An-Najah NationaL University

College of Graduate Studies

Teaching Methods Department

The Use of Grice's Maxims in Providing Content-Feedback for the Student Writers of An-Najah National University

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Dedication

To my dear husband Izz-Eddin,

To my dear children Nidal, Zummuruda,

and Murad.

Acknowledgment

My deepest gratitude is extended to my supervisor, Dr. Suzanne Arafat for the assistance, support and patience she showed while working with me to complete this research. I would like to express my thanks to Dr. Omar Atari for his support and guidance, to Dr. Abdel-Naser Qaddomi for his help in the statistical analysis of this research, and to the members of the thesis committee: Dr. Fayez Altaha and Dr. Fawaz Aqel for their precious comments.

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Abstract

The Use of Grice's Maxims in Providing Content-Feedback for the Student Writers of An-Najah National University
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The purpose of this study was to investigate the effect of providing content-feedback by utilizing Grice's Maxims on the writing performance of the students of writing of An –Najah National University, and their attitudes towards this kind of feedback.

This study attempted to answer the following questions:

1. Is there any significant difference in the writing performance of the student writers who are provided with content-feedback between the pre-test and the post-test?

2. Is there any significant difference in the writing performance of the student writers who are provided with form-feedback between the pre-test and the post-test?

3. What are the attitudes of the students who are provided with content-feedback towards such feedback?

To achieve the objectives of the study, the researcher conducted an experimental study on a sample consisting of students from An-Najah National University. A questionnaire was distributed among the students of the experimental group to investigate their attitudes towards content-feedback.

For the data analysis, the researcher used Independent T-Test, Paired T-Test, T-Test, and Repeated MANOVA by using Wilk's Lambda.

The study yielded the following results:

- Providing content-feedback by utilizing Grice's Maxims had a positive effect on the performance of the student writers at the part of coherence, while it had no effect on the improvement of the use of mechanics in writing.

- Student writers have positive attitudes towards content-feedback by utilizing Grice's Maxims.

Finally, depending on these results the researcher recommended the following:

1. Teachers are advised to provide their students with content-feedback by utilizing Grice' Maxims in order to help them revise their ideas and the intended message they want to convey to their readers.

2. Teachers are advised not to grade the preliminary draft written by the students because, when the students receive their papers graded, they will not pay attention to the comments written on them. This in turn will not help them revise their ideas.

3. Researchers are recommended to conduct studies on the use of Grice's Maxims as a tool for providing content-feedback to students' writing by using different samples.

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Chapter One

Introduction:

This chapter is intended to give background about the subjects of the study; levels of writing (accuracy level and the communicative level), kinds of feedback (form-feedback versus content-feedback), and the attitudes of student writers toward these kinds of feedback. Information about the statement of the problem, the significance of the study, the purpose of the study, the research questions, the hypotheses and the limitations of the study will be discussed. This will be followed by the definitions of the most important terms used in the study.

Background

Writing is a mode of communication through which meaning is conveyed by means of written words. This indicates the presence of two levels of writing; words and meaning. Atari (1998) reiterated various sources such as Halliday and Hassan, Harish, and Zamel. He referred to these levels as the accuracy level and the communicative efficiency level. The former refers to the mechanical elements (grammar, spelling, punctuation and indentation). The latter refers to cohesion and coherence. Steinmann (1982:292) argued that there are two levels of writing and named them as "the correct expressions", which refers to the ability to write correctly. "The effective expressions", on the other hand, refers to the ability to choose and form a sequence of correct expressions which when written and read cause the readers to experience the effect intended by the writer.

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As "errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use." Strevens cited in Richards (1978:4). And as "errors are inevitable of the process of language acquisition" Khalil (1985: 335), student writers will probably have certain errors, either at the accuracy or at the communicative level. At this point it is important to figure out the effect of each of these kinds of errors on writing as a way of communication in order to determine what kind of feedback should be provided for student writers. Mc Cagg (1990,115) believed that "a text may not be structurally unique or even particularly unusual, but still it has that communicative force and efficiency".

Enkvist (1990) had the same belief and argued that a text may lack overt grammatically desirable cohesion markers such as repetition or anaphora, but still it has what is called coherence. Thus it can be summarizable and interpretable.

Based on these assumptions, many researchers, mainly who view writing as a process of meaning discovery, consider accuracy errors as not a preliminary ones to be checked, revised and evaluated. Instead they may be checked and edited at final drafts after the meaning is presented coherently.

Zamel (1985:82) pointed out that " we should hold in abeyance our reflex-like reactions to surface -level concerns and give priority to meaning". Robb and Eskey cited in Johns (1986), considered the teachers of writing to be justified in focusing on form just when they consider their students in need of some form of corrective feedback at the editing stage of writing, and that highly detailed feedback on sentence-level mechanics may not be worth the instructor's time and effort.

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Sommers (1982:154) stated that: "whatever the grading or the response system is, the comments on drafts should focus principally on the concepts and the organization of the paper. There is no point in spending much time on mechanical errors, except, reminding the students that the final draft needs to be edited. The first job in draft writing is to discover and develop the subject not to worry about mechanics".

Furthermore, the kind of feedback provided for student writers has an effect on the attitudes of student writers towards writing and on their ability to discover and revise meaning. As far as the former is concerned, White (1994) argued that when students do not feel that they will be penalized for lack of grammatical accuracy, their writing becomes much more expressive and imaginative. White (1994:108) added that the focus on grammatical errors is "the twin nightmares of students writers".

Collins cited in Zamel (1985:85) went further in pointing out that " by worrying about mistakes in writing before we have helped our students with more important problems of adequate meaning, we may be teaching them to do the same".

The attitudes of student writers towards the provided feedback affect their attitudes towards revision, which is a basic stage of writing. Lehr (1995) found that students often see revision not as an opportunity to develop and improve a piece of writing but as an indication that they have failed to do it right from the first time. To them revision means correction. He suggested that "This assumption can be corrected if teachers' comments on papers focus on more than mechanics".

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From what has been presented it is clear that commenting on students' writing is a main pedagogical method applied by the teachers of writing. Nevertheless, the teachers of writing are constantly confronted with the problem of providing sufficient comments. This is related to the nature of writing itself on the one hand, and the nature of errors to be corrected and evaluated, on the other hand

As far as the first factor is concerned, writing was viewed by Zamel (1982:195), and L.Keh (1990:204) as "a process of discovering meaning and generating ideas". It was defined by Rammal (1995:31) as "a real medium of communication which is used in every walk of life to communicate our messages, to mediate our thoughts, and not a series of controlled mechanical drilling activity that students have to do in the classroom without making any sense out of it". It was viewed by Kailani (1996:125) as " an active means of communicating ideas".

Based on this view of writing, attention should be paid to the process of pre-writing, revision and rewriting. Firstly, to the meaning level, and secondly, to the accuracy level. In evaluating students' writing, teachers actually need to evaluate how much written words can communicate the thoughts and the intended massage with the reader.

This kind of evaluation does not follow observable rules. It deals not just with the choice of a certain expression or another, but it also deals with the quantity, the quality, the relevance of these expressions and ideas as well as the manner in which they have been presented and communicated.

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In addition, errors of writing are classified as local and global errors. The formers are those of mechanics and cohesive devices, while the latter are of coherence. Pilus (1996:56) stated "that Local errors occur at the surface level of writing. Thus they are the easiest to be noticed, checked and corrected. But errors of coherence are abstract notion, and thus they are more difficult to be evaluated and corrected. So teachers of writing do not just find it difficult to teach coherence, but it is also difficult for them to provide the sufficient feedback on it".

