-correction: This method involves having students identify and correct their own errors. This approach has been found to be effective in promoting self-monitoring and self-regulation skills (Ferris & Roberts, 2001).

CHAPTER ONE

Literature Review on Errors Correction and its Influence on EFL Writing Classes

Chapter One
Literature Review

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Chapter One
Literature Review on Errors Correction and its Influence on EFL writing classes

Introduction

In recent years, the importance of error correction in the teaching and learning of English as a foreign language (EFL) writing skills has gained significant attention. Consequently, this chapter provides a thorough review of the relevant literature on error correction and its influence on EFL learners' writing skills. It aims to introduce the theoretical framework of error correction by highlighting various aspects related to errors, starting with their definition, types, and the reasons behind committing them. Additionally, it explains the concept of error correction in detail, covering its definition, role in writing and grammar, the types of errors that should be corrected, and the optimal time for error correction. It discusses the various approaches and methods of written error correction. Finally, Previous Studies on The Influence of Error Correction on Learning English language is the last part of this chapter. Overall, the aim of this chapter is to provide a comprehensive understanding of error correction and its impact on EFL learners' writing skills.

1. Errors

1.1. Definition

Errors in writing can come in various forms and affect different aspects of writing, such as grammar, punctuation, spelling, and syntax. Errors in writing can be defined as deviations from the norms and standards of written communication that can affect the clarity, accuracy, and effectiveness of the message conveyed. According to Oshima and Hogue (2006), errors in

writing refer to "any deviations from the norms of English usage that hinder communication" (p. 5). In other words, errors in writing are mistakes that interfere with the ability of readers to understand the intended message. These errors can be caused by a lack of knowledge of English grammar and syntax, insufficient proofreading, or carelessness, Another definition of error in writing is provided by Ferris (2004), who defines it as "any deviation from the standard forms of written English in grammar, usage, or mechanics that impairs clear communication" (p. 3). Ferris emphasizes that errors in writing can occur at different levels of language, from word choice to sentence structure, and can affect the readability and comprehension of the text, in addition, Leki (1992) defines errors in writing as "instances of non-standard language use that reflect the writer's incomplete mastery of the target language" (p. 94). Leki notes that errors can result from various factors, such as the writer's linguistic background, educational level, and writing experience, and that they can be influenced by social, cultural, and cognitive factors. Despite the different definitions of error in writing, they all highlight the importance of accurate and effective communication in writing. Errors in writing can undermine the credibility and authority of the writer, create confusion and ambiguity, and diminish the impact of the message conveyed.

1.2. Differences Between Errors and Mistakes

Errors and mistakes are often used interchangeably, but they have distinct meanings. According to Truscott (1996), errors are "systematic deviations from the rules of a language, reflecting a learner's current stage of interlanguage development" (p. 106). Errors are considered to be a result of the learner's lack of knowledge or understanding of the rules of the language. On the other hand, mistakes are defined as "slips of the tongue or pen that can occur even among proficient speakers or writers" (Ferris, 2003, p. 45). Mistakes are considered to be random occurrences that can happen to anyone, regardless of their proficiency level in the language. In

the context of writing, errors refer to deviations from the norms and standards of written communication that hinder clarity, accuracy, and effectiveness. Errors can occur due to a lack of knowledge of grammar, syntax, or punctuation rules. Mistakes, on the other hand, can refer to typos, misspellings, or other slip-ups that are not necessarily related to the writer's understanding of the language, errors in writing are systematic deviations from the rules of the language, reflecting a writer's current stage of development in their mastery of the language. Mistakes, on the other hand, are random slips of the tongue or pen that can happen to anyone, regardless of their proficiency level in the language.

1.3. Reasons Behind Errors

According to a study conducted by the University of Wisconsin-Madison Writing Center, there are several common reasons for errors in writing (Source: University of Wisconsin-Madison Writing Center, "Common Writing Errors," accessed March 1, 2023). Some of these reasons include:

1. Lack of Proofreading: Many errors in writing are simply the result of a failure to proofread. When writers don't take the time to carefully review their work, they are more likely to miss mistakes in spelling, grammar, and punctuation.

2. Lack of Editing: Similar to proofreading, editing involves revising and refining the writing to improve its clarity, coherence, and overall effectiveness. When writers don't take the time to edit their work, they may leave in awkward phrasing, unclear ideas, or other errors that detract from the quality of the writing.

3. Time Constraints: When writers are working on a tight deadline, they may feel pressured to rush through their writing, which can lead to errors. In some cases, writers may even sacrifice quality for the sake of speed.

4. Lack of Knowledge: When writers are not familiar with the subject matter they are writing about, they may make errors in their writing. For example, they may use technical jargon incorrectly, or they may make assumptions about the topic that are not accurate.

5. Distractions: When writers are distracted while writing, they may make mistakes or overlook errors in their work. Common distractions include noise, interruptions, or even multitasking.

1.4. Types of Errors

There are various types of errors that can occur in writing, as outlined by the Purdue Online Writing Lab (OWL) (Source: Purdue Online Writing Lab, "Common Writing Pitfalls," accessed March 1, 2023). Some of these types of errors include:

1. Grammatical errors: Grammatical errors include mistakes in the use of verbs, nouns, adjectives, pronouns, prepositions, and other parts of speech. Examples include incorrect verb tense, subject-verb agreement errors, and misplaced modifiers.

2. Punctuation errors: Punctuation errors include mistakes in the use of commas, periods, colons, semi-colons, apostrophes, and other punctuation marks. Examples include missing or incorrect use of commas or periods, and incorrect use of apostrophes.

3. Spelling errors: Spelling errors occur when a word is misspelled, such as "recieve" instead of "receive".

4. Word choice errors: Word choice errors occur when a writer uses the wrong word or phrase for a particular context or meaning. Examples include confusing "affect" and "effect," or using slang or informal language in formal writing.

5. Sentence structure errors: Sentence structure errors occur when a sentence is poorly constructed or unclear, making it difficult for the reader to understand the writer's intended meaning.

6. Formatting errors: Formatting errors occur when the formatting of the document is incorrect or inconsistent, such as inconsistent use of headings or font styles.

7. Citation errors: Citation errors occur when a writer fails to properly cite their sources, or when they use an incorrect citation style.

2. Errors Correction

2.1. Definition

There are several definitions of errors correction that share the same meaning. Ellis(2018) stated that “error correction is the process of providing feedback to language learners that helps them identify and correct deviations from the norm in their language production” (p.118).Another definition of Nunan(2003),he defined errors correction as “the process of identifying and correcting errors in language production, whether they occur in speech or writing”(p.155).According to Hartmann and Stork(1972) “Error correction is the process of identifying and correcting language errors that occur during the production of spoken or written language”(p.1).

2.2. Role of Errors Correction

The role of error correction in language learning is an important topic of study in linguistics. Linguists have explored the different types of errors that learners make and the role that error correction can play in improving language proficiency. According to Ellis (2009), error correction plays a crucial role in second language acquisition as it helps learners identify and correct errors in their language production, which can lead to improved accuracy and fluency. Error correction can also provide learners with feedback on their language use and help them develop their language skills. Additionally, error correction can help learners develop their metalinguistic awareness, or their ability to reflect on the structure and function of language, which can facilitate language learning (pp.3-18). Sheen (2007) also highlighted the role of correcting errors, she said error correction can provide learners with valuable information about the gap between their current level of proficiency and the target language, which can help them to adjust their performance and make progress in their learning. She also notes that the effectiveness of error correction depends on a variety of factors, including the type of feedback provided, the frequency of feedback, and the context in which it is given. Overall, Sheen's work highlights the important role that error correction can play in language learning, while also acknowledging that its effectiveness may depend on a range of factors (pp.185-210).

2.3. Written Errors

Possible written errors committed by EFL (English as a Foreign Language) learners are varied and can range from grammatical, lexical, and discourse-level errors. Here are some examples of written errors that EFL learners commonly make, along with citations to relevant sources:

- Grammatical errors: These include errors in verb tense, subject-verb agreement, article usage, preposition use, and other aspects of sentence structure. For example, an EFL learner might incorrectly write "I have seen him yesterday" instead of "I saw him yesterday" due to confusion with the use of present perfect tense. (Chen & Su, 2017)
- Lexical errors: These are mistakes in vocabulary choice or word form, such as using "good" instead of "well" as an adverb or using "accept" instead of "except." (Liu & Zhang, 2015)
- Discourse-level errors: These are mistakes in the organization and coherence of a text, such as writing an essay without clear topic sentences or without appropriate linking words and phrases to connect ideas. (Ferris, 2003)
- Cultural and pragmatic errors: These are mistakes in understanding or using cultural and pragmatic aspects of the language, such as using inappropriate expressions, tone, or register for the context. (Kasper & Rose, 2002)

Overall, these errors can affect the clarity and effectiveness of written communication for EFL learners, and it is important for language instructors to provide targeted instruction and feedback to address these errors.

2.4. Writing Skill

Writing skill is an important aspect of English language proficiency, as it enables individuals to express themselves clearly, coherently, and appropriately in written communication. Hyland (2016) argues that writing skill is essential for academic success in English-speaking contexts, as it involves the production of a range of text types, such as essays, reports, and research papers. He notes that good writing requires attention to audience, purpose, and genre conventions, as well as the ability to use language effectively to convey meaning and establish credibility. Additionally, Flowerdew and Li (2015) highlighted the importance of writing skill for

professional communication in English, as it enables individuals to negotiate and maintain relationships with colleagues, clients, and other stakeholders. They suggest that effective writing requires awareness of the cultural, social, and pragmatic dimensions of communication, as well as the ability to use language strategically to achieve specific goals. According to Cumming and Harwood (2012), writing skill is a key component of English language proficiency, as it involves the integration of various linguistic, cognitive, and social processes. They suggest that effective writing requires knowledge of grammar, vocabulary, spelling, and punctuation, as well as higher-order skills such as critical thinking, genre awareness, and discourse competence. Overall, these citations illustrate the close relationship between writing skill and English language proficiency, and highlight the importance of developing and improving writing skills for academic, professional, and personal purposes

2.5 Writing and Grammar

Writing and grammar are closely related to English language proficiency, as they are essential components of effective written communication. According to Murcia and Freeman (2019) grammar is an integral part of writing skill, as it provides the structural and syntactic framework for written texts. They suggest that a good understanding of grammar is essential for producing clear, concise, and coherent written communication and that grammar instruction should be integrated into writing pedagogy. The importance of grammar in writing is tackled by Matsuda and Tardy (2017) they pinpointed that it helps writers to establish credibility and authority in their fields. They suggest that writers need to be proficient in genre-specific grammar, such as citation and referencing conventions, in order to produce effective professional communication. In addition, Hinkle (2015) noted that grammar is an important aspect of academic writing in English, as it helps writers to convey complex ideas and arguments

effectively. She suggests that writers need to be proficient in a range of grammatical structures, such as passive voice, nominalization, and hedging, in order to meet the expectations of academic discourse communities.

2.6 Error Types That Should Be Corrected

There are different types of errors that should be corrected in EFL (English as a Foreign Language) learners' writing to help them improve their language proficiency. Hyland and Hyland (2019) argue that teachers should provide corrective feedback that is both accurate and useful to the learner. They suggest that teachers should explain the reasons for the errors and provide examples of correct usage, rather than simply marking errors without explanation. Additionally, Ferris and Hedgcock (2018) advised the teachers that they should prioritize error correction on higher-order concerns, such as organization, coherence, and argumentation, as these are critical for effective communication in academic writing. They suggest that teachers should also provide feedback on lower-order concerns, such as grammar, vocabulary, and mechanics, but only if they are pervasive or egregious. In the other hand Ellis (2015) suggests that teachers should focus on correcting errors that interfere with communication, rather than on all errors. He notes that errors that affect meaning, such as incorrect word order, verb tense, or article use, should be given priority over errors that do not affect communication, such as spelling or punctuation errors.

Overall, the mentioned above highlight the importance of prioritizing errors that affect communication, higher-order concerns, and providing accurate and useful feedback to EFL learners to help them improve their writing proficiency.

2.7 The Ideal Time for Error Correction

The ideal time for error correction in EFL (English as a Foreign Language) instruction is a topic of ongoing debate among language educators. Bitchener and Knoch (2018) argue that immediate corrective feedback is the most effective way to improve EFL learners' accuracy in writing. They suggest that teachers should provide feedback on errors as soon as possible after they occur; as this helps learners to connect the feedback to their original output and correct the error in subsequent writing. In the other hand Chandler (2003) suggests that teachers should use a delayed error correction approach in which they mark errors during the writing process but only provide feedback on a select number of errors after the writing task is complete. He argues that this approach allows learners to focus on the writing task without being distracted by feedback and allows the teacher to provide more focused and comprehensive feedback after the task is complete (pp.267-296). Additionally Truscott (1999) argues that error correction in EFL is largely ineffective and that learners should focus on meaning over form in the writing process. He suggests that error correction is a waste of instructional time and that learners will develop accuracy over time through exposure to language input and interaction (pp.327-369).

Overall, what's mentioned above suggest that there is no consensus on the ideal time for error correction in EFL writing instruction. However, they highlight the importance of providing accurate and useful feedback to learners and connecting feedback to their original output to promote learning

3. Approaches and Methods of Written Error Correction

There are several approaches and methods of written error correction, each with its own advantages and disadvantages

1. Direct correction: This method involves the teacher or instructor correcting errors directly on the student's written work. This approach has been found to be effective in improving accuracy and reducing errors (Ferris, 2003).

