

THE EFFECT OF TEACHERS' WRITTEN FEEDBACK ON ESL STUDENTS' PERCEPTION: A STUDY IN A SAUDI ESL UNIVERSITY-LEVEL CONTEXT

GRAMI MOHAMMAD A. GRAMI

Abstract

The idea of this paper was prompted by Truscott's (1996) extreme and controversial article in which he rejects every possible positive effect of written feedback given by language teachers to their students in order to improve students' writing and minimize their errors but with no reference to students' beliefs and preferences. This study will investigate a number of Saudi university-level ESL students' perception of written feedback they receive from their teachers using structured questionnaires. The focus will mainly be on linguistic errors, i.e. form feedback, as they are L2 learners, in their ESL writing. The main purpose of the study then is to investigate whether ESL students would prefer to have their written work corrected and commented on or not, and if they do believe or not in teachers' comments' effectiveness, i.e. students' beliefs, in the light of the relative literature.

Key Words

ESL writing, surface-level feedback, students' beliefs

1. Introduction

In 1996, John Truscott wrote a very controversial article pertaining to form (surface) feedback in writing where he rejects any possible advantages of it in improving accuracy and he even blames it for catastrophic results on learners' progress in writing. In his article, he builds on his strong opposition of form feedback and concludes by recommending all language teachers to completely abandon giving comments concerning surface errors. Unsurprisingly, many researchers have targeted this proposal and I am particularly interested in the research conducted by Ferris (1999), Lee (1997) and Kepner (1991) who defended the use of error feedback and, apart from Kepner, reacted to Truscott's stance calling it premature, oversimplified and radical. In her article (1999) responding to Truscott (1996), Ferris challenges the theoretical and empirical bases of Truscott's extreme proposition and cited various evidences to simultaneously support her position and rebut Truscott's. In this study, however, I am concerned more about the fundamental issue closely related to teachers' form feedback, namely students' own beliefs and preferences regarding this practice, taking into consideration the previous argument and viewed in the light of the relative research as students' perspective apparently has not received the attention it deserves even if proven to have its enormous effect on the whole process of teaching/learning as shall be seen later.

1.1 The Significance of the Study

Needless to say, writing is amongst the most prominent skills that language learners need to learn as an essential component of their academic practice and later on in their professional life, which partially explains why teaching writing has prompted a good deal of research that covers various aspects of its broad instructional contexts. However, writing does not only reside in the classroom, the need for well-organised, successful writing can be seen almost everywhere, writing a formal letter to your supervisor, a casual letter to a friend, a poem or a novella, even a short memorandum are all examples of writing, i.e., the need for acceptable writing is found in about all everyday life practices; a fact that has contributed to the development of the genre approach in writing. Another fact is that teaching/learning how to write successfully gets even more complicated and challenging for both language teachers and students when it comes to ESL/EFL environments compared with teaching L1 writing. In the former case, learners have to focus on multiple interactive processes that go well beyond basic writing rules usually meant for native student writers. In conjunction with this intricacy, little research concerning teachers' feedback on L2

writing situations has been carried out. These combined factors then may well justify the choice of this research topic and also gives a genuine reason why researching this issue could be interesting. The effect of feedback whether positive or negative is therefore a subject of great importance. (Lee, 1997, Truscott, 1996)

1.2 Purpose of the Study

Generally speaking, the research in this field usually refers to two main issues a) teachers' mechanisms and attitudes when giving their comments, and the main focus of this paper b) students' preferences and applications of given written feedback. (Ferris and Hedgcock, 1998, Radecki and Swales, 1988, Hyland, 1998) According to Ferris and Roberts (2001), knowing about students' attitudes and preferences about error feedback and their own assessment of their weaknesses in writing is important. They also note that students' attitudes and preferences have been neglected in many previous error correction studies and reviews.

This paper therefore focuses not on writing itself but rather on ESL students' own beliefs and preferences regarding feedback in L2 writing taking into consideration such immense effect of students' beliefs on their success in writing in accordance with the second theme above. To be even more precise, I question ESL students' beliefs regarding feedback they receive from their language teachers as response to their writing errors, mostly surface-levelled, and how they operate them in their subsequent writings. The various techniques of feedback in writing such as underlining, locating the error, explicit correction and the use of symbols and marks have been well scrutinised in the teaching writing literature including in addition to teachers' written feedback: self-correction, peer feedback and oral conferences. Apparently, this practice has the ultimate purpose of improving learners' composition with regard to both short and long-term efficacy from the perspectives of fluency, accuracy and the overall quality of their product. This concern has been aroused after the recent emergence of process approach teaching of writing in comparison with the case when writing teachers were all affected by the more traditional product-oriented approaches. (Radecki and Swales, 1988, Fathman and Whalley, 1990, Ferris, 2002)

Types of corrections include direct and indirect written feedback which will be both discussed and evaluated in relation to their application in actual pedagogic contexts and the gains expected from them from students' point of view. Moreover, the implication of different types of feedback will be examined with focus on different techniques that are mostly considered as indirect feedback with special regard to their level of explicitness and their effect on long-term accuracy of students' writing as they perceive them. In order to tackle this issue persuasively, a number of Saudi university-level ESL students have been involved in a two-phase study where their perspectives, beliefs and preferences have been investigated through a structured questionnaire.