Johns (1986:247) pointed out that "EFL writing teachers are more aware of providing feedback on local rather than on global errors. Not only this, but they may believe that they have the sense of what incoherence means, yet they often discuss it with their students in vague terms".

Statement of the Problem:

In applying writing feedback, teachers of writing are confronted with the problem of what kind of feedback they should focus on. Is it content-feedback or form-feedback? Teachers want their students to produce coherent writing, they want to teach them what coherence means. Then they want to teach them how to revise their own papers.

All these are desires, but it seems that the teachers' actual evaluation of students writing do not go beyond the surface level of writing. The results of a study conducted by Atari (1998) indicated that "there is a discrepancy between writing teachers' perceptions of mechanics and their actual evaluation. They involve themselves in hunting for observable errors, namely the surface mechanical errors". This may be related to the lack of understanding of the

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notion of coherence or it may be because of the lack of strategies for providing content-feedback at the coherence level. So teachers need to have tools and methods which would help them provide feedback on coherence. The Gricean Model of the Cooperative Principles can be provided with its maxims of quantity, quality, relation and manner as a sufficient tool. These maxims are regarded as the main valid components of the abstract notion of coherence in its reader-based and text-based types.

Significance of the Study:

It is hoped that this study will be beneficial for the teachers of writing by providing them with an effective tool for providing content-feedback by utilizing Grice's Maxims. It is also hoped that the role of content-feedback as presented in Grice's Maxims will be beneficial for curriculum designers as it could be embodied in the writing courses, especially, at the university level.

The significance of this study arises from the fact that there are few similar studies that deal with the Arab students writing in English. It is the first study conducted at An-Najah University that tackled the issue of utilizing Grice's Maxims and measuring their effect on the performance of the students writing.

Purpose of the Study:

This study aims to provide EFL writing teachers with a mechanism of commenting and responding to preliminary drafts in terms of Grice's Maxims. Thus, writing is dealt with as a process and that corrective feedback becomes

like a dialogue between the reader (the teacher in this case) and the student-writer. So this study is intended to test the hypothesis that offering content-feedback in terms of Grice's Maxims will ultimately lead them to become aware of problems of coherence which may have a negative impact on communication. Thus, student writers will develop the necessary revision skills and eventually will have the proper insights into the process of writing.

The Research Questions:

In this study, the researcher tries to answer the following questions:

1. Is there any significant difference in the writing performance of the student writers who are provided with content-feedback between the pre-test and the post-test?

2. Is there any significant difference in the writing performance of the student writers who are provided with form-feedback between the pre-test and the post-test?

3. Is there any significant difference in the writing performance of the student writers who are provided with content-feedback in the three elements of coherence?

4. Is there any significant difference in the writing performance of the student writers, namely coherence, in the different drafts of the written compositions?

5. What are the attitudes of the student writers who are provided with content-feedback towards such feedback?

Hypotheses:

1. There is no significant difference at (α=0.05) between the writing performance of student writers who are provided with form-feedback and the writing performance of student writers who are provided with content-feedback.

2. There is no significant difference at (α=0.05) between the pre-test and the post-test of the writing performance of students who are provided with content -feedback

3. There is no significant difference at (α=0.05) between the pre-test and the post-test of the writing performance of students who are provided with form-feedback.

4. There is no significant difference at (α=0.05) in the three elements of coherence for students who are provided with content-feedback.

5. There is no significant difference at (α=0.05) among the different drafts (at the level of coherence) for students who are provided with content-feedback.

Limitation of the Study:

This study is limited to the students of English Writing Course (32303) registered at An-Najah National University, in the first semester 1999/2000. Still it may be considered representative mainly of the population of English as a Foreign language and English as a Second Language EFL / ESL students at the other Palestinian Universities who have the same academic background.

Definition of Terms:

Form-feedback:

It is a kind of feedback provided for students' writing at the surface elements of writing; grammar, spelling, indentation and punctuation. Covill (1997:23)

Content-feedback:

It is the kind of feedback provided for students' writing at the underlined elements of writing, namely coherence. Covill (1997:27)

Grice's Maxims:

These are the cooperative principles presented, discussed and applied in analyzing communicative language by Grice (1976). They are the maxims of quantity, quality, relation and manner. Beene (1985)

Coherence:

It is the covert relationship between the ideas of a text that underline the logical sequence of ideas. It is divided into reader- based coherence and text- based coherence. Johns (1986)

Cohesion:

It is the overt relationship between the ideas of a written text. It consists of pronominal reference, lexical repetition, ellipsis and substitution. Atari (1998).

Student Writers:

They are the students enrolled in writing courses. Lovejoy (1987).

Summary:

This chapter gave a background about the fields of the present study. Many related ideas were presented mainly the nature of writing, kinds of writing feedback as well as student writers' attitudes towards writing. This was then followed by information about the purpose of the study, the statement of the problem, the significance of the study, the sample of the study, and the limitations of the study. Finally, this chapter presented a definition of the key terms used in this study.

Chapter two

Review of the Related Literature

Introduction:

This chapter is divided into two parts. The first part deals with the review of the related literature in the fields of Text linguistics, Grice's Maxims and writing feedback. It also deals with the relation between the different kinds of writing feedback and the improvement of coherence and revision, as well as students' reactions towards these kinds. The second part will be devoted to present some of the previous studies which were conducted to investigate the forms of writing feedback, the effect of these kinds of feedback on the writing performance and the attitudes of student writers towards these kinds of feedback.

Grice's Maxims:

Writing as a communicative mode requires certain communicative aspects. Beene (1985) stated that these aspects have been of interest to sociolinguists and philosophers such as John Austin(1962); Pual Grice (1975) and (1978); Searle (1970). Searle,Kiefer&Bierwish (1980). Beene (1985:12) added " Text linguists have used theories from cognitive psychology and artificial intelligence to identify the complex process participants employ when they recognize an exchange as a text. Austin (1962) and Searle (1979) developed Speech Act Theory as a theory of linguistics communication.

According to Steinmann (1982) " This theory made two contributions to rhetoric as the study of effective expression.

First, it makes a principle distinction between two kinds of effective expression. One kind is writing clearly, writing readable discourse (in speech act terms, the illocutionary effect). The other kind of effective expression is writing persuasively so that readers experience other intended effects (perlocutionary), such as believing a statement, granting a request, and answering a question.

Second, implicit in speech-act theory is part of a rhetorical theory-in particular, a theory of illocutionary-effectiveness competence, a theory of what writers who write clearly know about what enables them to write in that way."

Grice (1975) in his theory of the Cooperative Principles, henceforth, CP, elaborated a set of nonconventional beliefs about how conversational interacts help communication. He stated " Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of a talk exchange in which you are engaged (1975:45) cited in Beene (1985:45). From the CP, he derived a series of " maxims"; quantity, quality, relation and manner.

Quantity

1. Make your contribution as informative as is required (for the current purposes of the exchange).

2. Do not make your contribution more informative than is required.

Quality

1. Do not say what you believe to be false.

2. Do not say those for which you lack adequate evidence.

Relation

1. Be relevant to the main topic.

Manner

1. Avoid obscurity of expression.
2. Avoid ambiguity.
3. Be brief (avoid unnecessary prolixity).
4. Be orderly.

The Gricean theory is believed to be true not just for conversation, but also for written communication. Cooper (1982:112) maintained that " This theory is also common in writing, and what Grice says about conversation applies equally to all communication".