2. Indirect correction: This method involves providing feedback to the student without directly correcting their errors. This approach has been found to be effective in promoting self-correction and learner autonomy (Hyland & Hyland, 2006).

3. Peer correction: This method involves having students correct each other's written work. This approach has been found to be effective in promoting collaboration and communication skills (Bitchener & Knoch, 2010).

4. Self-correction: This method involves having students identify and correct their own errors. This approach has been found to be effective in promoting self-monitoring and self-regulation skills (Ferris & Roberts, 2001).

Overall, it is important to consider the goals of the writing task, the level of the students, and the teacher's pedagogical goals when choosing an approach or method of written error correction.

4. Previous Studies on the Influence of Error Correction on Learning English Language

In the last decades, many studies around the world showed the role and the influence of error correction in language learning and teaching. Researchers argue that error correction should be done in a supportive and constructive manner to provide a positive learning environment. This approach is believed to enhance learners' motivation and reduce anxiety. Linguists have raised concerns that excessive or inappropriate error correction can be counterproductive and hinder language learning (Lyster & Ranta, 1997; Truscott, 1996). They suggest that error correction can be demotivating for learners, lead to anxiety, and cause learners to focus more on form than on meaning. Some researchers have proposed that the effectiveness of error correction depends on various factors, including the learner's level of proficiency, the type of error, and the feedback strategy used (Russell & Spada, 2006; Sheen, 2007). They suggest that error correction can be

most effective when it is targeted, timely, and accompanied by explanations or examples. Grammar correction had minimal impact on the accuracy of student writing, according to a research by Truscott (1996), and it might even be counterproductive because it might deter students from writing in English. Truscott's conclusions, however, have been disputed by some academics, who contend that there may be more elements at work that weren't taken into account in the study (e.g., the type of feedback provided, the proficiency level of the students, etc.). Another study by Bitchener and Knoch (2009) examined the effects of different types of feedback (direct correction, coded correction, and metalinguistic feedback) on students' writing accuracy and found that direct correction was the most effective, followed by coded correction, and then metalinguistic feedback. A study by Lee (2004) examined the effects of different types of written feedback (direct correction, underlining, and marginal comments) on students' writing accuracy and found that all three types of feedback had a positive effect on accuracy, but that direct correction was the most effective. It was discovered in a study by Ellis et al. (2008) that the timing of feedback—immediate vs. delayed—had an effect on its efficacy. While delayed feedback was more beneficial for enhancing complexity and fluency, immediate input was more effective for enhancing accuracy. According to a research by Lalande (1982), error correction can boost students' motivation and confidence when done in a helpful and constructive manner since it gives them specific instructions on how to develop their language skills.

Some Researchers collectively provide insights into the complex relationship between error correction and learning in EFL contexts, highlighting the potential benefits and drawbacks of different types of feedback, and the importance of contextualizing feedback and incorporating opportunities for revision and reflection into writing instruction. Some students felt disheartened and demotivated by excessive error correction, according to Semke's (1984) study of the impact

of error correction on student motivation and self-esteem. Chandler (2003) examined the efficacy of different types of feedback on L2 writing accuracy and fluency, finding that explicit correction was more effective than other types of feedback in improving accuracy, but that more implicit types of feedback were more effective in improving fluency. Hyland and Hyland (2006) discussed the various types of feedback and their possible efficacy in various settings while reviewing studies on feedback on L2 student writing. Lee (2008) investigated student reactions to teacher feedback in two Hong Kong secondary classrooms, finding that students were generally positive about receiving feedback, but that they wanted more opportunities to discuss their writing with the teacher. Sheen (2007) investigated the effect of focused written corrective feedback on the acquisition of articles in ESL learners, finding that explicit correction was more effective than underlining or providing general comments. Truscott and Hsu (2008) reviewed research on error correction and revision, arguing that explicit correction can lead to short-term improvement, but that more sustained improvement requires a focus on revision and the development of writing strategies.

The effectiveness of error correction in EFL writing instruction has been an ongoing debate among researchers. Recent studies have emphasized the need to tailor feedback to individual learners' needs and abilities, as well as to consider their motivation and self-esteem when providing feedback. Explicit correction proved to be more successful than other types of feedback in Sheen's (2004) study on the impact of feedback on the learning of English verb tenses. Bitchener and Knoch (2010) examined the effectiveness of focused and unfocused corrective feedback on the acquisition of articles and prepositions in ESL writing, finding that focused feedback was more effective. Li and Zhu (2013) conducted a meta-analysis of studies on the effectiveness of written corrective feedback on EFL writing, finding that it had a positive

effect on writing accuracy and that focused feedback was more effective than unfocused feedback. The effects of instructor feedback on the writing correctness and fluency of EFL learners were examined by Zhang and Rahimi (2014). They discovered that focused feedback was more successful at enhancing writing accuracy while more implicit feedback was more helpful at enhancing writing fluency. In a comparison of the effects of direct and indirect corrective feedback on the acquisition of English articles by Japanese learners, Ellis and Shintani (2014) found that while both types of feedback were beneficial, direct feedback performed better. Error correction is not successful and may be detrimental to students' motivation and self-esteem, according to Truscott's (2007) argument in opposition to its usage in EFL writing instruction. When Lee and Schallert (2014) looked into how the teacher feedback affected EFL students' motivation, they discovered that explicit correction outperformed implicit feedback in terms of boosting it. Chen and Huang (2016) examined the effects of different types of feedback on the acquisition of English article usage by Taiwanese learners, finding that focused feedback was more effective than unfocused feedback. Nassaji and Swain (2000) investigated the effects of feedback on EFL learners' writing accuracy and fluency and found that both types of feedback were effective in improving accuracy, while fluency was improved more by implicit feedback. Peer feedback has been shown to increase writing accuracy for EFL learners, according to Storch (2005), who also discovered that some students found it challenging to provide their peers useful feedback

Conclusion

In conclusion, this chapter provided a comprehensive review of the relevant literature on error correction and its impact on EFL learners' writing skill. It focused on the theoretical framework, which covered the definition of errors, their types, and the reasons behind

committing them. Moreover, it extensively explained the concept of error correction, including its role in writing and grammar, the types of errors that should be corrected, and the optimal time for error correction. Finally, the chapter discussed the various approaches and methods of written error correction.

CHAPTER TWO

Research Methods and Procedures

Chapter Two

Research Methods and Procedures

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Research Methods and Procedures

Introduction

The primary goal of this chapter is to present the methods and procedures used to conduct this research. This chapter is broken down into five sections. "Research Approach" is the title of the first section. It describes the descriptive quantitative qualitative research type. The second Section describes the participants in the study, the research sample, and the sampling strategy. The third section covers data collection and administration methods. It describes the questionnaires for students and teachers, as well as their administrations. The fourth section covers the research's validity. Additionally, this section also addresses the pilot study and instrument triangulation in order to validate the research. The fifth section of the chapter focuses on data analysis methods and procedures. It explains how the researchers describe and analyze the data collected by using the percentage method to analyze the responses.

2.1. Research Design

2.1.1. Research Approach

A descriptive quantitative qualitative research design is used to conduct this study in order to investigate the influence of errors' correction on EFL writing classes made by first-year students of English in the Department of Foreign Languages at the UM. For the purpose of gathering data, two data collection tools were used; two questionnaires, one for the teachers and the second one for first –year students of English.

The main goal of this study is to investigate the influence of errors correction on EFL writing classes of first-year English students in the Department of Foreign Languages at UM. The descriptive type is selected by the researchers to report the findings as they exist since they have no control over the variables as it is mentioned by Kothari (2004). He stated that:

The main characteristics of this method are that the researcher has no control over the variable; he can only report what has happened or what is happening. It includes attempt by researchers to discover causes even when they cannot control the variables (pp. 2-3)

2.2. Research Participants

The population of this study consists of first-year students of English in the Department of Foreign Languages at the UM during the academic year 2022/2023. This sample is selected to investigate the influence of errors correction on EFL writing classes that the students face during their first-year in university.

2.2.1. Research Sample

The participants of this study consist of twenty (20) first-year students majoring in English at the UM. Their ages are between eighteen (18) and thirty four (34). All participants speak Arabic as their first language and have learned English as a foreign language.

2.2.2. Sampling Strategy

Stratified random sampling is the technique of selection used in this study. The researchers use this technique to choose the best sample for the current study. Stratified random sampling was explained by Creswell (2012) as follows:

Researchers divide (stratify) the population on some specific characteristic (e.g., gender) and then, using simple random sampling, sample from each subgroup (stratum) of the population

(e.g., females and males). This guarantees that the sample will include specific characteristics that the researcher wants to include in the sample. (p.144)

As a result, stratified random sampling is the technique chosen by the researchers to select the appropriate sample.

2.3. Data Collection Methods and Administration

To gather data of the influence of errors correction on EFL writing classes made by first-year students of English in the department of foreign languages at the UM and to answer the research questions, two research instruments were used, students' and teachers' questionnaires.

2.3.1. Description and Administration of the Students' and Teachers Questionnaires

A questionnaire is defined by Debois (2022) as "an instrument for collecting data, which almost always involves asking a given subject to respond to a set of oral or written questions". Debois (2022) believes that the use of questionnaire in research brings many advantages "It is an affordable way to gather quantitative data, it is practical way to gather data, and questionnaire is a quick way to get results. The data can be used to compare and contrast other research, and it allows easy analysis of results". These mentioned advantages are the reasons behind using questionnaires as a main research tool.

2.3.2. Description and Administration of the Students' Questionnaire

The researchers designed students' questionnaire to determine the Influence of errors correction on EFL writing classes of first-year students of English in the department of foreign languages at the UM. The students' questionnaire started with a confidentiality statement that insured the anonymity of the participants' information. It consisted of twenty three (n=23) questions. The first question was to determine age of the participants. In addition to open-ended

questions and close-ended questions (yes or no questions, questions answered by selection, and likert scale questions) (see appendix 1 p.65). The questionnaire administered in the second semester of the academic year 2022/2023. It was delivered online to twenty (n=20) participants. The collection of the students' answers was gathered in week.

2.3.3. Description and Administration of the Teachers' Questionnaire

The researchers designed teachers' questionnaire to determine the influence of errors correction on EFL writing classes of first-year students of English in the department of foreign languages at the UM. The questionnaire started with a confidentiality statement that insured the anonymity of the teachers' information. The questionnaire consisted of eleven (n=11) questions. It started with asking about teachers about their students' level of English. This questionnaire consisted of open-ended questions and close- ended questions (Yes or No questions, multiple choice questions, and Likert scale questions) (see appendix 2 p.69). The questionnaire was administered in the second semester of the academic year 2022/2023. It was delivered to five teachers (n=5); a phonetics, a writing, a research methodology teachers and one teacher of other module at the UM. It was delivered via email to all teachers.

2.4. Validity

2.4.1. Pilot Study

The researchers conducted a pilot study on first – year students of English in the department of foreign languages at the UM. The aim of this pilot study was to check the existence of the topic being discussed in which is the influence of errors correction does exist in EFL writing classes. To ensure the validity of both questionnaires (teachers and students questionnaire), they were revised by some instructors who had experience in the teaching field in the English department. The modifications recommended by them were taken into consideration in building the questionnaires format. The final formats were agreed as valid.

2.4.2. Triangulation of Instruments

Triangulation “is often used to describe research where two or more methods are used” (cited in Heale and Forbes, 2013, p 98). The researchers used triangulation to discuss the results obtained from the two instruments namely, teachers’ questionnaire and students’ questionnaire. The researchers analyse these two instruments separately and then they discuss their results simultaneously in order to make the final findings of this study solid and valid. In the discussion of the data gathered, the researchers involve some answers of the students’ questionnaire to confirm the answers of the teachers’ questionnaire and vice versa.

2.5. Data Analysis Methods and Procedures

The researchers aimed at investigating the influence of errors correction on EFL writing classes of first- year students of English in the Department of Foreign Languages at the UM during the academic year 2022/2023. In order to analyse the data gathered from the two questionnaires (teachers’ and students’ questionnaire), the researchers calculate the percentage by dividing the numerator by the denominator and multiplying by 100. For example, if 60 out of 100 people prefer apples, the percentage of people who prefer apples is 60/100 x 100 = 60.

Conclusion

Finally, the chapter's primary goal was to present the research methods and procedures. The chapter was divided into five parts. The first section was titled "Research Approach" and described the descriptive quantitative qualitative research method. The second section discussed the study's participants, research sample, and sampling strategy. The third section went over data collection and administration methods, which included questionnaires for students and teachers

as well as their administrations. The fourth section focused on the validity of the research, including the pilot study and instrument triangulation used to validate the research. The fifth section of the chapter focused on data analysis methods and procedures, explaining how the researchers described and analyzed the data collected using the percentage method. Overall, this chapter provided a thorough and detailed explanation of the research methods and procedures.

CHAPTER THREE

Analysis of the Collected Data

Chapter Three

Analysis of the Collected Data

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Chapter Three

Analysis of the Collected Data

Introduction

The purpose of the present study is to reveal how correcting grammatical written errors influence the mastery of writing skill of first-year student at UM 2022-2023. This chapter presents the two instruments' results: the students' and teachers' questionnaires. The presentation of the results of the instrument analysis also helps the researchers in answering the research questions through the usage of percentage method.

3.1. Research Questions

The present research aims to reveal how correcting grammatical written errors influence the mastery of writing skill of first-year student at UM 2022-2023. The following research questions help the researchers to achieve the main aim of the study.