1.3 Definition of Terms

Kepner (1991: 141) defines feedback in general as 'any procedures used to inform a learner whether an instructional response is right or wrong.' For the purpose of the assignment however 'feedback' will strictly refer to the written feedback given by teachers as response to their students' errors in writing. The terms 'feedback', 'comments' and 'correction' in this article will be used interchangeably and they do not constitute any real difference. I am aware that the limitation of feedback to teacher's written feedback automatically excludes, but not in any way rejects, other known types of feedback such as peer feedback and oral conferences even if their implications on ESL writing may similarly produce results of remarkably substantial interest. The targeted proportion of students in this study is described as ESL, a crucial fact that affects consequent discussion and therefore must be kept in mind throughout the progression of this study. ESL, an acronym for 'English as a Second Language', originally referred to non-native speakers learners of English in an English environment e.g. immigrants in United Kingdom, but now it has become a standard term to mean learning English by non-native speakers regardless of the environment, which is exactly the case in this study as shall be seen later. 'Form feedback' which will be also known as 'grammar feedback' and 'surface-level feedback' is the type of feedback that looks into issues like spelling, grammar, punctuation etc. On the other hand, 'content feedback' usually refers to matters like organisation, choice of vocabularies, rhetoric use of the language, cohesion and coherence, and other more abstract and notional matters of writing. It is worthy to note that the distinction between the two types is not always clear but this will be overlooked for now.

2. Literature Review

2.1 Is Form Feedback Unnecessary?

The discussion about giving grammar-errors feedback (form feedback) cannot overlook the oft-cited, rather controversial article by Truscott (1996) which has been the target of almost all the following studies addressing the same topic. The findings of his article, which clearly stands against grammar correction, were the aim of continuous debate either in favour or against. It is worth noting that some earlier researches have also concluded to stances similar to these of Truscott's but the main difference is that they do not overtly recommend teachers to completely stop giving grammar feedback anymore as Truscott do. Cohen and Robbison (1976), for example, argue that the correction of student compositions is often ineffective in reducing errors. However, they have an explanation for their finding that is teachers' correct errors inconsistently. Hillock (1986: 165) (as mentioned in Ferris and Hedgcock, 1998) also believes that teachers' comments have little impact on student writing. Again, the given possible reason for ineffectiveness was due to teachers themselves. Sommers (1982: 142) supports the claim when found that teachers comments were arbitrary and idiosyncratic. Furthermore, Connors and Lunsford (1993:215) comment on teachers' written feedback: a large number of short, careless, exhausted, or extensive comments. But, with respect to his radical ideas, Truscott's (1996) article yet remains the most controversial for he does not attribute the failure of grammar feedback to any sort of inadequacy caused by teachers, students, or teaching contexts but because of form feedback itself.

2.2 Why Form Feedback is Necessary?

Truscott's disputed views have been critically and empirically examined by many subsequent studies. That is to be supported with early studies whose findings have been neglected in Truscott's controversial paper. Some of these studies (to be mentioned anon) give practical evidence that grammar correction in fact does help students improve their accuracy as opposed to Truscott. The main weak point of Truscott's paper is that most of the literature he used to support his claims is actually researches that have been carried out in L1 contexts which cannot be transferred complete to ESL contexts as the students in the latter environment struggle with their L2 and errors are definitely expected from them. Prior to Truscott (1996), Kepner (1991:305) believes that error correction in second language teaching is of perennial concern to L2 teachers. Kepner notes that many L2 teachers fear the fossilisation of errors (a persuasive argument later supported by Ferris, 1999) and that teachers felt morally obliged to correct all mistakes in their L2 students' work. This finding may shed some light on why teachers correct form errors but it does not give empirical evidence to how successful students will be after receiving their writing corrected from the teacher nor does it explain how teachers act in order to give their feedback effectively. Kepner (1991) however mentions that surface-error corrections are a traditional practice in L2 teaching as a justification to the surface-level feedback given to the participating students in the study. Some other researchers have carefully examined Truscott's viewpoint. Lee (1997), for instance, describes Truscott's stance as radical. Furthermore, Lee firmly assures that his stance will have little impact on classroom teachers. Another researcher who extensively examined Truscott's beliefs is Dana Ferris (1999). First of all, she notes that L2 students themselves are very much concerned about accuracy and they will ask for their errors to be corrected by their teachers. In response to Truscott claims, that giving grammar correction feedback must have no place in writing courses and should be abandoned; Ferris describes his idea as premature and overly strong. (ibid: 2) Ferris (1999) also notes that Truscott overstates the negative evidence and disregard the research results that contradict his views. Two significant studies that Truscott disregards their positive findings are Fathman and Whalley (1990) and the already mentioned Lalonde (1982) where both of them found positive effects for error correction.