The relatedness of the Cooperative Principle Theory to written communication was also asserted by Beene and others (1985:4) "This explanation of the communicative aspects of a text which was provided by Grice seems to rely too heavily on linguistics and philosophy of language, which is familiar to the teachers of writing from their studies in rhetoric. They then showed this connection between Grice's Maxims and the traditional rhetorical terms in the following table:

Grice's Maxims	Rhetorical Terms
Quantity: • Is the amount of information appropriate for the purpose of the discourse?	Development Sensible 542769 Content

Quality:	
• Does the text say what the writer believes to be truthful?	Ideas Sensible

Relation:	
• Does the focus adequately relate to the purpose of the discourse? • Are the features/ strategies used for what is said adequate ones?	Focus Interesting Organization Rhetoric Coherence Mechanics Cohesion

Manner:	
• Does the text _ avoid obscurity? _ avoid ambiguity? • Is the text brief? • Is the text orderly? • Is the social dialect appropriate to the context?	Interesting /style Clarity / Coherence Clarity / Coherence Word Accuracy Mature Vocabulary/Word Choice Style Organization Perspective/Flavor Style Mature Vocabulary/Word Choice

Text Linguistics, Grice's Maxims, and Coherence

The review of the related literature in the field of text linguistics revealed the existence of an interrelationship between Grice's Maxims, on the one hand, and coherence, on the other hand.

Xu (1991:12) pointed out this relation when he argued that "Text linguistics, which is a recent development in the study of language, moves the focus of inquiry from the sentence to the text and examines texts as acts of communication rather than individual, static sentences. It investigates textuality rather than grammaticality, the relationships between sentences and between text and context that make text coherence rather than the relationships within a sentence that make it grammatical". He continued stating another distinctive importance of text linguistics which is;" Text Linguistics a procedural approach to language study treats texts as outcomes of interactive operation between producer, receiver, text and context. This leads text linguists to use findings of composition research to enrich their understanding of the text and that composition teachers would benefit from the work of text linguists in the teaching of writing."

The findings of text linguistics, as mentioned above, firstly, bring into focus the importance of treating a written composition as a text, which aims to communicate an intended message with the reader. Secondly, they strengthen the importance of a text to be coherent if it were to communicate this message. Thirdly, they highlight treating writing as a process, which indicates the importance of pre-writing, revision and re-writing. Zamel (1985).

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As far as the former is concerned; it is indicated that human communication need to be logic. In writing, logic is referred to by the term coherence. Coherence can be defined as the logical connection among the ideas of a written text. But still coherence is far more difficult to be defined. Van Dijk (1977:93) cited in Conner and Johns (1990) asserted that "coherence is not a well defined notion".

The definition of coherence continued to range from a narrow sense of coherence to a broader sense. Halliday and Hassan (1976) considered cohesion as an index of textual coherence. They believed that coherence is located in the text itself without considering the role of the reader and the context. Their definition of coherence was criticized by many researches of the schema theory such as Carrell (1982) who viewed text processing as an interactive process between the text, the reader and the writer.

Another problem with the definition of coherence according to Conner & Johns (1990:1) is that " there are at least two competing orientations: one that emphasizes the reader's interaction with the text and one that focuses on the text itself ". They then cited some descriptions of coherence according to some researchers.

McCagg (1990:115) referred to this idea in that coherence is "an aspect of comprehension that is established in the mind of the reader as a result of a perception of relatedness among text's propositions and between the text and the knowledge that the reader possesses of the world."

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Phelps (1985) cited in Conner and Johns (1990), for instance, described coherence as "the experience of meaningfulness correlated with successful integration during reading, which the reader projects back into the text as a quality of wholeness in its meaning".

Brown and Yule (1983) cited in Conner and Johns (1990), also viewed coherence as related to the reader's interpretation of linguistic messages.

McCarthy (1991:65) agreed with this group and related the vagueness of the definition of coherence to the fact that " coherence is an interpretive process created by the reader while reading the text".

These problems of the definition of coherence can be somehow settled by connecting coherence to the Gricean Cooperative Principles. McCagg (1990:118) considered " a text to be coherence when the writer observes one of the main Maxims of Grice (1976), and that the presence of the maxims (quantity, quality, relation and manner) indicates that the massage producers anticipate their audience 'prior knowledge of the topic".

Cook (1994:41) pointed out that " the cooperative principles mediate between world knowledge of the reader and language knowledge of the text, and that they can go somewhere towards explaining the construction of coherence".

Leech and Short (1981) cited in Cook (1994) suggested that language can be interpreted on the assumption that its sender is observing or deliberately flouting the four maxims of Grice (1976).

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This relation between coherence and Grice's Maxims can be indicated by a careful examination of the works of Johns (1985) and Pilus (1996) where they divided coherence into text-based coherence and reader-based coherence. 'Unity of ideas and organization of the points refer to text-based coherence'. The former indicates that each idea of a written text must relate to the main idea or the topic sentence of a particular paragraph in it. The main idea of that paragraph in turn must relate to the controlling idea or the 'thesis statement' of the text. The latter, the organization of the points, is related to the way the writer presents his ideas. The ideas need to be presented in a logical sequence from the beginning to the end of the text. This kind of order must go with the purpose of writing. In the sense that an alternate or reverse order of the points can cause confusion to the reader or can change the purpose intended by the writer.

As Pilus (1996:47) pointed out after examining some incoherent written texts "The lack of unity of ideas refers to the absence of certain maxims that if were found would help in improving and tidying the unity of points".

In addition, the reader-based coherence is related to the reader expectation of form and content. This aspect concerns the ability of a text to be understood by the reader. The content of a written text must be consistent with the reader's pragmatic knowledge or his expectation based on his world knowledge. Before a reader reads he would have certain basic assumptions and expectation about the communicative message such as what is important and relevant to the particular discourse. VanDijk (1985;113) cited in Pilus (1996) stated that " For the reader to make the appropriate inference, the writer will have to conform to the communicative principles by presenting

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the ideas which are as much informative, as much relevant as required, and sufficiently clear. So the text must have a sense of connectidness and appropriateness of form and content".

At this point it is clear that Text linguistics, mainly the contribution of the Gricean Model seeks to create paradigms and identify rules about well-formed texts that teachers can appreciate as theoretical construct and use as teaching aids. This will provide them with the ability to define what a communicative text is, and thus what kind of instructional comments they can provide to their students. Teachers of writing can play the role of true readers who can evaluate their students, and who can interact and communicate with them. This interaction would then lead the student writers to see whether they are able to communicate their intended messages with their readers, and if not, why they fail to do so.

Text Linguistics and Revision

The second aspect of text linguistics is the treating of writing as a process where pre-writing, revision, and rewriting are important issues that concern writing teachers as well as student writers. For a long time, revision has been treated and viewed as a final stage of writing, where student writers were required to revise their writing at final drafts.

Lovejoy (1987:9) pointed out that "this linear model which viewed revision as a final stage of writing has been rendered by the recursive model of composition, which more accurately describes what writers do when they write ". According to Knoblauch and Brannon cited in Ferris (1997) "Writing

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and revision, in the excursive model are not separate stages in the writing process, they are combined to make meaning".

The same point of view was asserted by Sommers (1982) who saw revision as a process of making changes throughout the writing of a draft, changes that work to make the draft congruent with the writer's changing intentions.