1. To what extent does error correction affect the writing grammatical errors of first-year EFL students at the UM?

2. What are the problems associated with error correction of written grammatical errors?

3. What are the preferences associated with the correction of written grammatical errors?

3.2. Presentation of the Collected Data of the Study

This chapter presents the analysis of the instrument's collected data through the lens of percentage method. The percentage method is a statistical technique that estimates the proportion of a population possessing a particular characteristic or attribute by taking a random sample and

determining the percentage of sample units that exhibit the characteristic (Montgomery & Runger, 2014). This method is commonly used in research and survey sampling.

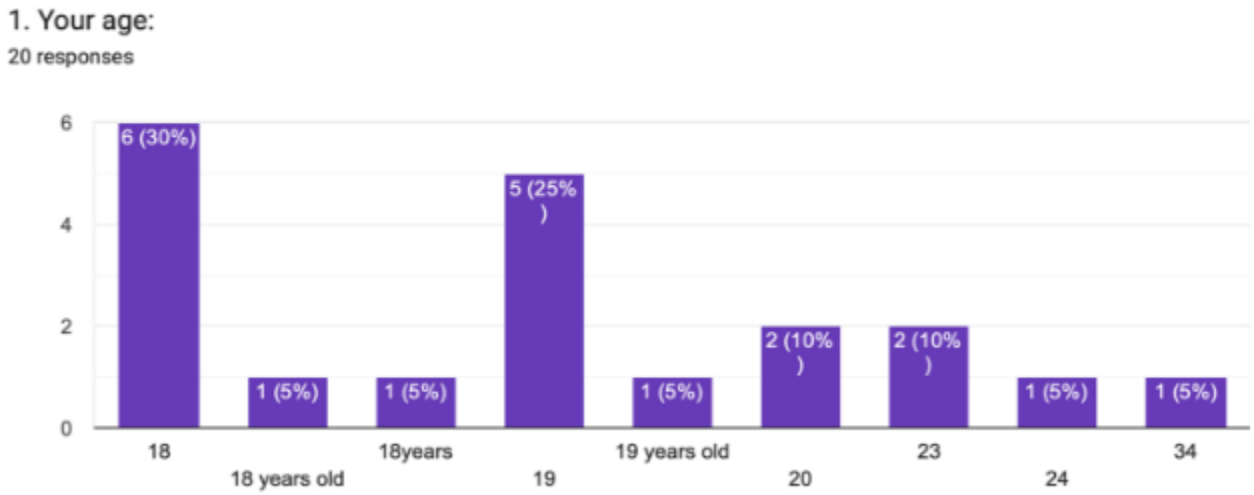
3.2.1. Analysis of the Students' Questionnaire Collected Data

Part one: Attitudes towards errors.

- **Question 01: Students Profile**

The result of the student's questionnaire indicates that the category of the students aged between 18 to 20 years is higher than the category of students who are aged between 22 to 34 years old.

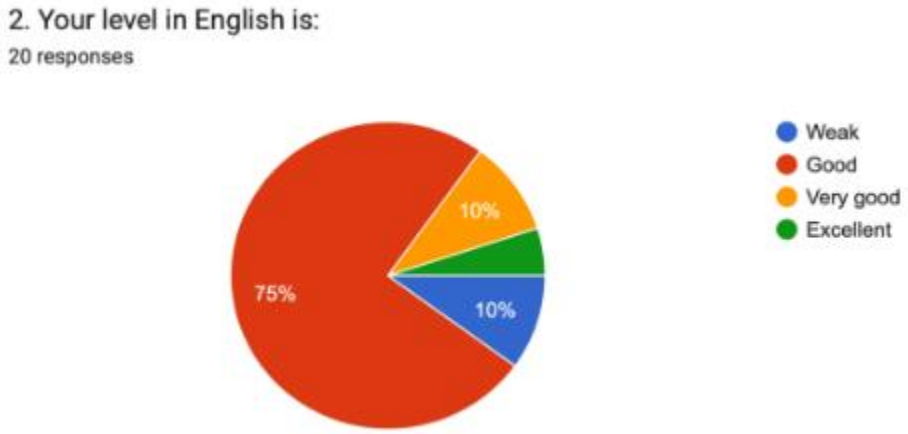
Figure 3.1



- **Question 02: the level of the English Language of the interrogated students:**

The results show that 75% of the students have a good level of English, whereas about 5% to 10% of the students have very good to excellent level of English.

Figure 3.2



- **Question 03 and 04: Frequency of grammatical errors in their writing, is it important to correct grammatical errors in their writing.**

The results indicate that 70% said that they sometimes make errors, 15% said very often, 10% said rarely and 5% never make errors. All of the students consider correcting grammatical errors in their writing is important.

Figure 3.3

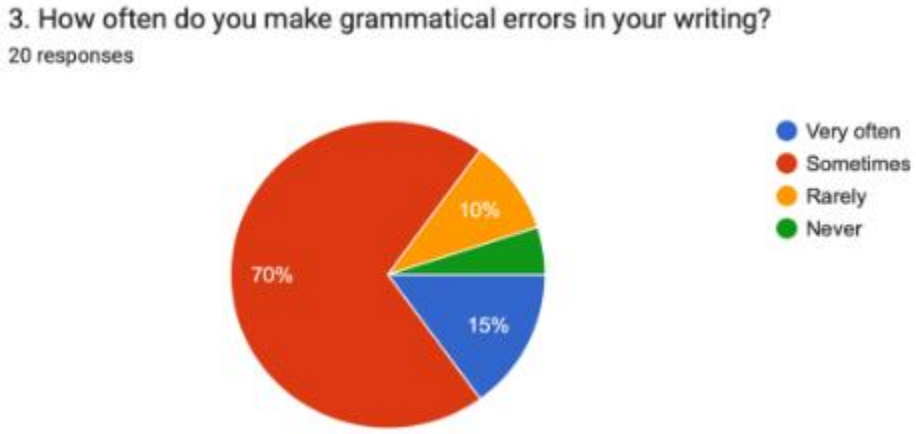
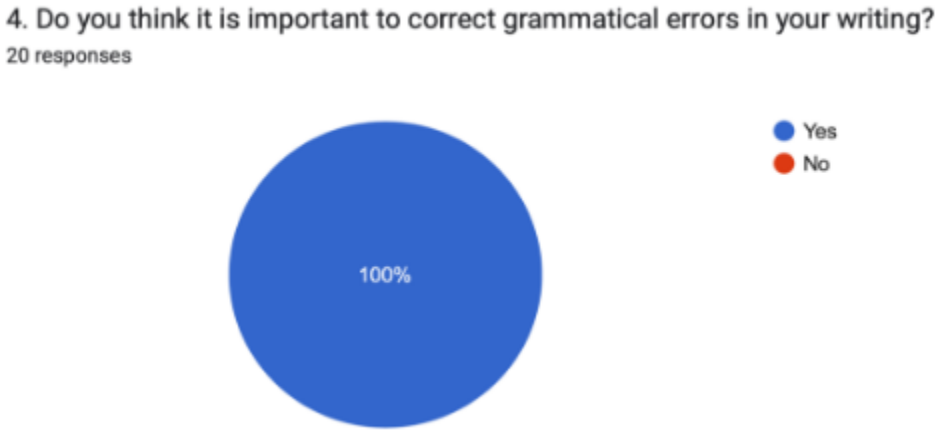


Figure 3.3



- **Question 05 and 06: Emotions evoked by a teacher correcting your grammatical errors, emotions evoked by a classmate correcting your grammatical errors**.

The results show that 85% of the students are happy when the teacher corrects their errors because it helps them improve their level of English. On the other hand, 15% of the students get annoyed because they feel embarrassed. When it comes to peer correction 35% are happy because it helps them improve their English, 50% are annoyed because they feel embarrassed and 15% said indifferent because they don't care about correction.

Figure 3.5

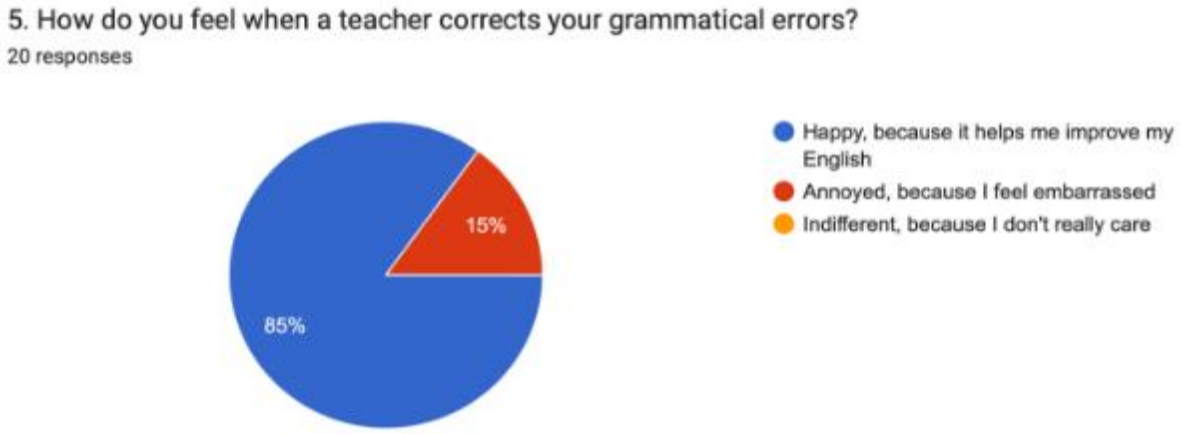
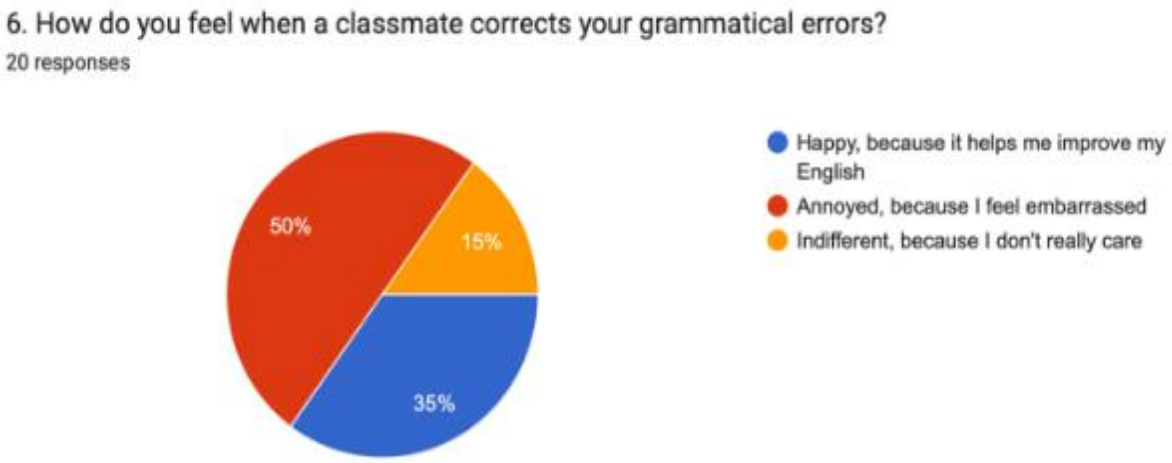


Figure 3.6



- **Question 07 and 08: Preferred method of receiving feedback on your grammatical errors, typical response to grammatical errors in other people's writing.**

The results indicate that 35% prefer only written comments and 65% prefer both written and oral feedback. When it comes to classmates' writing errors 85% of the students said that they

correct the errors in their heads but don't say anything while 15% said that they point out the errors to the writer.

Figure 3.7

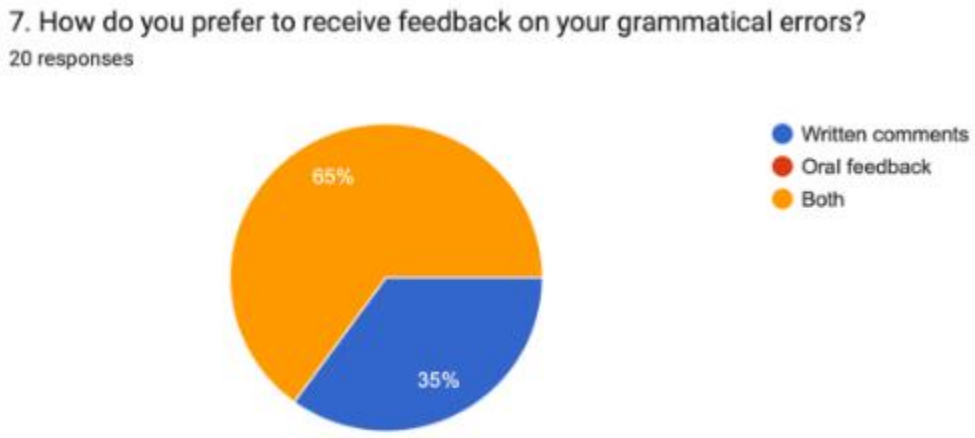
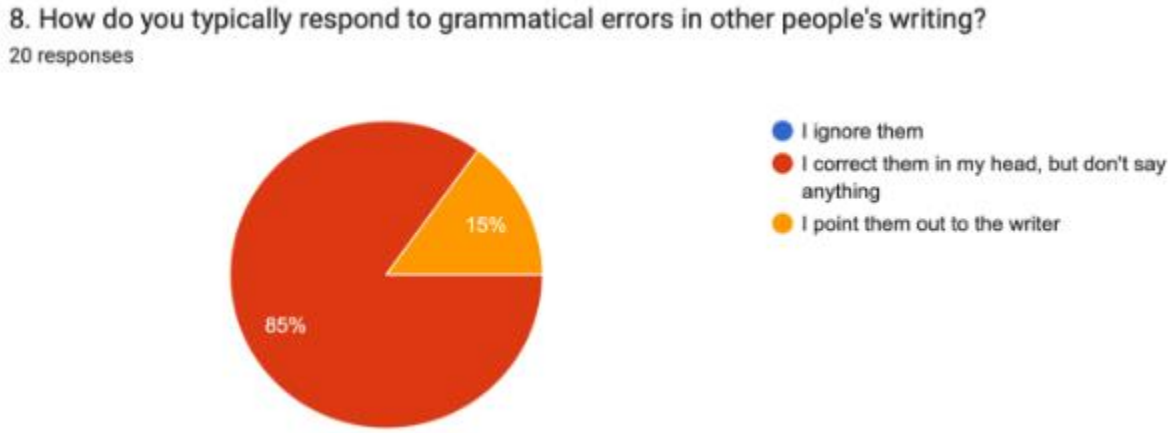