2.3 ESL Learners and Form Feedback: Are they Different from their Native Counterparts?

Although ESL learners' success in ESL composition is the ultimate goal of the whole literature of writing teaching/learning, it seems that their point of view of the whole issue has been long ignored or, in best cases, did not receive the attention it deserves.

It has been mentioned earlier in Ferris' paper that L2 students in particular prefer and expect their teachers to provide them with comments about accuracy in their writing. This idea is supported with the wide belief that responding to L2 students' writing has been of great significance to teaching writing and is well considered by writing teachers and pedagogy theorists alike. Ferris describes the practice of giving feedback as indispensable. Hyland and Hyland (2001) also note that providing written

feedback to students is one of the ESL writing teachers' most important tasks. In the same manner, ESL students were also reported to overwhelmingly desire their linguistic errors to be corrected and they strongly believe that it is teacher's responsibility to provide such feedback. In short, ESL teachers have to correct surface-level errors and students want their teachers to do so. The bottom line is that as L1 writers usually have no limitation in their linguistic competence, they can focus on more theoretical, notional, abstract ideas. This is, however, not the case with L2 learners where they are still struggling with their lower language proficiency and linguistic errors, therefore, occupy the prominent status (Reid, 2000, Radecki and Swales, 1988, Ferris and Hedgcock, 1998, Kepner, 1991, and Hyland and Hyland, 2001) As responding to the argumentation against giving grammar feedback, Ferris and Hedgcock (1998: 139) note that "In fact, given the strong preferences that L2 writers have expressed for receiving grammar feedback, its complete absence may actually be upsetting and motivating."

The idea can be supported not only from ESL student's position, as for ESL writing teachers (L2 teachers in general), the research findings show that they are very much concerned about students' surface-level errors (e.g. Ferris, 2002 in her preface and Hyland and Hyland, 2001). This concern about accuracy is likely to be caused by already mentioned students' concern themselves. Research findings also show that students want, appreciate and apply the corrections they get from their teachers. (Zamel, 1985, Hyland and Hyland, 2001, Hyland, 1998, Ferris and Hedgcock, 1998, Ferris and Roberts, 2001, Cohen, 1987, and Leki, 1991). Zamel (1985), for instance, notices that most of ESL writing teachers comments were concerned about surface-level errors. Zamel then suggests that ESL writing teachers see themselves more like "language teachers". Hyland (2003) shares the same belief of how ESL writing teachers perceive themselves when giving written feedback. The possible explanation of such an attitude by ESL students can be obtained from Ferris (2002) who notes that L2 writers are aware of their linguistic limitations and thus "more likely to focus on word- or sentence- level accuracy." Similarly, Kepner (1991) refers to the traditional view of achievement in L2 writing as "mastery of discrete surface skills required for production of an accurately written document. In short, there is plenty of research evidence to show that ESL students want surface-level correction and believe in its effectiveness. (Lee, 1997, Leki, 1991, and Hendrickson, 1978)

3. Methodology and Discussion

3.1 Teaching Context and Participants

Generally speaking, English does not occupy very prominent position in Saudi Arabia (the context of the study) neither in terms of basic communication needs nor in official, commercial or academic settings. Even if a huge number of foreigners (over six millions according to the latest statistics) work in the country, Arabic, which benefits from an enormous historical and religious heritage, not English is the one and only language for communication not only between foreigners and the residents of the country, but between foreigners themselves who come from a mosaic of linguistic backgrounds. Therefore, the need for English as a communication tool, as indicated in the national curriculum for example, for an ordinary resident is merely artificial, which has been widely reflected in students failing to see the point of studying English as a compulsory course in general education regardless ESL teachers' efforts to explain its significance, a situation that has been described by many expatriate English teachers as really discouraging and intimidating. (Whitefield and Pollard, 1998) However, even in such a seemingly unlikely promising context, the need to learn English cannot be underestimated, especially in order to specialise or work in high-tech and medical majors, for international trade and businesses, information technology, aviation and to a lesser significance tourism. In other words, the need to learn English is essential for a limited number of people, i.e. exclusively important.