However, Hodges (1998) found in a review of related researches that researches still indicate that there are gaps between teachers' and students' understanding and valuing of writing and revision. This may be due to the fact that the change in the treatment of revision does not seem to affect the attitudes and the real view of revision from the part of students writers as it appears in the researches conducted to investigate this issue.

Lovejoy (1989:9) asserted Hodges's point of view in that " Revision, to many student writers means merely correcting a misspelled word, choosing a better word, or adding a mark of punctuation ". This notion of revision was indicated in Sommers's analysis of revision strategies of student writers (1982) where she found that student writers just revising lexical items and ignoring textual problems.

These findings were also strengthened by the results of Yoder's (1993) where he maintained that surface level changes predominate over meaning changes.

Lehr (1995:20) also stated that " students often see revision not as an opportunity to develop and improve a piece of writing but as an indication that

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they have failed to do it right from the first time, to them revision means correction ".

He further suggested that "teachers could correct this assumption if they do well to comment on the papers content and to encourage students to investigate the most successful or most essential sections of the paper. Allowing students to collaborate in their writing, either with the teacher or with other students, helps students to grasp the concept of revision."

Form-feedback versus Content-feedback

Lehr's suggestion leads us to figure out what kind of comments the teachers of writing use to apply for students' writing. There are mainly two kinds of comments depending on two treatments of writing. The first treatment considers writing as a product, and thus the product of writing is evaluated and graded. Students are not encouraged to revise their writing. And if they are to, it will be to check mechanical mistakes. The second one treats writing as a process. At this point feedback is provided at primary drafts, and student writers are required to revise their writing accordingly to it.

Writing feedback could be form or content-feedback. Covill (1997) defined it as the kind of feedback provided for students' s writing at the surface elements of writing; grammar, spelling, indentation, and punctuation. Content-feedback which is the second kind of writing feedback was also defined by Covill (1997) as the feedback provided at the underlined elements of writing such as coherence.

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The investigation of the researches conducted to figure out what kinds of comments teachers do actually provide their students with, shows that teachers may consider coherence as the main component of good writing, yet

they do not appear to provide a sufficient feedback on it. Teachers often discuss it with their students in vague terms, Atari (1998), Pilus (1996), Cohen (1997). Ferris (1995) and Johns (1986).

In the effort to make teachers' responses to students writing of help in developing their sense of coherence, researchers suggested that providing content-feedback on primary drafts help student writers revise their writing and see why they have failed to communicate their intended massages successfully.

Zamel (1985:79) suggested that " Teachers need to develop more appropriate responses for commenting on student writing. They need to facilitate revision by responding to writing as work in progress rather than judging it as a finished product ".

Lovejoy (1989:13) maintained that students could improve their revision skills by learning the cooperative principle and the Gricean Maxims. He stated that " the understanding of the cooperative principle focuses the students' attention on the particular needs of the reader. If students are unable to see writing as cooperative, based on a clear sense of purpose and commitment, then the concept of audience evaporates. The cooperative principle acts as a reminder to students that, if their writing is to be effective,

they must be aware of their audience and of their responsibilities to that audience".

Furthermore, if students are to apply the maxims in the revision process, it is essential that they abide by the cooperative principle and formulate a clear goal and direction. Lovejoy provided a whole course of the teaching of revision depending on the teaching the Gricean Maxims. He addressed them as "a revision rubric". According to Lovejoy (1989:15) " The value of the Gricean Model is not that it asks new questions related to revision; its value is that it makes the standard questions clear, more comprehensible, and more forceful by providing the students with an organizational scheme that does not sacrifice its heuristic power for simplicity"

The Attitudes of Student Writers towards Content and Form-feedback

Another issue, which has a major effect on students' writing performance, is their reactions to teachers' comments. It was found that students' reactions towards the comments of their teachers' whether these comments are content-based or form-based, negative or positive, have a great influence on the improvement of the writing performance and the attitudes of student writers towards writing. Zamel (1985) and Ferris (1997).

According to Veerman (1998) this interrelationship between the type of teachers' comments highlighted the paradox of the teachers' role as both guide and judge of student writing.

At this point it would be interesting to find out what kind of comments student writers prefer and think as helpful. The findings of the related

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literature indicate that there was some mismatch between the type of information sought by student writers and that provided by their teachers.

Cohen (1990) found that student writers pay considerable attention to teachers' comments concerning mechanics and grammar, but they also pay much attention to comments regarding vocabulary, organization and content -areas where teachers' comments were probably lacking.

These findings are strengthened by the findings of a study conducted by Covill (1997) in that content-feedback recipients have a more positive attitude towards revising.

Regarding the effect of negative or positive comments, Leach (1997) asserted that positive comments are usually more helpful than negative ones, and that teachers should play different roles when responding to papers such as average reader, coach, or editor.

Similar findings were asserted by Krol's study (1998) in which he examined the match between teacher comment intentions and preserve teacher interpretations of and reactions to the comments. Data analysis indicated that "when the match was strong, there was a strong dialogue pattern and a higher proportion of reflective writing. At the time students felt their writing was misunderstood, or felt that their ideas would be controlled, they tended to resist the comment or had no reaction to it".

The Previous Studies

From what has been presented one can see the complex inter-relationship between many variables that affect student writers and their

writing performance as well as their achievement. These variables are the nature of writing itself, how do student writers view writing in its different stages (prewriting, revision and rewriting)? What are their attitudes towards it? And how is their attitude affected by their teachers' comments? All these are important questions, and their answers may provide a way toward helping student writers to get rid of the phobia of writing. Many studies were conducted to investigate these questions. In presenting the studies the interrelation between the previous variables would be very clear as we are going to see that they were treated and discussed as a whole unit in almost all the studies.

Studies conducted on the effect of Grice's Maxims on revision and coherence:

As far as this issue is concerned, one can see the lack of studies conducted in this field. This may be due to the fact that the cooperative principle theory dealt with the description and the analysis of spoken language rather than with written language. It was not until writing began to be treated as a process of discovering meaning that researchers as well as teachers started to evaluate a written text according to it's communicative force. At this stage new aspects of writing, such as the role of a reader (audience) and the importance of producing coherent writing regardless of few grammatical errors, began to emerge.

Beene (1985) presented a report in which he examined two studies conducted to investigate text linguistics, what it can contribute to composition theory, and how insights from text linguistics studies can be of importance to writing teachers. The first study, with which we are concerned, investigated using theories developed by H.Paul Grice to analyze instructors' comments on a student's essay and to correlate this analysis with freshmen writers'

evaluation of those comments. The analysis indicated that instructors could use Grice's Cooperative Maxims to form a three-part theme/comment structure that they can manipulate to carry explicit and implicit revision strategies to students. The results of this study were that:

Students preferred teachers' comments to:

1. Identify the Cooperative Maxim that student violated.
2. Reflect the communication back to the student as it is done in reflective listening techniques in counciling.
2. Suggest a strategy for correction.

However, there are researchers who applied Grices Maxims to text analysis, but their works took the form of descriptive and analytic studies rather than field studies. Lovejoy (1987:13) called for the use of the Cooperative Maxims in providing content-feedback. After the analysis of a paper draft of a student writer, the results indicated the effectiveness of teaching these maxims to student writers. He suggested that " By learning and applying the Gricean model, students can develop a better understanding of what revision is all about".

Studies conducted on the effect of form-feedback versus content-feedback on revision, coherence, as well as the attitudes of student writers towards each kind of feedback.