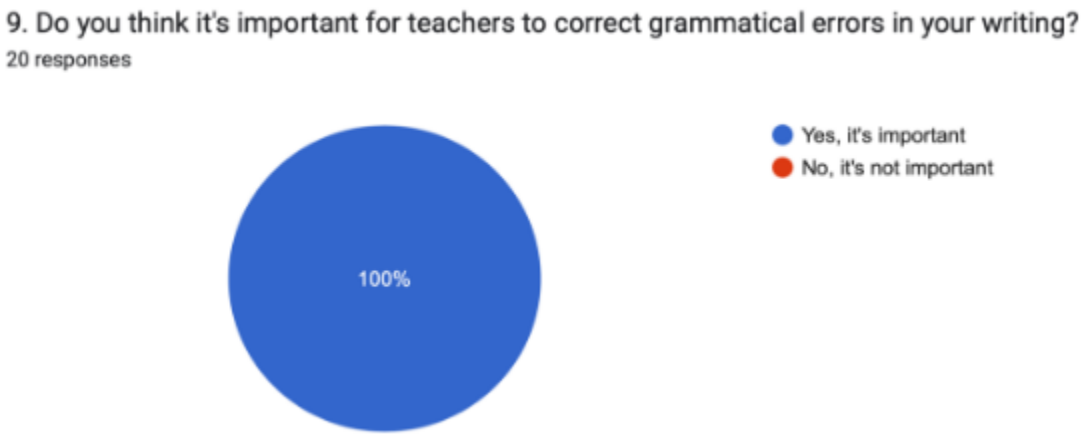
Figure 3.8



- **Question 09: interrogates about the importance of teachers correcting student's grammatical errors in their writing**

The results indicate that 100% of students think that it is important for teachers to correct their grammatical errors in writing.

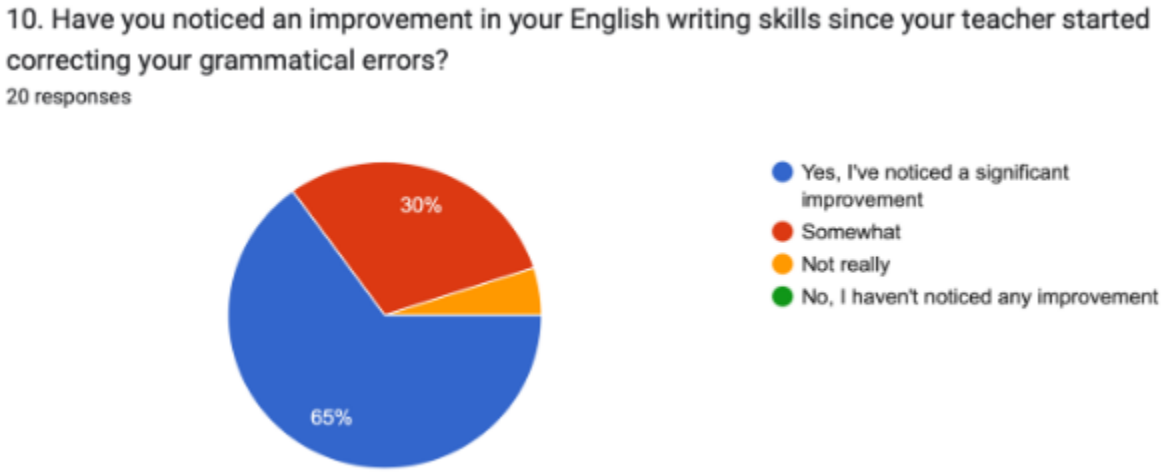
Figure 3.9



- **Question 10: Observations on the improvement of English writing skills due to teacher's correction of grammatical errors**

The results show that 65% of the students say that yes they have noticed a significant improvement, 30% they kind of noticed an improvement, 5% said not really.

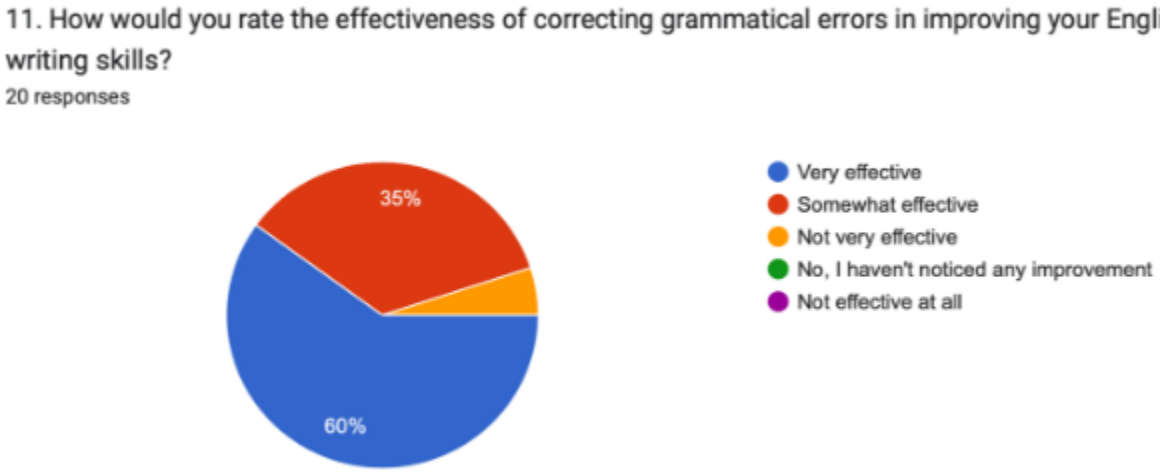
Figure 3.10



- **Question 11: Effectiveness rating of correcting grammatical errors in improving English writing skills**

The results indicate that 60% of the students said it is very effective, 35% said it is somewhat effective, yet the rest 5% of the students said it is not that effective. None of the students said that they haven't noticed any improvement or that the teacher's correction of the errors is not effective at all.

Figure 3.11



Part two: The problems associated with the correction of written grammatical errors.

- **Question 12: Emotional state of the students when the teacher corrects their grammatical errors in writing**

The results show that 75% of students feel appreciated and valued because it helps them improve their English level. However, only 25% of the asked students feel frustrated because it makes them feel as if they are making multiple mistakes.

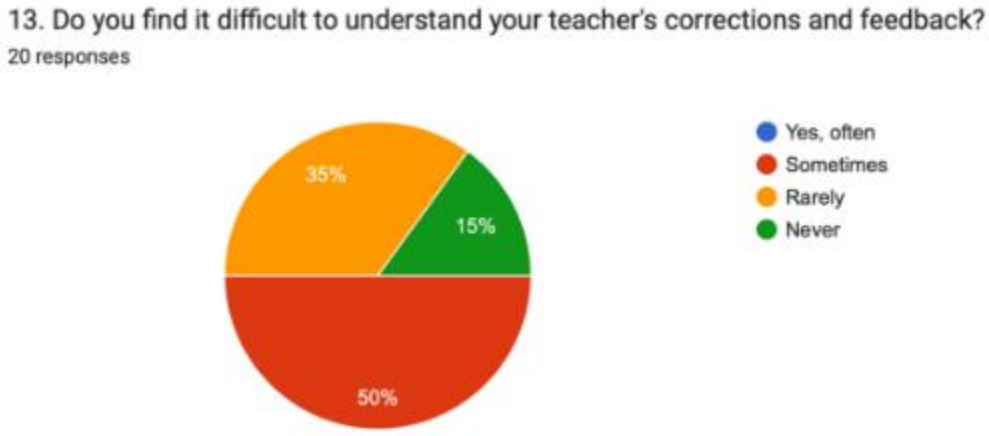
Figure 3.12



- **Question 13: Difficulty level in comprehending teacher's corrections and feedback**

The results indicate that 50% of the students sometimes face some difficulties concerning the presented issue, 35% of the students rarely face difficulties and the rest 15% of the students agreed that they never face difficulties with their teacher’s feedback.

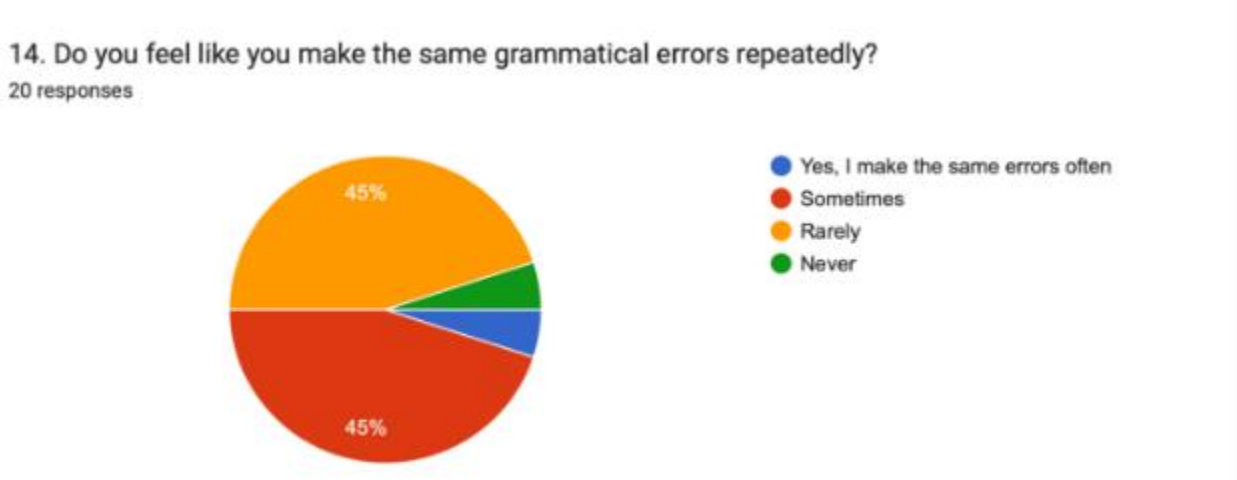
Figure 3.13



- **Question 14: Frequent repetition of the same grammatical errors**.

The results show that 45% rarely repeat the errors they make, 45% said that sometimes they do repeat their errors, 5% said they do make the same mistakes while the last 5% said that they never make the same errors again.

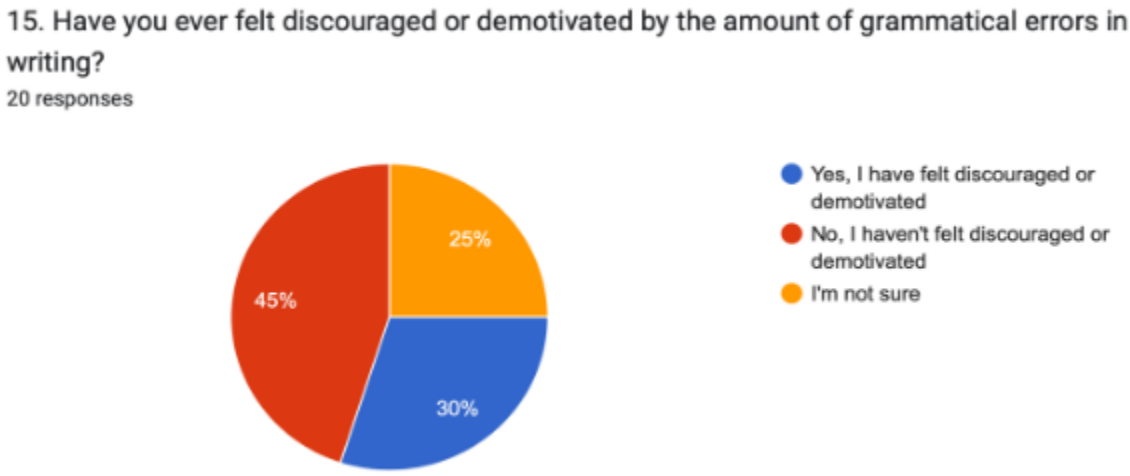
Figure 3.14



- **Question 15 : Occurrence of discouragement or demotivation due to grammatical errors in writing**

The results show that 45% of the students do not feel discouraged or demotivated by the amount of grammatical errors they make in their writings, 30% of the students feel discouraged or demotivated and the rest 25% of students remain unclear.