The study however took place in the department of English language in a Saudi university where all core courses are taught in English, a reason that explains why English is particularly important and also characterised this context as more ESL than EFL. The students who were involved in the study were all English majors in their second year or over. They all have taken at least one specialised course in English writing in the university besides their previous general writing classes all students have to take in their formal education. It also worth noting that all the participants are male students as Saudi Arabian educational policy obligatory separates male and female students from early primary levels. (Asiri, 1997, Whitefield and Pollard, 1998, Mubarak, 2003 and Grami, 2004)

3.2 Research Hypotheses

Drawing on the literature review and the context of the study, this research tries to question the reliability of the following hypotheses: 1) Saudi ESL University level students want to receive written feedback on their surface-level errors and 2) Saudi

3.3 Data Collection and Analysis

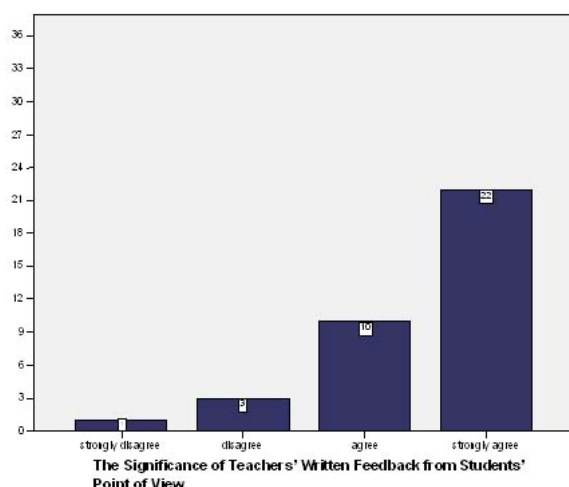
McDonough and McDonough (1997) believe that questionnaires are very popular among educational researchers in general. There are some factors as to why a researcher chooses questionnaires to collect data from students. The questionnaires have some advantages over other data collecting methods (e.g. interviews): a) questionnaires tend to be more reliable as they are anonymous b) they encourage greater honesty from respondents, c) they save the researcher's and participants' time and effort (more economical), and d) they can be used in small-scale issues and large scale issues.

Hence, a structured questionnaire has been designed and piloted, consisting of two main sections where students' beliefs regarding form feedback have been questioned in the first part and their same beliefs will be again questioned but with practical examples of errors and written feedback this time. The questionnaire has to be somehow concise as the time allocated for completing it was limited because students were doing their final examinations and the survey will took place after one of theses exams in the department. (See appendix A) The researcher has also applied SPSS to analyse data gathered from the questionnaire which will enable him to get precise percentages, standard deviations and means of subjects' responses.

When students were asked about their opinion regarding the significance they assign to teachers' feedback, the following results were gained:

Descriptive Statistics

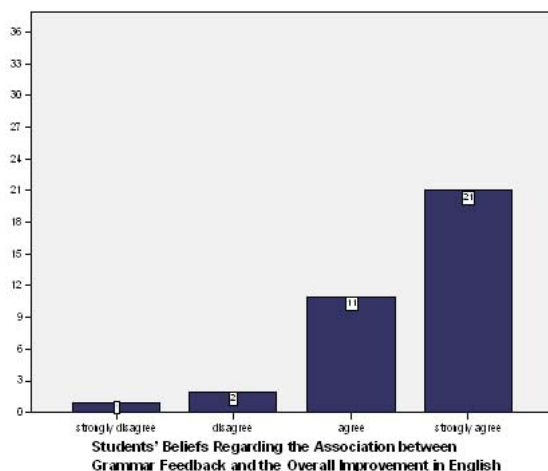
	N	Minimum	Maximum	Mean	Std. Deviation
it is important for teachers to correct students' written errors	36	1.00	5.00	4.3611	1.04616
Valid N (listwise)	36				



This finding supports the previous research findings in ESL writing environments (Kepner, 1991 and Ferris, 2002). It clearly gives ample evidence that most ESL writing students not only agree on the importance of feedback, actually they do so passionately which can be drawn from the very high mean (4.36). The same attitude can be elicited from ESL student writers' responses to other questions (will be discussed afterwards) which indirectly bring out their opinions regarding surface-level errors' comments on a composition example. Therefore, it can be fairly argued that ESL university level students in Saudi Arabia do want, expect and appreciate teachers' written feedback about their surface-level errors.