The previous studies, which were conducted on writing, were considerably interested in investigating the effect of form-feedback vs. content feedback on both the attitudes of student writers towards each kind. Many of these studies dealt with the development of revision, mainly at the level of coherence or as it is related to by "global revision".

The research in these fields began by examining what revision strategies student writers as well as adult and experienced writers apply when writing and revising their writings.

Faigley (1981) developed taxonomy of revision and applied it to eighteen case studies of writers' revisions. The subjects were six inexperienced student-writers, six-advanced student writers and six expert adult writers. The primary distinction of the taxonomy was between surface (form and meaning-preserving) revision and text-base (microstructure and macrostructure) revision.

Over a three-day span, the subjects

1. Thought and made notes about the topic.

2. Wrote an essay.

3. Wrote a revision /second draft.

4. The expert writers made revision of the inexperienced writers' first drafts.

The results showed certain characteristic differences in how the different groups of writers revised their work.

- The experts turned out to be the most infrequent revisers.

- The inexperienced writers' changes were overwhelmingly surface changes, while experts' changes were more evenly distributed between surface and text-based changes.

- The advanced students were the most frequent revisers of the three groups, making surface changes as often as did the inexperienced writers and text- based changes much like those of the experts.

- The experts' changes of the inexperienced writers' first drafts were predominately macrostructure changes, particularly additions,

substitutions, and distributions. The experts were much more uniform in these revisions than in their revisions of their own texts.

Sommers (1982) described and analyzed the revision process of a group of college freshmen and a group of experienced adult writers. Eight freshmen writers and seven adult writers were asked to write three compositions, rewrite each composition two times, suggest revision for a composition written by an anonymous author, and be interviewed three times. The students wrote their compositions in class as a regular class activity while the adults wrote their compositions in their own homes or in their offices. Writing tasks consisted of expressive, explanatory, and persuasive writing. Findings showed that the student writers had operational procedures for revising and reasons to explain their procedures, but they had not codified or synthesized the procedures into a theory of the revision process. The experienced writers, on the other hand, had a confided set of principles about how their revision process works. For the experienced writers, revision was not a stage but rather a process that occurred throughout their writing. Their first drafts were already the results of an elaborate revision process in which their revision theories operated to reject some ideas and to select others.

The findings of Sommers's study call for a rejection of the linear stage theory since that theory does not describe the behavior of experienced writers. An alternate theoretical model is the recursive process of revision. Here the concept of dissonance leads student writers to sense, tolerate, and resolve dissonance.

These studies with other similar studies highlighted the importance of training and teaching student writers how to revise their writing, and what role can writing teachers play in this process.

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Hillock (1982) in a study conducted to examine teachers' comments, prewriting instructions and revision, discovered that instruction focused on specific goals and skills coupled with the presence of revision improved the quality of the writing produced by seventh and eighth grades.

Ziv (1982) conducted a study in which a college expository writing instructor investigated how students perceive teacher intervention during the writing process and how written teacher comments affect successive drafts of student compositions. During the semester, four students were asked to react on tape to the comments the instructor wrote on the second drafts of their compositions and then to use those comments to write a final draft of their papers. The comments were intended to stimulate revision that would improve the quality of the text. The findings indicated that, however, in many cases, there were few changes and the major effect of the comments was to create dissonance in the students' minds between their perceptions of what they had written and the teacher's perception as a reader of the text. The students responded to this dissonance in a variety of ways: one attempted to resolve it by trying to follow the suggestions, some attempted to defend what they had written, while others avoided dealing with the comments by deleting the sentence, word, or section of the text in question. These responses indicated that inexperienced writers do not have the strategies with which to resolve the dissonance that teacher comments create. The researcher recommended that "if teacher comments are to be helpful, they should not only indicate the problems a reader is having with a text, but also suggest strategies to help the student writer solve those problems".

Zamel (1985) conducted a study to examine ESL teachers' response to student writing where the responding behaviors of 15 teachers were analyzed

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with relation to the revised drafts of student. The findings showed that ESL composition teachers make similar types of comments and are even more concerned with language-specific errors and problems. The marks and comments are often confusing, arbitrary, and inaccessible. In addition ESL teachers rarely seem to expect students to revise the text beyond the surface level. From this study Zamel (1985:95) concluded that "such responses to texts give students a very limited notion of writing, for they fail to provide students with the understanding that writing involves producing a text that evolves over time". Zamel (1985:97) continued suggesting that "teachers need to develop more appropriate responses for commenting on student writing. They need to facilitate revision by responding to writing as a work in progress rather than judging it as a finished product". This can be achieved by "offering text-specific comments, by playing the role of true readers, by establishing a collaborative relationship with our students where student and teacher exchange information about what the writer is trying to communicate and the effect that this communication has had upon the reader".

Robb (1986) conducted a study in which he contrasted four methods of providing feedback. These methods differed in the degree of salience provided to the writer in the revision process. In this study, a factor analysis was used to reduce an initial set of 19 measures of writing skill to a subset of seven. Each of the 7 measures in the subset was then used as a dependent variable in an analysis of covariance design that contrasted the effects of the feedback methods on subsequent narrative composition. The results of this study indicated that:

1. The more directive methods of feedback do not tend to produce results that commensurate with the amount of effort required of the instructor to draw the student's attention to surface errors.

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2. Practice in writing overtime resulted in gradual increase in the mean scores of all four groups when compared with the initial pretest scores, regardless of the method of feedback they received.

3. On the fluency measures, initial differences among the groups on the first two tests gradually diminished. This provides some counter evidence to the claim that overt correction "causes" foreign language writer to be overtly concerned with surface structure to the extent that fluent writing becomes constrained.

As a whole, this study suggested that corrective feedback exclusively on sentence level errors addresses only one aspect of overall student writing ability, and that teacher can respond to student writing with comments that force the writer back to the initial stages of composing.

In the following year Cohen (1990) conducted three small-scale studies which aimed at investigating in greater detail the relationship between what teachers provide as feedback on composition and what students think about and do with the feedback .The three studies were conducted in Brazil. One of them dealt with feedback on Portuguese L1 compositions and the other two studies with feedback on EFL compositions. The Portuguese L1 study and one of the EFL studies were carried out at the university level. The other one was conducted at an adult language institute. The studies called for the three teachers to provide verbal report protocol data while making written comments on the composition of three students (a high, intermediate, and lower performer, respectively) selected from each teacher's classroom, and then to fill out a questionnaire. The students selected also provided verbal report protocols concerning their reactions to feedback and filled out a questionnaire about their handling of the feedback, as did the other students in their respective classes. The results indicated that:

- Students wanted more feedback on content and organization than their teachers provided. Furthermore, the students' repertoire of strategies for handling feedback was found to be limited. For most part, students simply made a mental note of teachers' comments rather than recording the feedback systematically. If they felt they did not understand a comment, they indicated that they would be more likely to ask the teacher than to consult a grammar book, a dictionary, a peer or a previous composition.

In the following decade, many studies were carried out. Hall (1990) cited studies which indicated that experienced writers perceive revising as a process of discovering meaning in a text and that it shapes not only the form and content of the text, but also its voice. Moreover, revising, for expert writers, can encompass the entire writing task from initial planning to final drafts.

McDonald (1990) found, after reviewing the research on written feedback in English classes, that while teachers assume that students attend to the feedback they receive on their papers, learn about writing in relation to some ideal goal or next step, and incorporate learning into their future writing efforts. However, the findings of the study actually show that:

1. Teachers often write confusing or superficial comments that focus on surface errors, may be contradictory, and that reflect paternalistic attitudes.