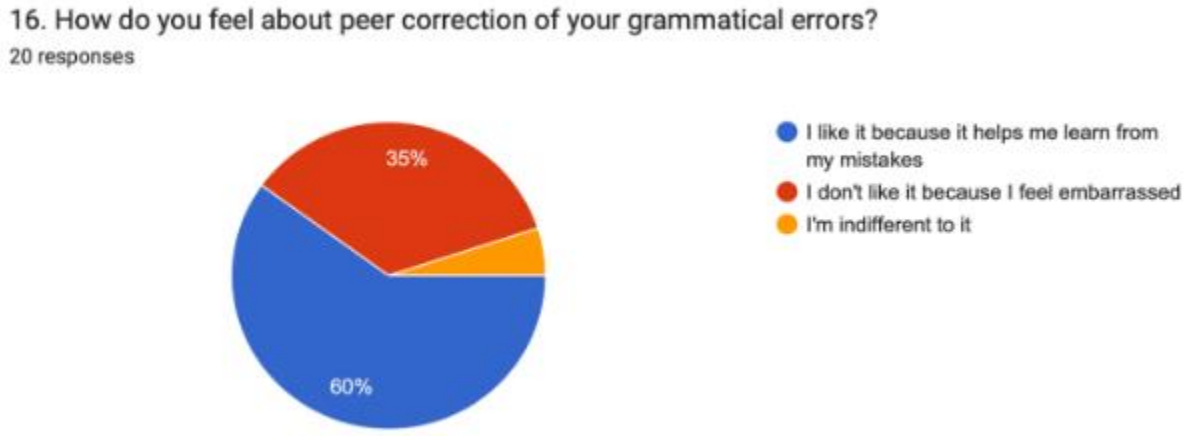
Figure 3.15



- **Question 16: students' feelings about their grammatical errors corrected by their peers**

The results indicate that 60% of the students like for their grammatical errors to be addressed by their peers because it helps improve their English, the other 35% of students do not like to be corrected by their peers because they feel embarrassed and the rest 5% said they don't care about that.

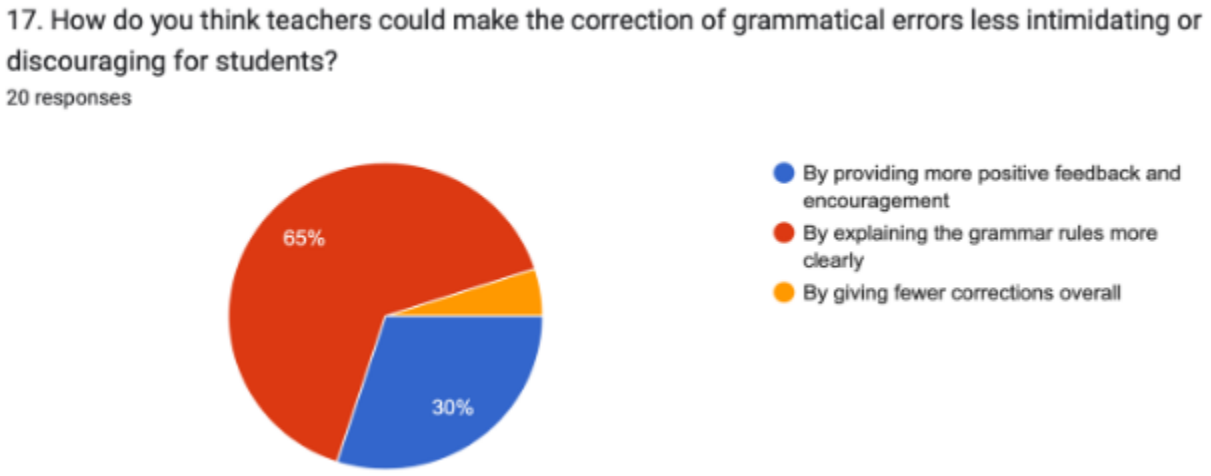
Figure 3.16



- **Question 17: Strategies for reducing intimidation or discouragement by teachers**

The results show that 65% of the students think that the best way is by explaining the grammar rules more clearly, 30% of the students think it is best when they provide them with more positive feedback and encouragement and 5% of the students says that it is best by giving them fewer corrections overall.

Figure 3.17



Part Three: The preferences associated with the correction of written grammatical errors.

- **Question 18 and 19: Preference correction of grammatical errors by the teacher - all or only the most important ones , Preferred time for receiving feedback on grammatical errors**

80% of the students said that they prefer if their teachers correct all of their grammatical errors while 20% said they prefer only the important ones. In the other hand 60% said that they prefer to receive feedback on their grammatical errors immediately after turning in their work while the other 40% said after they had time to make revisions.

Figure 3.18

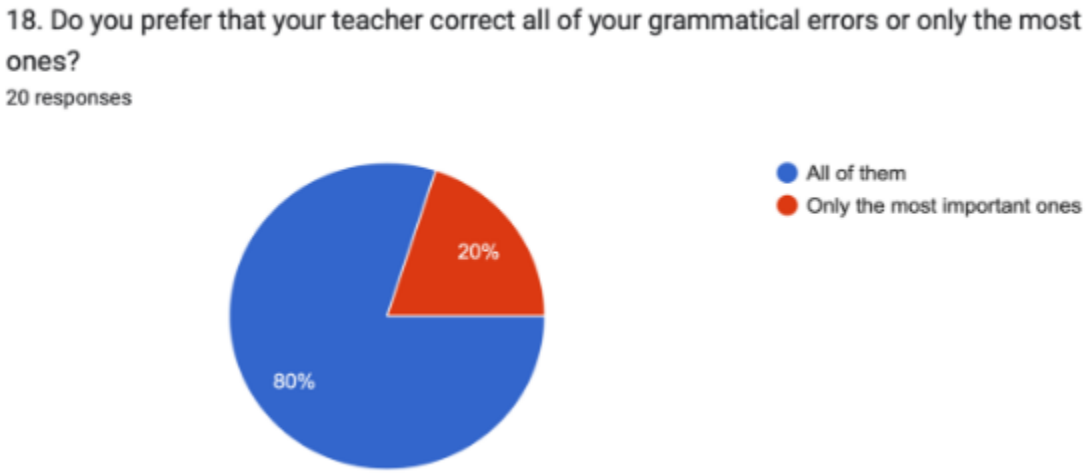
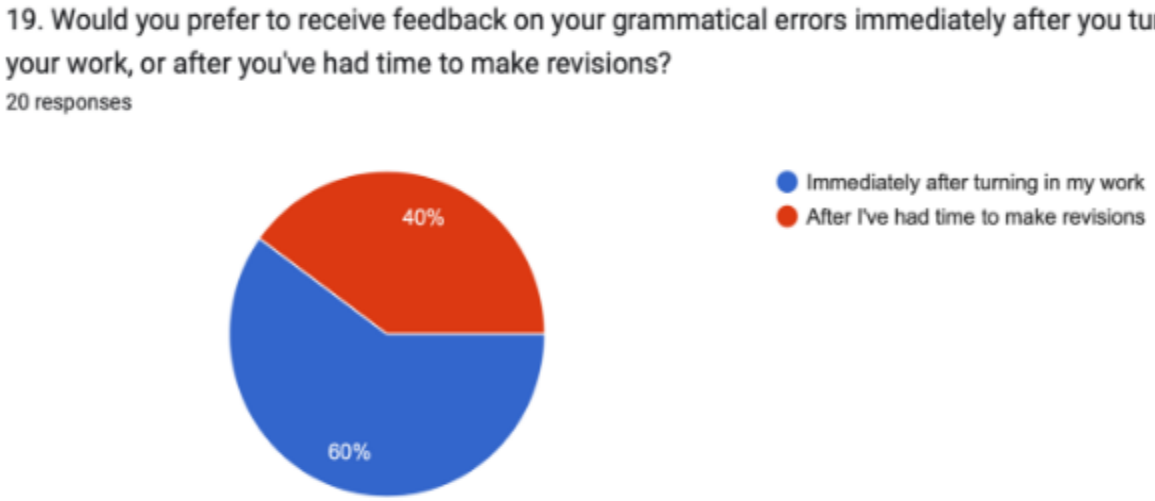


Figure 3.19

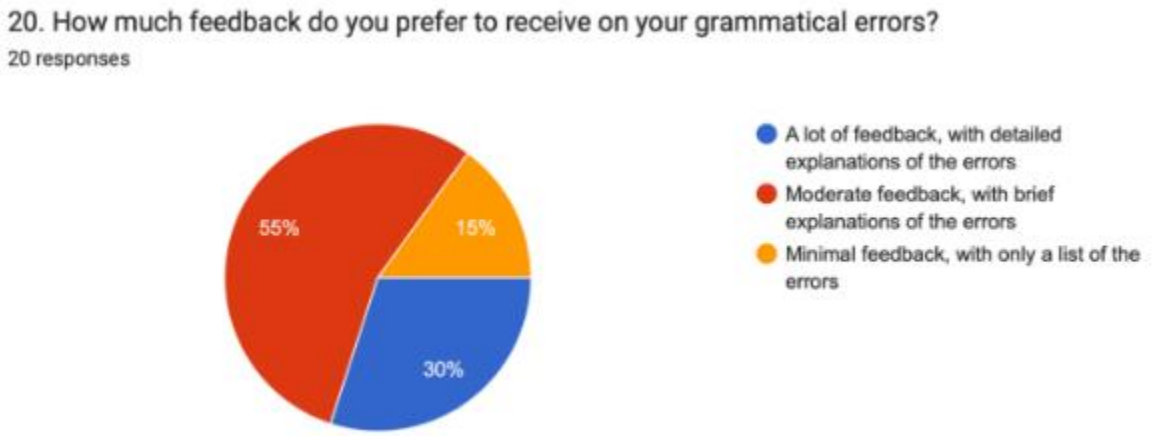


- **Question 20: Preferred amount of feedback on grammatical errors**

The results indicate that 55% of the students like to receive moderate feedback including brief explanations of the errors, 30% of the students like to receive a good amount of feedback

with detailed explanations of their errors and the rest of the 15% of students like to receive minimal feedback only followed by a list of the grammatical errors.

Figure 3.20



- **Question 21 and 22: The importance of grammar rule explanation and providing examples by the teacher during error correction**

The results show that 75% of the students see that it is important to understand why the error was made, 25% see the opposite. Additionally, all 100% of the students agree that it's helpful to see examples of correct usage.

Figure 3.21

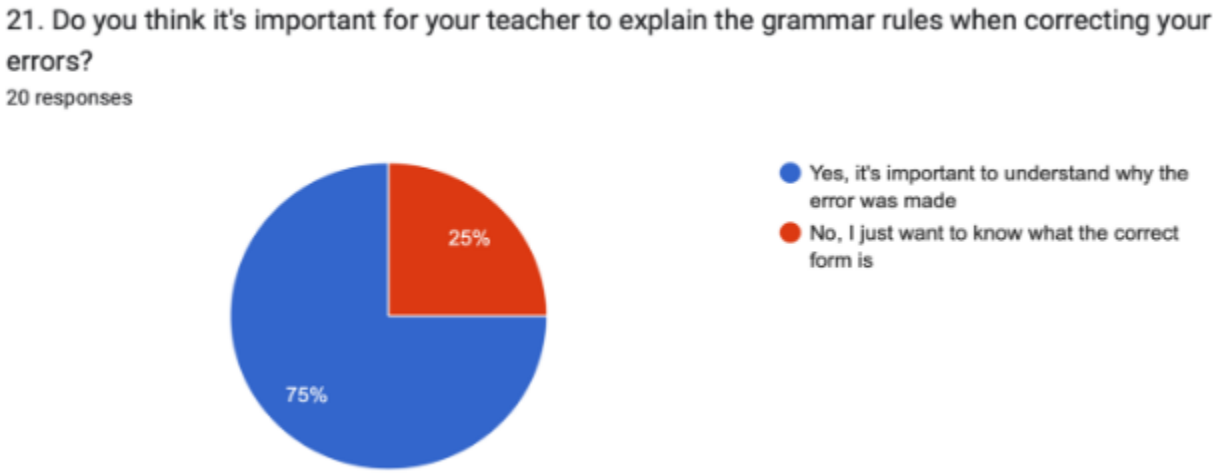
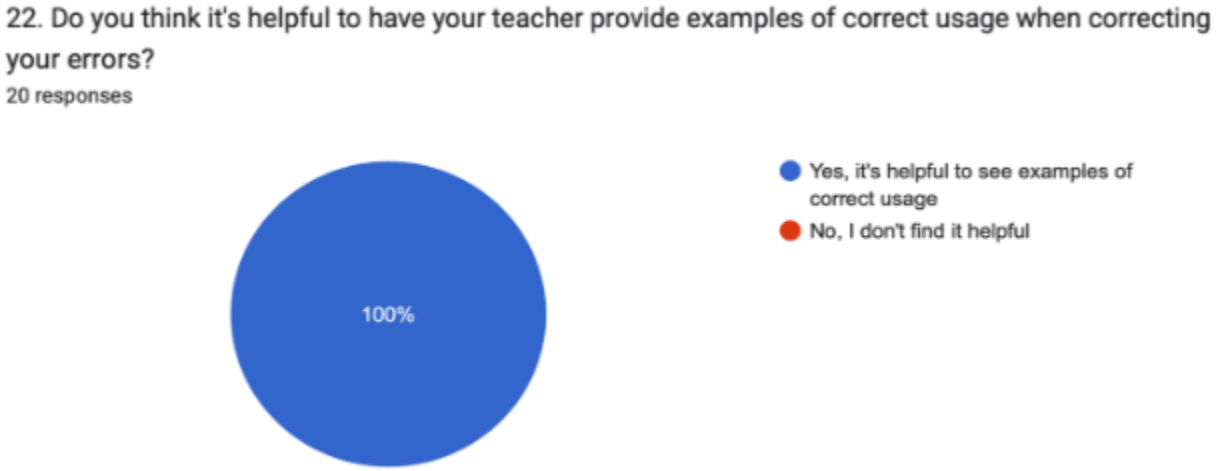


Figure 3.22

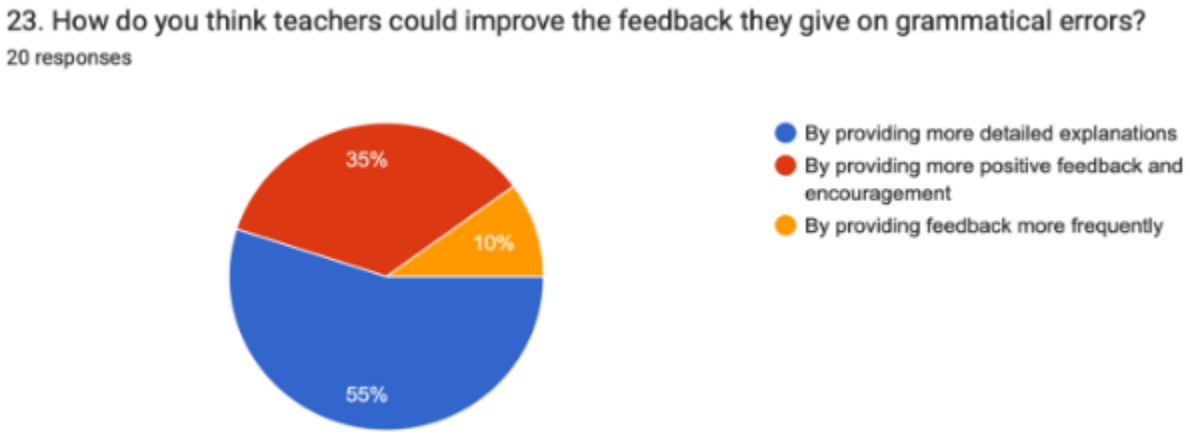


- **Question 23: Strategies for improving feedback on grammatical errors by teachers**

The results indicate that 55% of the students think that the best way to receive feedback is by providing them with more detailed explanations on the grammatical errors they made, while 35% of the students prefer to receive their feedback by providing more positive feedback and

encouragement on the grammatical errors they made. In addition to 10% of the students who prefer to receive it by providing them with more feedback frequently.