Descriptive Statistics

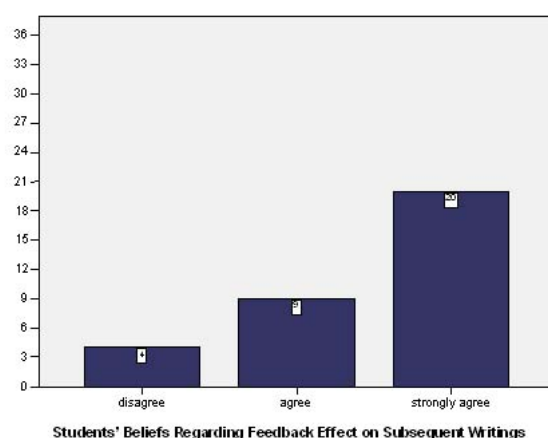
	N	Minimum	Maximum	Mean	Std. Deviation
Teachers' corrections help me learn and improve my English	35	1.00	5.00	4.4000	.97619
Valid N (listwise)	35				



Once again, the very high mean (4.40) gives the strong impression that Saudi ESL students profoundly maintain the belief that they can improve their writing with reference to the issues of accuracy and fluency. Only one student has no opinion regarding this question. If previously discussed immense effect of students' beliefs is taken into consideration, this finding also challenges Truscott's (1996) claims that written feedback concerning grammar has no positive effects on subsequent writings and supports the research findings that written feedback does help students improve their accuracy without harming fluency (Ferris, 1999 and Chandler, 2003). Truscott's argument apparently neglects the significance grammar feedback deserves. The former finding moreover supports the argument of Ferris and Hedgcock (1998) that students do appreciate their teachers' responses to their writing and they pay a great deal of attention to it, and that of Hyland (1998: 262) that her students not only said they valued feedback, but demonstrated this through their actions in response to it. It is obvious that hypothesis (1) is strongly supported by these findings and it can be said, therefore, that Saudi ESL students are similar to their counterparts in other related studies where both show profound interest, appreciation and enjoyment in teachers' written feedback. The following data further supports this argument where students have shown that in fact they do benefit from their teachers' feedback opposing to Truscott:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I do not make the same error once the teacher corrects it	33	2.00	5.00	4.3636	.99430
Valid N (listwise)	33				



The most outstanding finding obtained from the study is that Saudi ESL student writers at KAAU by all means desire and expect feedback from their writing teachers. It also shows that students do believe that they benefit a lot from such feedback. This can be easily noticed through their high responses means which certainly show solid evidence that they appreciate error-feedback.

3.3 Recommendations and Limitations

This study highlights some interesting points to be considered for real ESL classroom practices regarding the application http://research.ncl.ac.uk/ARECLS/vol2_documents/Grami/grami.htm

of written feedback as response to ESL students' writing. The first recommendation is that, according to the relative literature and research findings, the application of written feedback in Saudi ESL contexts is crucial and of great significance. Saudi ESL Students involved in the study have expressed their strong belief of its importance and applicability.

The researcher is fully aware that there are a number of possible shortcomings of this study that are mostly attributed to the shortage of time and space. Shortcomings can be summarised as follows; first of all, the possible effect of various factors including language proficiency of students, the nature of the writing task they are given, and the stage at which feedback is given has not been investigated. The researcher has been informed that a possible factor that is apt to affect the findings is students' gender which, because of lack of resources, proved to be very hard to examine. In an unpublished MA thesis by Alhaisony (2004), it was found that the gender has such a strong effect on the findings. Similarly, the issue of cultural influences on students' attitudes has not been included. The surrounding environment will definitely affect the local teaching context. (C.f. Holliday, 1994 and F, 2000)

It would certainly be more appreciated and useful to have a longitudinal research in which students might be given different writing tasks and types of feedback (direct or indirect) to investigate each type's effectiveness on their subsequent writing. It should give empirical evidence which type of feedback works better in reducing errors in writing.

Despite all possible negative points, the research tends to be reliable and of value. The researcher would have some suggestions for further research that will take the shortcomings into account. First of all, the researcher wishes to apply the study in more than one educational context in Saudi Arabia. This will surely include more subjects/participants which will minimise the fraction of error and, at the same time, inspect the topic from different angles which is still considered as another mean of triangulation. The researcher also stresses on the significance of having teachers' perspective about the issue. The researcher proposes a study that will investigate teachers' point of view as well as their actual pedagogical practices regarding the subject. This will include techniques such as think-aloud correction, teachers' focussed group interviews, and other more qualitative techniques. The researcher really hopes that the findings of this proposed research would lead to better understanding of the educational contexts in the educational environments in Saudi Arabia.

Conclusion

Truscott (1996) obviously does not account for one particularly important aspect in teaching/learning writing when he rejects grammar feedback that is ESL students' perspective. The study seems to support researchers (Kepner, 1991, Lee, 1997, and Ferris, 1999) who have challenged Truscott's ideas by proving that ESL students involved do want and appreciate this type of feedback. Truscott's recommendation for language teachers to completely abandon giving grammar feedback ends to be irrelevant, even without real influence in ESL writing classes as Lee (1997) remarks.