2. Students often misunderstand their teachers' feedback.

3. Teachers feedback about essay content is associated with better essay than feedback a bout language, grammar, and usage.

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4. Many students do not read their teachers' written feedback, and those who do read the comments seldom use them as guides in revising or writing papers.

Lam (1992) and Dessner (1991), cited in Ferris (1997: 259), were from the fewer studies that attempted to link teacher feedback and revision using what Conner and Asenavage later (1994) called "a process-product paradigm" which correlates measurable group processes with measurable outcomes. These two studies were dissertation studies that examined the types of teacher feedback that lead ESL students to revise. Dessner whose study examined the responding practices of 10 college ESL teachers, found that two thirds of the teachers' commentary provided advice and suggestions (i.e., not just corrections) and that these types of meaningful comments appeared to lead to substantive student revision. Lam's study, on the other hand, examined the impact of discourse type, the use of computers, and teachers' feedback on ESL College students' revision. The results of this study asserted the previous findings that teachers' comments did affect revision.

Yoder (1993) examined the attitudes of student writers towards revision as well as the kinds of change students make as they revise. He found that students perceived revising their works as helpful. It helped them earn a better grade or helped them learn more from the assignment and that surface level changes predominated over meaning changes.

Beason (1993) tried to connect feedback and revision in his study, which was conducted on 20 university students from Writing Across the Curriculum (WAC) Classes. Students received both teachers' and peer's feedback. Three different rubrics were utilized to characterize the feedback

received and two to analyze the students' revisions following the feedback. The results of comparing his subjects (teachers and students in WAC classes) with subjects in composition classes indicated that teachers are less likely than students are to offer positive feedback and that teachers are more directive than peers are, and more focused on form. As to revision, the results showed that students usually revised based on feedback, but they did so selectively.

Ferris (1995) conducted a study on 155 students in two levels of a university ESL composition program who responded to a survey very similar to the ones utilized by Cohen (1987) and Mc Curdy (1992) in single draft setting. She found that students pay more attention to teacher feedback provided on preliminary drafts versus final drafts of their essays; that they utilized a variety of strategies to respond to their teachers' comments, and that overall, they find their teachers' feedback useful in helping them to improve their writing. Responses also showed that students had a variety of problems in understanding their teachers' comments. These results suggested that teachers should be more intentional in explaining their responding behaviors to their students.

Abdul-Fattah (1995) conducted a research on writing apprehension (WA) in order to:
1. Assess university students' apprehension of English writing.
2. Identify its correlation with their achievement.
3. Spotlight the effect of formally –focused pedagogy on WA evocation.

The subjects of the study were 151 Arab University students of English. They responded to a questionnaire encompassing five WA-related scales, namely:

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1. The students' perceptions and attitudes toward English writing.

2. Their self –efficacy.

3. The pedagogical focus.

4. The evaluation focus

5. The restrictions imposed the size and duration of the written production.

6. The independent variables were the students' sex and academic level.

The results of the study revealed that WA was manifested as a result of the instructor's focus on grammatical accuracy at the expense of fluency and thought organization.

Covill (1997) tested the assertion made by many writing instruction experts that teachers' written comments on students' writing should be primarily concerned with the ideas or the content and not with the mechanics or the surface features. The academic and effective responses of 10th and 11th grades students toward the two kinds of feedback (content-related and surface-related) were assessed using between-subjects design. For the examination of students' affective response, each student's gender and writing ability were taken into account. Specifically, the researcher studied students' academic response to the two kinds of feedback by examining students' revision (time spent revising, type of revisions, and improvement between drafts). The researcher then assessed students' affective response by examining their attitudes toward the feedback, revising, and writing. Results suggested that students starved for feedback that is useful for improving their texts: less important was whether that feedback related to the surface features of their texts or to the content, but still some positive effects of the provision of content feedback did emerge:

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1. Students receiving content feedback spent more time revising than did students receiving surface feedback.

2. Content feedback recipients used the feedback to make more content-related revisions to their texts than did surface feedback recipients, but this effect of feedback were not carried out when students were revising on their own. The condition effect for changes made in response to feedback were almost eliminated when changes made independently by students were added to the changes made in response to feedback. Only an effect for microstructure changes remained.

3. Content feedback recipients might have more positive attitude towards revising, especially the females.

Finally, it may be most important to provide content-related feedback to low skill female writers. This group had the most positive attitude toward content feedback, and their second drafts showed the most improvement over their first drafts compared to the other gender /skill groups.

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Lunsford (1997) conducted a study which offered guidelines for college teachers in responding to students' writing in the disciplines. The central principle to be followed was that teachers' comments, should reflect their instructional goals for individual students and suggested that fewer, more carefully designed comments are likely to be more effective than many unfocused responses.

Straub (1997) examined students responses to their teachers' written comments on their papers .He found that students are equally interested in getting responses on content, purpose, and organization as on sentence structure, wording and correctness. Students were also found to prefer specific comments with explanations to negative comments or comments that seek to control their writing or views.

Williams (1997) examined how eight writers, both successful and less successful (four of each), constructed their interpretations of teachers' written comments and what factors influenced their reading of teachers' comments. The Subjects enrolled in the first semester writing course at Olvit Nazarene University, a small private liberal arts institution, were selected based on Advanced College Test (ACT)_an initial writing sample_ and recommendations of two participating professors. Among the results indicated were:

1. 76% of both groups of students interpreted the written comments as the teacher intended.
2. Rhetorical jargon was confusing to the successful writers.
3. When students read teachers' comments they were more concerned about meeting the teachers' agenda than communicating their responses.
4. An influence that affected students response to teachers' comments was conflicting ideologists.
5. Students' end product did not necessarily represent what they had learned about writing.

These findings suggested that dialogue through written response is still an ideal to be realized.

Ferris (1997) conducted a study in which she examined over 1,600 marginal and end comments written on (110) first drafts of papers by (47) advanced university ESL students considering both the pragmatic goals for and the linguistic features of each comment. She then examined revised drafts of each paper to observe the influence of the first-draft commentary on the students' revision and assessed whether the changes made in response to the teachers' feedback actually improved the papers. A significant proportion of the comments appeared to lead to substantive students' revision and particular

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types and forms of commentary appeared to be more helpful than others. The most important findings were:

1. Marginal requests for information regardless of syntactic form, and summary comments on grammar appeared to lead to the most substantive revision.

2. Less influential were questions or statements that provide information to the students.

3. Longer comments and those, which were text-specific, were associated with major changes.

4. The comments in general led to either positive revision or no revision at all. According to the researcher these findings suggested two conflicting but coexisting truths, the first that, students pay a great deal of attention to teachers' feedback which help them to make substantial effective revision, the second, that students sometimes ignore or avoid the suggestions given in teachers commentary.

Krol (1998) carried out a study in which he examined the match between teacher comment intentions and perceived teacher interpretations of and reactions to the comments. Participants were three students enrolled in a course entitled "Approaches to Teaching " The students were required to keep a reflective dialogue journal. The teacher provided written comments about journal entries on an adjoining page, and students were encouraged to write responses to those responses. As the teacher wrote comments, she made audio recordings of her intentions for each comment. At the end of the semester, students completed interviews that discussed their reaction to the teacher's comments. The study examined data from students' journal entries, student interviews, questionnaires, and the teacher intent logs. The matches between teacher comment intentions and students' interpretations of and the reactions to the comments were evaluated according to the following categories:

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affirmative comments, nudging comments, informing comments, and personal comments. Data analysis indicated that the matches between comment intentions and student interpretations/reactions ranged from a strong match (76%) to a weak match (39%). When the match was strong, there was a strong dialogue pattern and a higher proportion of reflective writing. At times students interpreted different comment intentions, felt their writing was misunderstood, resisted the comment or had no reaction to the comment.