Figure 3.23

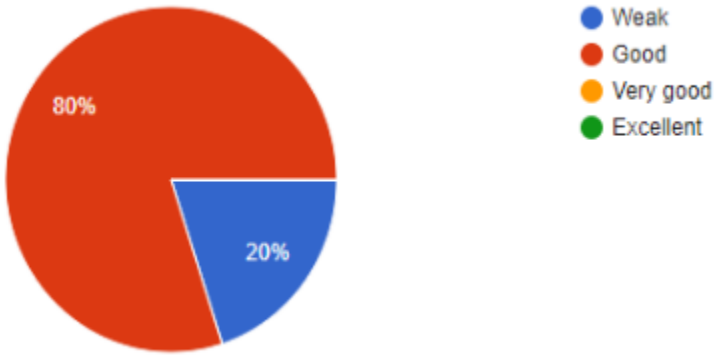


3.2.2. Analysis of the Teachers' Questionnaire Collected Data

- **Question 01: Teacher's opinion about their student's Level**

The result of the teachers questionnaire show that 80% of the teachers see that their students level is good while the rest 20% see that their level is weak . However, none of the teachers selected very good or excellent.

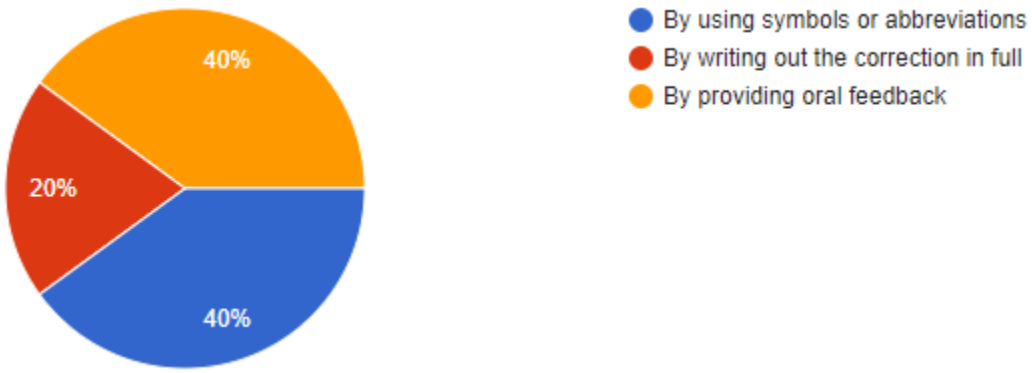
Figure 3.24



- **Question 02: The methods teachers use to correct their students grammatical errors**

The results of the teacher's questionnaire show that 40% of teachers correct students errors by using symbols or abbreviations and the other 40% correct errors by providing oral feedback , while the rest 20% correct students errors by writing out the correction in full.

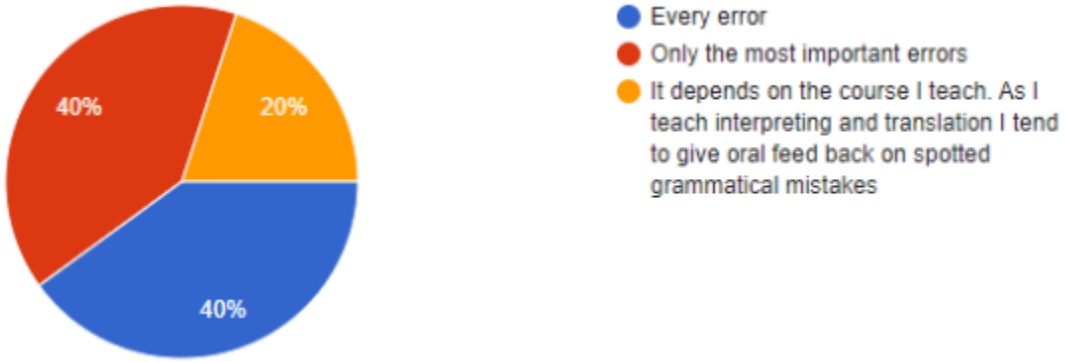
Figure 3.25



- **Question 03 : teachers frequency in correcting their students grammatical errors**

The results of the teachers questionnaire show that 40% of teachers correct every error, and the other 40% correct only the most important errors, while the final 20% said that it depends on the course they are teaching as they teach interpreting and translation they tend to give oral feedback on spotted grammatical mistakes.

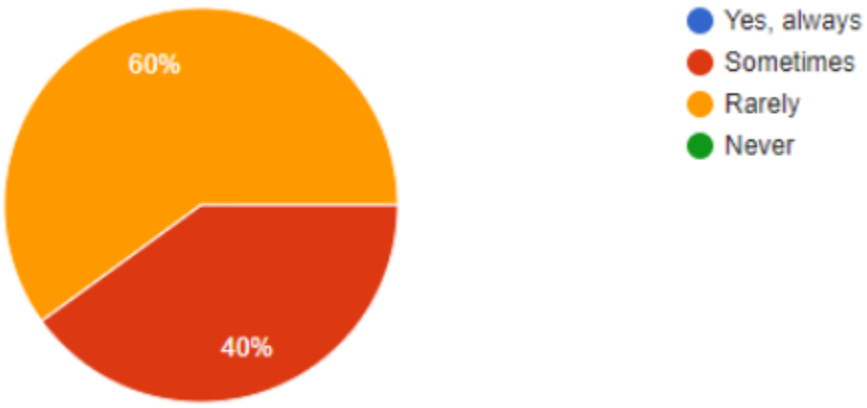
Figure 3.26



- **Question 04 : Inclusion of grammar rule explanations during the process of correcting errors by teachers**

The teachers questionnaire show that 60% of teachers rarely explain the grammar rules when correcting errors, while the other 40% of teachers said that sometimes they explain the grammar rules when correcting errors. None of the teachers selected yes, always and never.

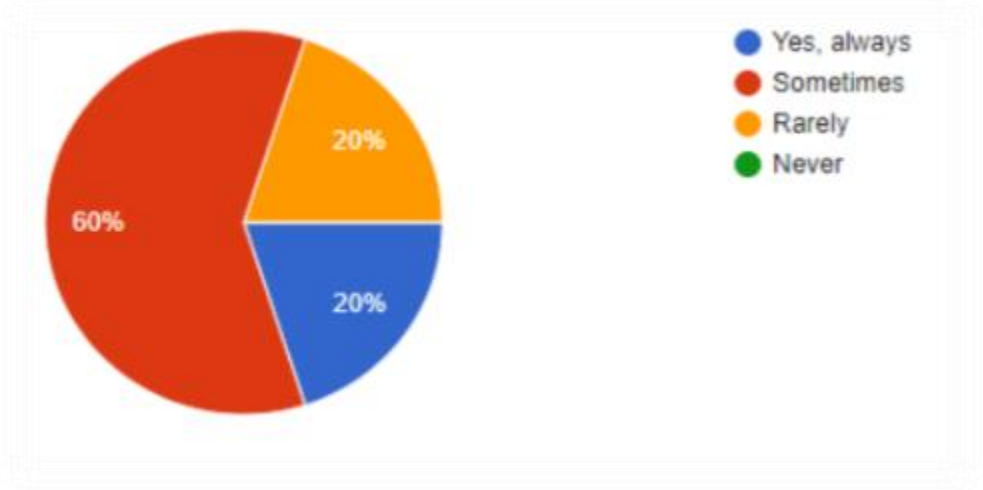
Figure 3.27



- **Question 05 : Inclusion of examples of correct usage during the process of error correction by teachers**

The results of the questionnaire show that 60% of teachers sometimes provide their students with examples of correct usage, and the other 20% said that they always provide examples to the students, while the other 20% said that they rarely provide examples of correct usage when correcting errors. None of the teachers selected “Never”.

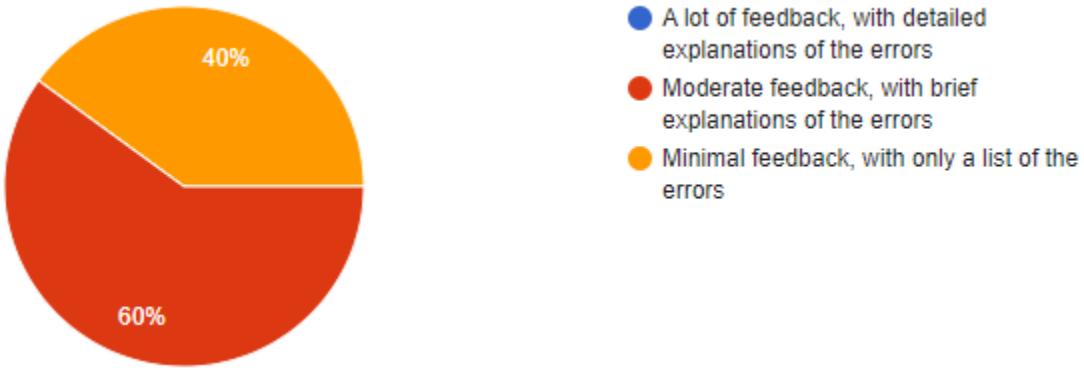
Figure 3.28



- **Question 06 : Amount of feedback provided by teachers on their students' grammatical errors**

The results of the questionnaire given to the teachers show that 60% of them provide moderate feedback with brief explanations of the errors, on the other side 40% of the teachers said that they provide minimal feedback, with only a list of the errors. And none of them uses a lot of feedback, with detailed explanations of the errors

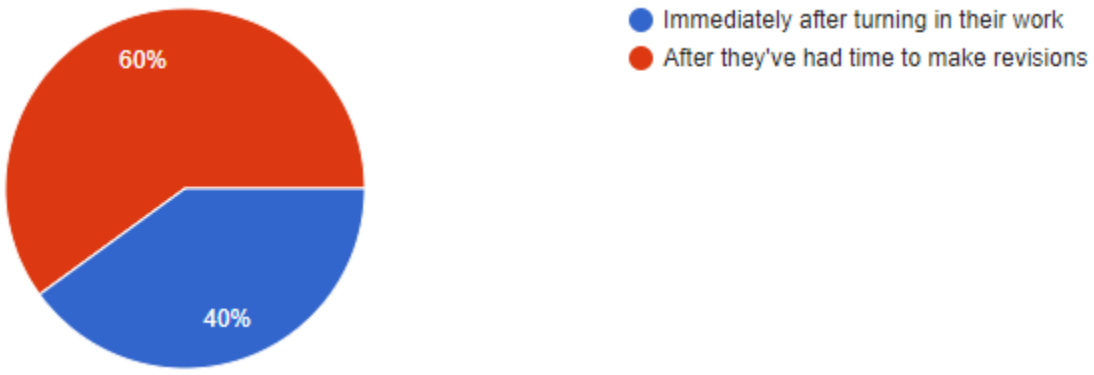
Figure 3.29



- **Question 07 : Teacher preference regarding the timing of correcting student errors: immediately after submission or after giving time for revisions**

The results of the given questionnaire show that 60% of the teachers prefer to correct errors after they have had time to make, the first 20% of the 60% explained their choice by mentioning their aim of encouraging students to learn from their mistakes and improve their work, it may be more beneficial to give them time to make revisions they said that this approach allows students to reflect on their mistakes, identify areas for improvement, and make changes that will enhance their learning and understanding, the second 20% explained their choice by saying that students are highly encouraged to use the writing process, and time for revision is provided, while the last 20% of teachers said that they give them time to make revisions and see their own mistakes, in the other hand 40% of teachers said that they prefer to correct errors immediately after students turn in their work, the first 20% explained their choice by saying that they mostly teach speaking, therefore, error correction is immediate, minimal and related to major ones, while the other 20% said that This method allows students to learn from their mistakes and improve their understanding of the subject matter. Additionally, providing feedback promptly can help students stay engaged and motivated, as they see the results of their efforts and have the opportunity to address any areas of weakness or confusion