Notes

I. The distinction between form and content errors in writing (as suggested by Kepner, 1991, and Ferris and Hedgcock, 1998) is essential for the sake of this study. There has been however an argument against such a distinction sometimes calling it artificial (see Ashwell, 2000) but I am going to overlook this for the mean time hoping to refer to it later.

II. In comparison with the more recent process approach in writing.

III. < <http://bogglesworld.com/glossary/esl.htm> > viewed on Wednesday 18 May 2005.

IV. Until recently, English has been a compulsory course in public schools. The year 2005 has experienced the change of English status to an optional, not necessarily passed course.

V. According to a special contact with Mr. Alhaisony on Wednesday, 25 August 2004.

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Appendices: Appendix A

Students' Questionnaire (The English Version) The Effect of Written Feedback on Students Writing Tasks

The purpose of this questionnaire is to investigate students' beliefs about how teachers should correct errors and give them feedback on their writing. It aims to offer better understanding for your perception about written comments you get from your teacher. Ultimately, this will help improve teachers' written remarks on a hand and students' writing ability on the other.

Important Notes:

- (1) The information that you will supply in here will never be revealed to a third party unless getting your written consent. However, your personal information (name and age) will never be revealed to any other person.
- (2) If you have any queries please feel free to ask me at any time.

Name (optional):

Year of study:

How many years have you been studying English in formal education? () years.

Have you taken any special courses outside of school or university which involved writing? Yes No

In total, how many of these writing courses have you taken? () course(s)

Section One: General Questions: This section asks you to answer some general questions regarding your educational and linguistic background. (Just tick the correct answer or the most suitable one) The purpose of this section is to know more about the participants. Remember: you have the right not to answer any of these questions if you feel they are irritating or intrusive.

1.1 Your mother tongue is Arabic:

Yes No

1.2 Your age is:

Below 18. Between 18 and 22. Over 22.

1.3 Have you taken any special training in symbol/code use (e.g. 'it have been raining all night.' VA: Verb Agreement, 'the aeroplane took off two hours ago' Sp: Spelling) in writing correction:

Yes No

Section Two: The following comments are possible teacher's written feedback for the previous short passage. Please decide whether you appreciate the type of

feedback you receive or not in terms of its usefulness/helpfulness for each correction, and to which extent. You may consider its effectiveness in terms of helping self-correction, short-term and long-term improvement in following writing tasks. The errors concerned here are surface-level errors (spelling, word choice, tenses, punctuation, verb agreement, capitalization etc)

Please look through the following passage which contains different techniques of corrections and giving written feedback. Circle the number to indicate to which extent do you understand and appreciate the written comment (not).

(1) strongly like it, (2) like it, (3) do not know, (4) dislike it, (5) strongly dislike it.

How to reduce stress level?

Modern life has not only its benefits but its drawbacks as well. One very obvious and common example of the drawbacks is stress. Stress is the pressure caused by fast rhythm of modern life. For some people it is very difficult to cope with the situation therefore stress will happen.

Stress not only caused headache, it was much more critical enough to consider it as fatal sometimes. For example one who usually live with stress will suffer from many other symptoms such as high blood pressure, ulcer and insomnia. These symptoms in their turn can cause other serious problems like heart attacks and clot.

So, is there a way out? Definitely there is. The key point here is life pressure. So if we can overcome this successfully we will certainly be successful in reducing stress level. There are, however, many possible solutions. One good example is Yoga, a combination of both spiritual and bodily exercises, which many experts have noted its effectiveness. Nevertheless, Yoga require a sort of strict training that not so many people are capable of, neither in terms of time nor money. There are nevertheless other easier solutions which do not require much from people. One can go out with his family to the beach or the mountains and have a good time there which will be as good and effective. May be he or she can find a hobby that keeps him/her busy and in the same time. One important thing is that do not let stress defeats you, you should take life easy and overcome your stress.

3.1- Teacher's feedback: You should capitalize every initial letters in the title's main words (i.e. all words except articles and prepositions)
1 2 3 4 5

3.2- Teacher's feedback: locating the error by underlining it and (Sp).
1 2 3 4 5

3.3- Teacher's feedback: (Sp).
1 2 3 4 5

3.4-Teacher's feedback: locating the errors by underlining them. 1 2 3 4 5

3.5- Teacher comment: (there is a resistant error you should really notice and take care of which is to add an 's' in third person singular in the present simple tense.)
1 2 3 4 5

3.6- Teacher's feedback: (This is not the idiom. Change the preposition.) 1 2 3 4 5

3.7- Teacher's feedback: Why don't you use 'on the other hand' instead of 'nevertheless'?
1 2 3 4 5

3.8- Teacher's feedback: (Your description of that trip is enjoyable. I really liked its organisation and order. Nevertheless, I'd really prefer if you'd use transitional words such as first of all, then, after that and finally so your paragraph becomes coherent.) 1 2 3 4 5

3.9- Teacher's feedback: (Your passage sounds really interesting. I really like your ideas and organization.) 1 2 3 4 5

Section Three: The following questions are general questions about your own beliefs and preferences regarding teachers' written feedback. Please indicate whether you (1) strongly agree, (2) agree, (3) do not know, (4) disagree, or (5) strongly disagree with the following statements by writing the appropriate number in the space provided in front of each example.