Veerman (1998) investigated adult college writing students' reactions to teacher response by examining how they perceived and used written and oral teacher response in their revision practice. The research was designed as teacher-research and was conducted in one course section spanning one term in an adult and continuing education program at a private university. Multiple sources of both written and oral data, such as student demographics, journals, questionnaires, writers' memos, students' writing samples, and transcriptions of class sessions, were gathered and analyzed. All data gathering instruments were designed to promote ongoing dialogue relating to student writing among teacher and students. Both process and product data were gathered simultaneously at various levels of investigation from the entire class to a case study of a single student. Students' reactions to both local and global teacher responses were included in the research. Findings showed that:

1. All participants perceived teacher response as necessary and helpful to their learning and growth as writers.

2. Students' use of both global and local response as they revised drafts of essays illustrated several reaction patterns, both positive and negative.

3. Students demonstrated that they understood and used global teacher response in their revisions.

4. Students saw response on ungraded drafts that they revised before receiving a grade as opportunities to use what they were learning and to improve their writing.

5. Students preferred response that was written directly on their work rather than on a cover sheet.

The conclusions illustrated the benefits of both teacher responses as a step in the writing process and reciprocal communication in the writing classroom. Additionally, the conclusions highlighted the paradox of the teacher's role as both guide and judge of student writing. Recommendations were made that despite the inherent dilemmas in teacher response, it should continue to be part of the dialogue among teacher and students with the goal of improving student writing.

Summary:

This chapter was divided into two parts. The first part intended to present the review of the related literature, mainly in the fields of Text Linguistics, Grice's Maxims, and writing feedback. The second part was devoted to present some of the previous studies, which are related to preceding fields.

Chapter Three

Methodology

Introduction:

This chapter covers the population of the study, the sample of the study, the procedure, the research design (instrumentation), and the summary.

The Population of the Study:

The population of the study consisted of all learners of English as a Foreign Language (EFL) who study similar writing courses in the Palestinian universities.

The Sample:

The sample of the study consisted of the students registered in Advanced Writing (32303) at An-Najah National University, first semester 1999-2000. The subjects of the study were 48 students divided randomly into two groups, 24 subjects each. These groups were:

1. Form-feedback group (control group)
2. Content-feedback group (experimental group)

Instrumentation:

Two instruments were used in this study. The first, the main one, took a form of a scale for evaluating students writing. This scale was divided into three categories; see app(c).

1. Mechanics
2. Cohesion
3. Coherence

The points were divided as 20%, 40% and 40% respectively. This instrument was prepared and developed by the researcher herself based on the instrument used by Atari (1998). The instrument was then judged by many professors from An-Najah University and Hebron Universities.

The second instrument was a questionnaire. It was used to find out the attitudes of the students of the experimental group towards the provided feedback. The researcher prepared the questionnaire herself. It consisted of (19) positive and negative items. Some of those items were used by Beene (1985). This instrument was judged by some professors from An-Najah National University

Reliability:

A pilot study was conducted at An-Najah National University to measure the reliability of the scale. Then Test-retest method was applied by using Pearson Correlation. The Pearson Correlation was (0.86).

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In the effort to insure internal consistency of the questionnaire the researcher used Alpha formula. The questionnaire had (0.87) reliability coefficient.

Research Procedures:

The two groups were asked to write about the same topic. The writing product of each subject was evaluated according to a certain scale of mechanics, cohesion and coherence. This evaluation was regarded as the pre-test. Then the two groups were asked to write another three compositions.

The control group was provided with form-feedback (feedback on mechanics and cohesion). The subjects were required to write second and third drafts of each of the three compositions. The experimental group was provided with content-feedback by utilizing Grice's Maxims as a tool for providing such feedback. The subjects also were required to write second and third drafts of each of the three compositions.

Finally, each group was asked to write another composition on the same topic. The writing product of each group was evaluated as the post-test.

While conducting the study, the researcher felt that the students of the experimental group had different feelings and attitudes towards the way they were taught with. At this point the researcher thought of using a questionnaire to figure out the reactions and the attitudes of the students towards the kind of feedback they were provided with.

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Scoring:

The researcher herself read the compositions written by the groups and provided different feedback to every one of them .The pre-test, the post-test of each group and the first and the third draft of each composition written by the experimental group were graded by the instructor who taught that course. This was done in order to establish reliability of the scoring procedures, and to avoid being biased towards any of the participants.

Data analysis:

Independent T-test for equivalence was used to determine equivalence between control and experimental groups at the pre test and the post-test.

Table (1) shows the results of Independent T-Test for equivalence between the control group and the experimental group at the pre-test

Table (1)

The results of Independent T-Test for equivalence between the control group and the experimental group at the pre-test.

Measures	Experimental		Control			
	Mean	SD	Mean	SD	T	Sig.
Mechanics	14.22	2.36	12.97	2.96	1.61	.113
Cohesion	22.55	3.04	24.22	3.68	1.70	.59
Coherence	24.56	4.44	22.72	4.45	1.42	.16
Total	63.66	8.61	62.08	9.54	.603	.54

The results of table (1) show that there is no significant difference at (α=0.05) on all measures between experimental and control groups.

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Paired -T- Test was used to compare the effect of form-feedback (control group) versus content-feedback (experimental group).

Paired -T- Test was also used to compare the effect of each kind of feedback on each group in the pre-test and the post-test.

Paired -T- Test was used to compare the effect of content-feedback on the development of coherence between the different drafts written by the experimental group. The same statistical analysis also served as a measure of revision.

Repeated MANOVA by using Wilk' Lambada Test was conducted to figure out the differences in coherence among the different drafts written by the experimental group.

Summary:

In this chapter the researcher discussed and described the population of the study, Instrumentation, research procedures, and research design.

Chapter Four

Results

Introduction:

This chapter will be devoted to present the results of the study, which in turn will be described, with the help of attached tables and figures.

In the effort to answer the first research question, table (2) shows the results of Independent T-Test for the difference between experimental and control groups on the post-test.

Table (2)

Results of independent T-Test for the difference between experimental and control groups on the post-test.

Measures	Experimental		Control			
	Mean	SD	Mean	SD	T	Sig.
Mechanics	14.27	2.19	13.22	2.60	1.50	.140
Cohesion	20.61	3.07	21.00	3.87	.38	.702
Coherence	25.95	4.01	28.95	25.63	.56	.57
Total	63.54	9.13	80.75	102.02	.82	.41

The results of table (2) show that there is no significant difference at ($\alpha=0.05$) on all measures between experimental and control groups on the post-test.

Table (3)

Paired T-Test for the difference between Pre and Post-test in the elements of writing of the Experimental Group.

Measures	Pre-test		Post-test		T	Sig.	Change
	Mean	SD	Mean	SD			
Mechanics	14.22	2.36	14.27	2.19	0.092	.928	.35
Cohesion	22.55	3.04	20.61	3.07	3.535	.002	8.60
Coherence	24.50	4.46	26.05	3.97	2.322	.029	6.32
Total	63.66	8.61	63.54	9.13	.094	.926	.188

The results of table (3) show that:

1. There is no significant difference at ($\alpha=0.05$) between Pre-test and Post-test for the experimental Group at the level of mechanics.