Figure 3.30

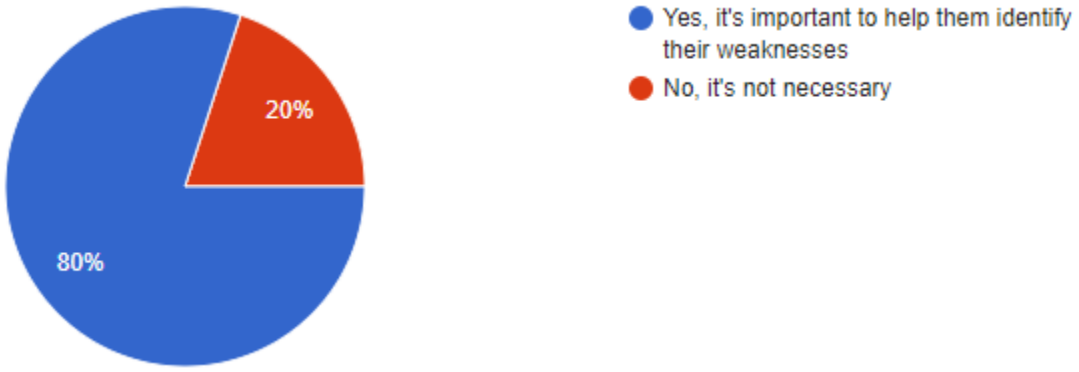


- **Question 08: Teacher perspective on the importance of identifying patterns in students' errors, including common mistakes**

The results of the questionnaire show that 20% of teachers said that it’s not necessary because, correcting every mistake a student makes may not always be necessary. However, it depends on the nature of the error. Some mistakes like omitting the third-person "s" ending or misplacing adverbs, are common among students who are learning English as a foreign language. These errors may arise from interference from their native language or illogical grammar rules in English. Based on my experience teaching English to learners with similar linguistic and cultural backgrounds (Algerians), I've observed that with practice and time, such errors can often be corrected. In the other hand 80% of teachers saw that it is important because it helps students identify their weaknesses as the first 20% explained their choice by saying that yes, it is important to highlight patterns in your students' errors, especially if they are making common mistakes. Identifying patterns in student errors can help you as an educator to understand where students are struggling and what concepts or skills they need more support with. By recognizing patterns, you can adjust your teaching approach and provide targeted feedback and instruction to help students improve their understanding and avoid making the

same mistakes in the future, and highlighting patterns in student errors can also be useful for the students themselves. If students are making the same mistakes repeatedly, they may not be fully grasping a particular concept or skill. Drawing their attention to these patterns can help them to identify areas where they need to focus their learning and put extra effort into mastering the content. In addition, by highlighting patterns in student errors, you can help students develop metacognitive skills, which are essential for lifelong learning. Metacognition involves being aware of one's own learning processes and being able to regulate and monitor one's own learning. By analyzing their own errors and understanding patterns in their mistakes, students can become more reflective and self-aware learners, which can help them to be more successful in their academic and personal lives, while the second 20% explained their method by saying that common mistakes need to be identified and corrected, and the third 20% said that feedback on common mistakes is important and helps them see their weaknesses, while the last 20% said that this can help me identify areas where my students may need more support or instruction, and can also help my students recognize and address their own areas of weakness. It also allows them monitor the effectiveness of their teaching strategies and adjust my approach as needed to better meet the needs of their students.

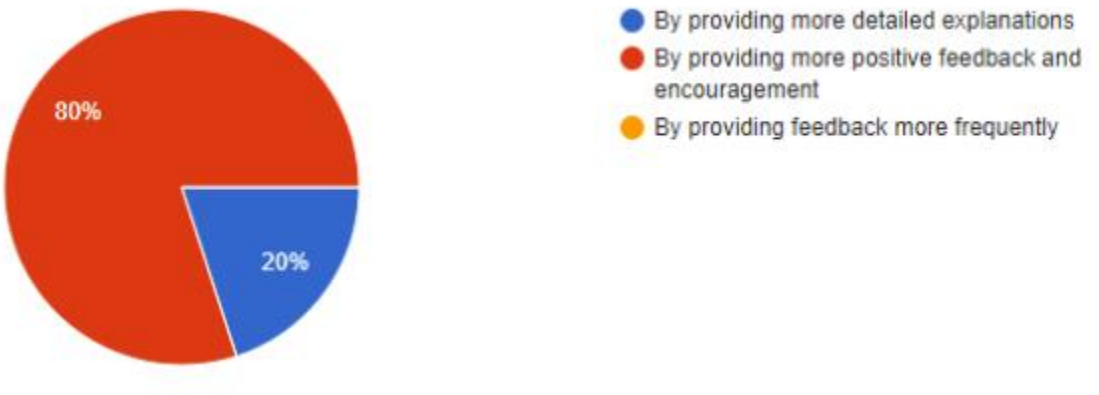
Figure 3.31



- **Question 09: Strategies for improving the quality of feedback provided by teachers on their students' grammatical errors as perceived by teachers**

The results of the questionnaire given to the teachers shown that 80% of the teachers think the improvement can happen by providing more positive feedback and encouragement, while the rest 20% of the teachers think that they can improve their students by providing more detailed explanations.

Figure 3.32



- **Question 10: Teacher perspective on whether correcting grammatical errors hinders students' enjoyment of writing**

The results of the questionnaire show that 60% of the teachers think that it doesn't take away from the enjoyment of the students, the first 20% explained this choice by saying that correcting grammatical errors is an important part of teaching writing, but it should not be done in a way that takes away from the enjoyment of writing for students. By providing clear and constructive feedback, and by highlighting areas of strength as well as areas for improvement, educators can help students to become more confident and skilled writers, the other 20% said that correcting

grammatical errors can sometimes feel like a tedious and time-consuming task. However, it's also important to remember that writing is a form of communication, and clear and effective communication requires attention to grammar, while the last 20% think that feedback and correcting students' mistakes help them write better. In the other hand the other 40% of teachers agreed that it takes away from the enjoyment of writing in which the first 20% said that too much grammar correction is not recommended in the writing class, while the other 20% said that correcting grammatical errors in language learning can be intimidating for some learners, and can potentially generate a negative attitude towards the target language. It's important to note that teaching writing and speaking is not solely focused on improving accuracy, but also on improving fluency. Therefore, if a teacher gives feedback and correction on every single error, they may inadvertently discourage students from making more effort, by making them feel that learning to write or speak a language is too difficult. Instead, it may be more effective to prioritize which errors to correct, based on the level of importance and relevance to the students' needs and goals. Additionally, teachers can provide positive feedback and encouragement to help students build confidence and motivation in their language learning journey.

Figure 3.33



- **Question 11: Teacher perspective on the relative importance of correcting grammatical errors in the teaching of writing**

The results of the questionnaire given to the teacher shown that 100% of the teachers said that no, they think that there are other aspects of writing that are more important they explained their answer by mentioning different reasons, the first 20% said that it is important to take a balanced approach to teaching writing. This involves addressing grammatical errors and other mechanics, but also providing feedback on content, organization, clarity, coherence, and creativity. By doing so, educators can help students to become confident and skilled writers who are able to communicate their ideas effectively and creatively, the second 20% saw that teaching writing is a complex and multifaceted process, and there are many aspects to consider when helping students develop their writing skills. While correcting grammatical errors is certainly an important part of writing instruction, it is not the only or necessarily the most important aspect. One of the most important aspects of teaching writing is helping students develop their ability to express themselves clearly and effectively. This can involve teaching them how to organize their thoughts, how to use evidence to support their ideas, and how to create engaging and impactful

writing that resonates with their audience. It can also involve helping them develop their own unique voice and style as writers, the third 20% said that not only grammar of course, while the fourth 20% said that providing students with help and giving them useful expression is better than correcting grammar mistakes, and the last 20% said that teaching writing and other language skills involves multiple aspects, including fluency, accuracy (covering areas such as punctuation, capitalization, morphology, syntax, and meaning), style, vocabulary, cultural aspects, and pragmatic skills (such as making requests, invitations, apologies, refusals, acceptances, politeness, swearing, and promising). It's important to note that teaching writing is not solely about applying grammatical rules, but rather encompasses a range of skills and techniques to help learners effectively communicate their ideas and messages. In addition to understanding grammar, teachers need to help students develop their language skills by exposing them to a variety of writing styles, encouraging creative expression, and providing constructive feedback that can help improve their writing. By addressing these different aspects of language learning, teachers can help learners develop a well-rounded understanding of the language and become more confident and effective communicators.

Figure 3.34



Conclusion

In conclusion, this study aimed to investigate the influence of correcting grammatical errors on the writing skills mastery of first-year students at UM in 2022-2023. The results of two instruments, the students' and teachers' questionnaires, were presented in this chapter. The analysis of the instrument results helped the researchers to answer the research questions using the percentage method.

CHAPTER FOUR

Discussion of the Findings, Pedagogical Implication, and Limitation

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Discussion of the Findings, Pedagogical Implication, and Limitation

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Chapter Four
Discussion of the findings, Pedagogical Implications, and Recommendations

Introduction

This chapter covers the discussion of the results of the study, It provides the general finding of this study which answers the research questions; To what extent does error correction affect the writing grammatical errors of first-year EFL students at the UM? What are the problems associated with error correction of written grammatical errors? What are the preferences associated with the correction of written grammatical errors? The present chapter also presents a summary of the findings. This chapter also provides some recommendations and pedagogical implications, suggestions for future research, and limitations of this study.

4.1. Discussion of the Results of the Study

The outcomes of the two instruments are triangulated by the researchers to strengthen and enrich this study. The use of two different measurements enables the researchers to deliver reliable and accurate results.

4.1.1. Discussion of the Students' Questionnaire Results

The researchers explain to what extent do errors correction affect the written grammatical errors of first-year student of English at the UM. They also highlight the problems, preferences associated with error correction of written grammatical errors.

To answer the research questions 'to what extent does error correction affect the writing grammatical errors of first-year EFL students at the UM?', 'What are the problems associated with error correction of written grammatical errors?', and 'What are the preferences associated

with the correction of written grammatical errors?' the researchers discuss the two questionnaires' results administered to both the students and teachers participants.

The first question was asked to have a general data about the students' age. According to the statistics given by the researchers, half number of the students feels embarrassed to be corrected by their classmates and the majority of them do not correct their classmate's errors because they believe that their level of English is not excellent to correct others (see appendix 1 p.65). Thus, this attitude of the students leads to lack of peer correction usage. Statistics given by the researchers show that the majority of the students prefer to be corrected by their teachers (see appendix 1. P.65) which supports the previous mentioned idea. More than a half number of the students 'like' peer correction method however they do not use it inside the classroom due to the obstacle they face which is being embarrassed. Thus, the researchers concluded that the students rely on teachers' correction most of the time. The mentioned idea is more supported by the following data. According to question 12 (see appendix 1 p.65), the majority of the students feel appreciative when their teachers correct their written grammatical errors, however few of them feel frustrated when they are corrected by their teachers because they feel that they commit a lot of errors, and according to question 15 nearly half number of the students feel discouraged and demotivated due to the amount of grammatical errors they make. Thus, based on question 20 the majority of students prefer moderate to extra feedback from teachers while correcting their grammatical errors. Question 17 also highlights the need of the students to be corrected by their teachers by explaining the grammar rules more clearly and by providing more positive feedback. Additionally, based on question 22 all of the students prefer to have examples of the correct usage while correcting their grammatical errors. (See appendix 1 p.65).The majority of the students noticed improvement in their English writing since their teachers started correcting their

errors. They also see teachers' correction as a very effective method. Question 14 strengthen the last idea in which very low percentage of students repeat the same grammatical errors after their teachers correction, however nearly the half number of them rarely repeat the same grammatical errors. The researchers conclude that nearly half number of the students do not feel discourage or demotivated by the amount of grammatical errors in their writing because at last their errors are being corrected effectively by their teachers. (See appendix 1 p.65).

4.1.2. Discussion of the Teachers' Questionnaire Results:

The majority of the teachers acknowledged that their students possess a good level of English proficiency. To rectify their students' grammatical errors, the teachers employ various techniques such as oral feedback, symbols or abbreviations, and written corrections. These strategies contribute to enhancing the efficacy of teachers' grammatical error correction, aligning with the earlier findings discussed in the students' questionnaire (see to page 40).