3.1 It is important for teachers must correct students' written errors.
1 2 3 4 5

3.2 Different teachers I have had have given e feedback in different ways/ by sing different methods.
1 2 3 4 5

3.3 Some teachers are very good at giving feedback.
1 2 3 4 5

3.4 Teachers' corrections help me learn and improve my English.
1 2 3 4 5

3.5 It's important for teachers to correct every error.
1 2 3 4 5

3.6 I believe that the application of symbols (e.g. VT: Verb Tense, Sp: Spelling, Pro: The selection of pronoun) is quite useful.
1 2 3 4 5

3.7 It is more helpful to give clear, direct instructions about my writing errors than suggesting a correction.
1 2 3 4 5

3.8 I always pay close attention to my teacher's written feedback on my writing.
1 2 3 4 5

3.9 I do not make the same error once the teacher corrects it.
1 2 3 4 5

3.10 It is better to write the feedback in the margins than at the end.
1 2 3 4 5

Appendix B

Students' Questionnaire (Arabic Version)

Appendix B

Student One: to name (Arabic Version)

—م. ٢٤، ج ٢، ص ٢٢٢

[illegible][illegible]

ملاحظات عامة

1. شكك الحق في عدم الإجابة، أي أي شيء من الإثباتات يمكنك الإصباح في أي وقت.
2. جميع المعاد التي توضح كيف أن المعاد معاد خاصية أو يتم إنتاج أو قد كانت عليها إلا معاد أو كانت قد كانت
3. شكك في جميع معاد ما كان الخاصة ما كان سوية.
4. في حالة وجود أي استفسار يمكنك أن تجد عدم الفهم في سؤال.

الجزء الأول: أسئلة عامة الغرض من هذا الجزء هو معرفة خلفية المشاركين في الاستبيان.

- 1 الاسم (اختياري)
2 لنتفكر الآن في المدربة نعم □ لا □
3 البقية للمراجعة:
4 عراكنا على الأقسام من 18 - 22 أكثر من 22
5 فورية كمسة درست الكتابة باللغة الإنجليزية بما في ذلك المرحلة المتوسطة
6 التقوية □ = سواتر
7 كم عدد المواد التخصصية في تنمير الكتابة التي كتبناها لإخراج في الجملدة () مئة
8 مصادف العرس والرسائل، بل أعدتني فورات خضعة في تنمير الكتابة (أو)
9 تعني على تنمير الكتابة في مدام أخرى؟ نعم □
10 عرامل كم عدد المواد التخصصية في الكتابة التي كتبناها () مئة

9 هل سبق لك معرفة كيفية استخدام الرموز للإشارة إلى الأخطاء (مثلا: بـ) حتى خطأ في الهجاء، Pm حتى خطأ في استخدام الضمائر، %٧ حتى خطأ في اتفاق الفعل مع الفاعل)؟
لا نعم

الجزء الثاني: المبررات التالية هي: تدرجات تتلاقى بأكملها و تضمين تلك الملاحظات و التعليقات التي تتكلمها من مدرس بخصوص كفاءة الطالب باللغة الإنجليزية. الرجاء الإشارة إلى موقعاها بـ رسم دائرية حول الرق الملتصق بحيث أن:

- 1- موافق جثة 2- موافق 3- لا همتي 4- غير موافق 5- غير موافق جثة
1. يجب على المدرسين تصحيح أخطاء الطالب الإملائية و النحوية.
5 4 3 2 1
2. التعليقات على الكتابة تختلف من مدرس لأخر.
5 4 3 2 1
3. بعض المدرسين يهينون جدا في إخطار التعليقات.
5 4 3 2 1
4. تعليقات المدرسين لها يخص كتابة الطالب مهمة جدا و فائدة.
5 4 3 2 1
5. يجب على المدرسين تصحيح جميع أخطاء الطالب الإملائية و النحوية وليس عزة منها فقط.
5 4 3 2 1
6. استخدام الرموز (مثلا %٧ من الفعل، Pm علامة ترقم) للإشارة إلى الأخطاء الإملائية و النحوية في الكتابة عملية لائقة.
5 4 3 2 1
7. إخطار تعليقات مباشرة (مثلا: we are not ready) أفضل من مجرد الإشارة إليها.
5 4 3 2 1
8. إخطار التعليقات المباشرة على أخطاء الطالب في الكتابة تجعلهم أكثر اعتناء على أنفسهم.
5 4 3 2 1
9. كما تخرج تعليقات المدرسين فيها يختص بكتابتهم واستيعابها.
5 4 3 2 1
10. كما لا أعود تشارك نفس الخطأ في المسومات التالية بعد تعليق المدرس عليها.
5 4 3 2 1
11. أفضل كتابة الملاحظات على الهوامش ول كلفتها في نهاية الصفحة.
5 4 3 2 1
12. سوف أكشف بـ الرائي السابقة إذا أصبحت مدرسا ، مع الأخذ بعين الاعتبار الوقت و الجهد اللذين من إخطار الملاحظات كل طالب على حدة.
5 4 3 2 1

الجزء الثالث: هذا هو الجزء النهائي من الاستبيان حيث ستشاهد مخرج لإجور الطالب مع التعليقات المكتوبة عليه من قبل المدرس الرجاء عدم توقيع من حيث القدرة على التوقيع و قابلية التحديق و لا في درجة الرجاء أنه الجواب الكلية في عين الاعتبار: 1) أجبته مع الاعتناء على النفس في تصحيح الأخطاء، 2) تضمن مستوى الكتابة على الله في الأول و الأخير، 3) الجهد المبذول من قبل المدرس الطالب الأخطاء المبنية هنا في أخطاء ظاهرية (الهجاء) اختيار الكلمة المناسبة زمن الإقبال اتفاق الفعل مع الفاعل علمت الترقم استعمال الأعراف الكبيرة ... الخ.

الرجاء رسم دائرية حول الرق الملتصق للإشارة إلى أي حد تستطيع فهم التعليق و تدير قيمته (من علامة) بحيث أن:

1: أهرة جثم 2: أهرة 3: لا همتي 4: لا أهرة 5: لا أهرة جثة.

How to reduce stress level

Reducing life has not only its benefits but its drawbacks as well. One very obvious and common example of the drawbacks is stress. Stress is the pressure caused by the situation of one's life. For some people it is very difficult to cope with the situation, the stress level will happen.

Stress not only causes headache, it can make one's critical enough to consider it as fatal disease. For example one who usually has calmness will suffer from many other symptoms such as high blood pressure, chest pain and so on. These symptoms in the long run cause one's serious problems like heart attack and etc.

So, is there a way out? Definitely, there is. The key point here is life pressure. So if one can overcome the pressure, one will certainly be successful in reducing stress level. There are, however, many possible solutions. One good example is to get a combination of both physical and body exercises, which many experts have told is effective. In other words, to get some exercise and to get some relaxation. Many people are capable of neither in time of time pressure. There are two things that one must remember, which is to get some exercise from people. One can go out with his family to the beach or the mountains and have a good time there, which will be as good as exercise. If one is too busy to do that, he/she should try to get some exercise in the same time. One important thing to do is to get some exercise in the morning, which will be as good as exercise.

1- Teacher's feedback: You will experience every mistake twice in this main world (i.e. all other exceptions and perspectives)

- 1 2 3 4 5
- 2- Teacher's feedback: locating the error by underlining it and (Sp).
- 1 2 3 4 5
- 3- Teacher's feedback: (Sp).

1	2	3	4	5
4- Teacher's feedback: locating the error by underlining them.				
1	2	3	4	5
5- Teacher comment: (there is a mistake every one should really notice and the case of which is to add an / in third person singular in the present simple tense.)				
1	2	3	4	5
6- Teacher's feedback: (This is not the alien. Change the preposition.)				
2	3	4	5	1
7- Teacher's feedback: Why don't you use 'on the other hand' instead of 'as well as'?				
1	2	3	4	5
8- Teacher's feedback: (Your description of the trip is enjoyable. I really liked its organization and order. In addition, I'd really just enjoyed the traditional meals rather than eat fast food. Finally, you've seen some people become relaxed.)				
1	2	3	4	5
9- Teacher's feedback: (Your passage seems really interesting. I really like your ideas and organization.)				
2	3	4	5	1

About the author

Grami Mohammad Grami (G.M.Grami@newcastle.ac.uk) is a current first year PhD student in education and applied linguistics in University of Newcastle Upon Tyne. He has got his MA in English Language Teaching from University of Essex in 2004 and his first degree was in English Language from King Abdul Aziz University, Saudi Arabia. His academics interests are roughly speaking anything related to education, the use of IT in education and basic theoretical linguistics.