A minority of teachers choose to correct every grammatical error made by their students, while another minority only focuses on correcting the most significant errors. However, based on the findings from the students' questionnaire (refer to page 39), the majority of students express a preference for their teachers to correct every grammatical error they commit. This indicates that first-year English students at UM heavily rely on their teachers' correction method as their primary source of English language improvement. The majority of the teachers do not explain grammatical rules when correcting errors, however the majority of students prefer their teachers to explain grammar rules when correcting errors (see page 38), this reduces the effectiveness of correcting written grammatical errors which is a serious problem that face the learning process. The majority of the teachers 'sometimes' provide examples of the correct usage when correcting errors and few of them 'always' provide examples. According to the latter data, it is clear that

providing examples is considered as an important learning process inside EFL classes which exhibit the effectiveness of teachers' correction. This endorse the students' preferences mentioned in the discussion in the students' questionnaire (see page 55). Furthermore, it is noteworthy that most teachers offer a moderate amount of feedback on their students' grammatical errors, aligning with the students' preferences regarding the needed amount of feedback (see to page 46).The majority of teachers provide the opportunity to their students to revise their errors; however the majority of students prefer immediate correction. This means they don't recognize the importance of reflecting on their own errors, which helps them to identify areas of improvements, and make changes that will enhance their learning and understanding. Additionally, the majority of teachers highlight patterns in their students' errors, because it helps educators to understand where students are struggling and what concepts or skills they need more support with. It also helps students to avoid repeating the same errors in the future. Furthermore, by highlighting patterns in students' errors, teachers can help students develop metacognitive skills. The majority of teachers provide more positive feedback and encouragement to their students which affect their level of writing positively. This latter fits the students preferences (see page discussion 56). The majority of teachers correct writing grammatical errors of their students by providing clear and constructive feedback. Additionally, teachers see that prioritizing which errors to correct based on the level of the importance and relevance of the students' needs and goals. The previously mentioned ideas of teachers help to not take away the enjoyment of writing of their students. All of the teachers agreed that grammar is one of the important aspects of writing and not the only one.

4.2. Summary of the findings

The data collected from the instruments (the students and teacher's questionnaire) administered to first- year students of English at the Department of English at the UM 2022/2023 showed that the first problem associated with the correction of written grammatical errors of the mentioned category is that students depend only on the teachers' correction (direct and in-direct) and neglect the other methods of error correction which are: peer correction and self-correction. The second problem is that students sometimes do not understand the teachers' method of correction which makes them feel frustrated and demotivated. The last problem is that the students neglect peer correction because they feel embarrassed from each other.

Based on the interpretation of the findings students prefer immediate correction with a detailed explanation of the grammar rules that is supported by examples. Additionally, they prefer moderate feedback from their teachers however Teachers prefer delayed correction.

The data collected from the instruments also showed that the teachers' correction effectively reduced the amount of written grammatical errors of first-year students. Because of the teachers' correction, students rarely repeat the same written grammatical errors.

4.2.1. Connecting This Research Findings to Previous Studies

The findings of the study endorse the claim of Bitchener and Knoch (2009) in which the findings of their study showed that teachers' method of correction was the most effective way in error correction. Storch (2005) research findings endore the present research findings when it comes to neglecting peer correction

The research findings of Ellis et al. (2008) do not corroborate the view of the present study concerning the timing of feedback, in which Ellis et al research findings reveal that immediate feedback was more effective for enhancing grammar. The research findings of Lyster & Ranta

(1997), Truscott (1996).corroborate the view of the present study, in which they said that teachers' correction method can be counterproductive and frustrating if not understood by the students.

4.3. Recommendations and Pedagogical Implications

After conducting this research some recommendations were suggested by the researchers. First, Students need to change their preferences to achieve very effective error correction for example: they need to use peer correction more and adapt to it. Furthermore, instructors should be aware of their students' level of English and correct them as such by using productive and understandable methods of error correction. Additionally, Teachers need to balance between immediate and delayed grammatical error correction relating to students' preferences. Finally, Students must not only rely on teachers' reflection they also need to reflect on their errors by using Peer correction and self-correction methods.

4.4. Suggestions for Future Research

1. The influence of error correction of written grammatical errors in learning English language. A case study of third-year students of English at the University of Medea.

2. The influence of error correction of Spoken grammatical errors in learning English language. A case study of second-year students of English at the University of Medea.

3. A Gender-based analysis on the influence of error correction of written grammatical errors in learning English language. A case study of first-year students of English at the University of Medea.

4. A Gender-based analysis on the influence of error correction of written grammatical errors in learning English language. A case study of Masters 1 students of English at the University of Medea.

4.5. Limitations of the Study

This study had two main limitations. First, the total of students participants, the researchers posted the questionnaire Online to the entire first-year students Facebook group but only 20 students answered it . Additionally, the researchers asked eight (8) teachers to answer the teachers' questionnaire but only five (5) teachers answered it.

Conclusion

In conclusion, this chapter presented a comprehensive discussion of the results of the study, as well as the findings derived from the analysis of the students' and teachers' questionnaires. The general findings of this study, which addressed the research questions regarding the impact of error correction on the writing grammatical errors of first-year EFL students at the UM, the associated problems with error correction of written grammatical errors, and the preferences concerning the correction of such errors, have been elucidated. Moreover, a summary of the findings was provided, clarifying the key insights. Additionally, this chapter put forth recommendations and pedagogical implications, suggestions for future research, and acknowledged the limitations found in this study.

GENERAL CONCLUSION

Mastering the writing skill is deemed to be one of the main objectives that EFL learners aim to achieve. The present study aim is to reveal how correcting grammatical written errors influence the mastery of writing skill. Additionally, it presents the problems and the preferences associated with the correction of WGE (written grammatical errors).

This research purpose is to reveal how correcting grammatical written errors influence the mastery of writing skill of first-year student at UM 2022-2023 and reveal the problems and preferences associated with the correction of written grammatical errors. For this aim, three research questions were set. The first question was to what extent does error correction affect the writing grammatical errors of first-year EFL students at the UM? The second one was what are the problems associated with error correction of written grammatical errors? And the last one was what are the preferences associated with the correction of written grammatical errors?

The first chapter dealt with the theoretical framework. It provided a detailed explanation of error correction, including its definition, role in writing and grammar, types of errors to correct, and the best timing for correction. It also discussed different approaches and methods of written error correction. The chapter concluded with a section on previous studies that helped the researchers to find the knowledge gap of this study.

Chapter two had five sections that focused on research methods and procedures. It talked about the research design and participants, using descriptive quantitative research. The chapter also explained how data was collected using questionnaires for students and teachers. It discussed the

importance of study validity and instrument triangulation to make the research more reliable. The last two sections of the chapter explained how the researchers analyzed the collected data.

In the third chapter the data collected from the two research instruments. The researchers used questionnaires for both students and teachers. They presented the results of the instrument analysis, which helped them answer the research questions using the percentage method.

The last chapter tackled the discussion of the two instruments' results. The chapter presented the overall findings of the study, addressing the research questions regarding the impact of error correction on the writing grammatical errors of first-year EFL students at the UM. It also discussed the problems and preferences related to the correction of written grammatical errors. Additionally, the chapter provided a summary of the findings, along with recommendations and pedagogical implications. It also offered suggestions for future research and acknowledged the limitations of the study.

To conclude, the obtained data showed that students overly rely on teachers' correction and neglect other methods such as peer correction and self-correction. Secondly, students sometimes struggle to understand the teachers' correction methods, leading to frustration and demotivation. Lastly, students tend to avoid peer correction due to embarrassment. Findings suggest that students prefer immediate correction accompanied by detailed explanations of grammar rules and examples. They also prefer moderate feedback from their teachers, whereas teachers prefer delayed correction. Importantly, the teachers' correction effectively reduces the frequency of written grammatical errors among first-year students, minimizing repetition of the same errors. So, students should change their preferences in order to achieve more effective error correction.

For instance, they should increase their utilization of peer correction and adapt to this method. Moreover, instructors should consider their students' English proficiency level and employ productive and comprehensible error correction techniques accordingly. Additionally, teachers should balance between immediate and delayed correction of grammatical errors, taking into account students' preferences. Lastly, students should not solely depend on teachers' feedback, but also engage in self-correction and peer correction to reflect on their errors.

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APPENDICES

Appendix 2: The students' Questionnaire

This questionnaire is a data gathering tool for our Master's dissertation entitled: Errors Correction and its Influence on EFL writing classes.

We would like to inform you that the questionnaire is anonymous and meant for purely academic purposes, thus, all measures will be taken to protect/ensure the confidentiality of the information you have provided.

Thank you in advance for your cooperation and contribution.

Tick in the box of the adequate answer for you and write your elaborated answers or comments when required.

Part one: Attitude towards errors.

1. Your age:

2. Your level in English is:

A. Weak

B. good

C. very good

D. Excellent

3. How often do you make grammatical errors in your writing?

A. Very often

B. Sometimes

C. Rarely

D. Never

4. Do you think it is important to correct grammatical errors in your writing?

A. Yes

B. No

5. How do you feel when a teacher/classmate corrects your grammatical errors?

A. Happy, because it helps me improve my English

B. Annoyed, because I feel embarrassed

C. Indifferent, because I don't really care

6. How do you feel when a teacher corrects your grammatical errors?

A. Happy, because it helps me improve my English

B. Annoyed, because I feel embarrassed

C. Indifferent, because I don't really care

8. How do you prefer to receive feedback on your grammatical errors?

A. Written comments

B. Oral feedback

C. Both

9. How do you typically respond to grammatical errors in other people's writing?

A. I ignore them

B. I correct them in my head, but don't say anything

C. I point them out to the writer

10. Do you think it's important for teachers to correct grammatical errors in your writing?

A. Yes, it's important

B. No, it's not important

11. Have you noticed an improvement in your English writing skills since your teacher started correcting your grammatical errors?

A. Yes, I've noticed a significant improvement

B. Somewhat

C. Not really

D. No, I haven't noticed any improvement

12. How would you rate the effectiveness of correcting grammatical errors in improving your English A. writing skills?

A. Very effective

B. Somewhat effective

C. Not very effective

D. Not effective at all

Part two: The problems associated with the correction of written grammatical errors

13. How do you feel when your teacher corrects your grammatical errors in your writing?

A. Appreciative, because it helps me improve my English

B. Frustrated, because I feel like I'm making too many mistakes

C. Indifferent, because I don't really care

14. Do you find it difficult to understand your teacher's corrections and feedback?

A. Yes, often

B. Sometimes

C. Rarely

D. Never

15. Do you feel like you make the same grammatical errors repeatedly?

A. Yes, I make the same errors often

B. Sometimes

C. Rarely

D. Never

16. Have you ever felt discouraged or demotivated by the amount of grammatical errors in your writing?

A. Yes, I have felt discouraged or demotivated

B. No, I haven't felt discouraged or demotivated

C. I'm not sure

17. How do you feel about peer correction of your grammatical errors?

A. I like it because it helps me learn from my mistakes

B. I don't like it because I feel embarrassed

C. I'm indifferent to it

18. How do you think teachers could make the correction of grammatical errors less intimidating or discouraging for students?

A. By providing more positive feedback and encouragement

B. By explaining the grammar rules more clearly

C. By giving fewer corrections overall

D. Other (please specify)

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Part Three: The preferences associated with the correction of written grammatical errors

19. Do you prefer that your teacher correct all of your grammatical errors or only the most important ones?

A. All of them

B. Only the most important ones

20. Would you prefer to receive feedback on your grammatical errors immediately after you turn in your work, or after you've had time to make revisions?

A. Immediately after turning in my work

B. After I've had time to make revisions

21. How much feedback do you prefer to receive on your grammatical errors?

A. A lot of feedback, with detailed explanations of the errors

B. Moderate feedback, with brief explanations of the errors

C. Minimal feedback, with only a list of the errors

22. Do you think it's important for your teacher to explain the grammar rules when correcting your errors?

A. Yes, it's important to understand why the error was made

B. No, I just want to know what the correct form is

23. Do you think it's helpful to have your teacher provide examples of correct usage when correcting your errors?

A. Yes, it's helpful to see examples of correct usage

B. No, I don't find it helpful

24. How do you think teachers could improve the feedback they give on grammatical errors?

A. By providing more detailed explanations

B. By providing more positive feedback and encouragement

C. By providing feedback more frequently

D. Other (please specify)

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Thank you!

Appendix 3: Teachers' Questionnaire

This questionnaire is a data gathering tool for our Master's dissertation entitled: Errors Correction and its Influence on EFL writing classes

We would like to inform you that the questionnaire is anonymous and meant for purely academic purposes, thus, all measures will be taken to protect/ensure the confidentiality of the information you have provided.

We kindly ask you to give us a helping hand through answering

Thank you in advance for your cooperation and contribution.

1. How do you qualify the level of your students?

A. Weak

B. good

C. very good

D. Excellent

2. How do you typically correct your students' grammatical errors?

A. By using symbols or abbreviations

B. By writing out the correction in full

C. By providing oral feedback

D. Other (please specify)

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3. How often do you correct your students' grammatical errors?

A. Every error

B. Only the most important errors

C. Other (please specify)

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4. Do you explain the grammar rules when correcting errors?

A. Yes, always

B. Sometimes

C. Rarely

D. Never

5. Do you provide examples of correct usage when correcting errors?

A. Yes, always

B. Sometimes

C. Rarely

D. Never

6. How much feedback do you provide on your students' grammatical errors?

A. A lot of feedback, with detailed explanations of the errors

B. Moderate feedback, with brief explanations of the errors

C. Minimal feedback, with only a list of the errors

7. Do you prefer to correct errors immediately after students turn in their work, or after they've had time to make revisions?

A. Immediately after turning in their work

B. After they've had time to make revisions

Explain:

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8. Do you think it's important to highlight patterns in your students' errors, such as common mistakes they make?

A. Yes, it's important to help them identify their weaknesses

B. No, it's not necessary

Explain:

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9. How do you think you could improve the feedback you give on your students' grammatical errors?

A. By providing more detailed explanations

B. By providing more positive feedback and encouragement

C. By providing feedback more frequently

D. Other (please specify)

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10. Do you think that correcting grammatical errors takes away from the enjoyment of writing for your students?

A. Yes, it takes away from the enjoyment of writing

B. No, it doesn't take away from the enjoyment of writing

Explain:

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11. Do you think that correcting grammatical errors is the most important aspect of teaching writing?

A. Yes, it's the most important aspect

B. No, there are other aspects of writing that are more important

Explain:

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Thank you!