2. There is a significant difference at ($\alpha=0.05$) between the Pre-test and Post-test for the Experimental Group at the level of cohesion in favor of the Post-test.

3. There is a significant difference at ($\alpha=0.05$) between the Pre-test and the Post-test for the experimental Group at the level of Coherence in favor of the Post-test.

4. There is no significant difference at ($\alpha=0.05$) between the Pre-test and the Post-test for the experimental Group in the total.

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Table (4)

Paired T-test for the difference between Pre and Post-test in the elements of writing of the Control group.

Measures	Pre-test		Post-test		T	Sig.	Change
	M	SD	M	SD			
Mechanics	12.97	2.96	13.22	2.60	.768	.450	1.92
Cohesion	24.22	3.68	21.00	3.87	3.469	.002	-100
Coherence	22.72	4.45	28.95	25.63	1.248	.225	27.42
Total	62.08	9.54	80.75	102.02	.896	-.380	30.07

The results of table (4) show that:

1. There is no significant difference at (α=0.05) between Pre-test and Post-test for the Control Group at the level of mechanics.

2. There is a significant difference at (α=0.05) between Pre-test and Post-test for the Control Group at the level of cohesion in favor of the Post-test.

3. There is no significant difference at (α=0.05) between the Pre-test and the Post-test for the Control Group at the level of coherence.

4. There is no significant difference at (α=0.05) between the Pre-test and the Post-test for the Control Group at the total level.

Table (5)

Paired -Test for the difference between Pre and Post-test of the elements of coherence for the Experiment Group.

Measures	Pre-test		Post-test		T	Sig.	Change
	M	SD	M	SD			
Mechanics	5.87	1.29	6.58	.97	3.33	.003	12.09
Cohesion	8.18	1.32	8.56	2.05	1.00	.328	4.64
Coherence	10.50	2.54	10.81	1.46	.54	.75	2.95
Total	24.50	4.46	26.05	3.97	2.322	.029	6.32

The results of table (5) show that:

1. There is a significant difference at ($\alpha=0.05$) between the Pre-test and the Post-test at the level of "logical arrangements of ideas in favor of the Post-test.

2. There is no significant difference at ($\alpha=0.05$) between the Pre-test and the Post-test at the level of " the effect on the reader.

3. There is no significant difference at ($\alpha=0.05$) between the Pre-test and the Post-test at the level of "the relevance to the main topic".

4. There is a significant difference at ($\alpha=0.05$) between the Pre-test and the Post test at the Total level of coherence in favor of the Post-test.

Table (6)

Repeated MANOVA using Wilk's Lambda Test for the difference in coherence between different drafts.

Wilk's Lambda Value	F Value	Degree of Freedom	Error of Degree of Freedom	Sig.
0.29	5.84	5	19	0.002

The results of table (6) indicate that:

- There is a significant difference at (α=0.05) in coherence between different drafts.

To determine between which drafts the difference was found (Sidak) Post-hoc Test was conducted and the results of table (7) reveal that:

Table (7)

(Sidak) Post – hoc Test for the difference between means of different drafts.

Drafts	Means	1st dr. 1st com.	3rd dr. 1st com.	1st dr. 2nd com.	1st dr. 2nd com	1st dr. 3rd com	3rd dr. 3rd com
1st dr. 1st com	24.32		-0.27	0.66	0.94	3.11*	0.77
3rd dr. 1st com	24.60			0.94	1.22	3.38 *	1.05
1st dr. 2nd com	23.66				0.27	2.44 *	0.11
3rd dr. 2nd com	23.38					2.16	-0.16
1st dr. 3rd com	21.21						*-2.33
3rd dr. 3rd com	23.54						

The results of table (7) show that:

1. There is a significant difference at (α=0.05) in coherence

- Between the first draft of the first composition and the first draft of the third composition in favor of the first draft of the first composition.

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- Between the third draft of the first composition and the first draft of the third composition in favor of the third draft of the first composition.

- Between the first draft of the second composition and the first draft of third composition in favor of the first draft of the second composition.

- Between the first draft of the third composition and the third draft of the third composition in favor of the third draft of the third composition.

To figure out the attitudes of student writers towards content-feedback by utilizing Grice's Maxims, T-Test was conducted and the results of table (8) reveal that

Table (8)

T-Test for the attitudes of student writers towards content-feedback by utilizing Grice's Maxims.

	Item	Mean	Percent.	Attitudes
1	This way of providing feedback helped me revise my writing.	2.45	78.33	Positive
2	This way helped me express my ideas freely.	1.87	62.33	Positive
3	I felt that the teacher was always trying to find something wrong in my writing.	1.87	62.33	Positive
4	This way of providing feedback made me focus on the importance of supporting my ideas with examples and evidence.	2.91	97.00	Positive
5	This way of providing feedback drew my attention to the importance of presenting my ideas clearly.	2.61	87.00	Positive

6	This way of providing feedback made me focus on making my ideas related to the main topic.	2.57	85.66	Positive
7	This way of providing feedback drew my attention to the importance of connecting my ideas the preceding and the following ideas in writing	2.61	87.00	Positive
8	This way of providing feedback focused my attention on choosing appropriate vocabulary for the purpose of the writing.	2.39	79.66	Positive
9	This way of providing feedback helped me avoid repeating my ideas.	2.57	85.66	Positive
10	I feel that this way of providing feedback is a time consuming process.	1.29	42.00	Positive
11	This way of providing feedback drew my attention to the importance of presenting my ideas orderly.	2.65	88.33	Negative
12	This way of providing feedback helped drew my attention to the importance of presenting and explaining the ideas related to the main topic of my writing.	2.43	81.00	Positive
13	This way of providing feedback created a kind of communication between me as a student writer and my teacher.	2.09	69.66	Positive
14	I think that this kind of communication increased my motivation toward writing.	1.87	62.33	Positive

15	I think that this kind of communication increased my awareness of the response of my teacher.	2.30	76.66	Positive
16	This way of providing feedback increased my feeling that my writing will never develop.	2.00	66.66	Positive
17	This way of providing feedback drew my attention to the importance of supporting my ideas with explanations.	2.70	90	Positive
18	I think that this way of providing feedback is an effort consuming process.	1.35	45	Negative
19	I felt that the comments my teacher provided on my writing aimed at making me change my points of view in a way that suits my teacher's.	1.70	56.66	Negative
Total		2.2151	73.83	Positive

Summary:

This chapter aimed at presenting the results of the present study concerning the effect of from-feedback versus the effect of content-feedback by utilizing Grice's Maxims on writing performance, mainly at the communicative efficiency level and on revision as well as the attitudes of student writers towards such feedback.

Chapter Five

Discussion, Pedagogical Implications, and Recommendations

Introduction:

This chapter aims at discussing the results which were presented in chapter four, then stating the pedagogical Implication as well as providing recommendations.

Discussion:

The results of this study will be discussed according to the following items:

1. The effect of form-feedback versus the effect of content-feedback on students' writing performance, mainly at the part of the communicative efficiency.

2. The effect of content-feedback on revision.

3. Students' attitudes towards content-feedback.

1. The effect of form-feedback versus the effect of content-feedback on students' writing, mainly at the part of the communicative efficiency.

The results of the study revealed that:

- There was no statistically significant difference between the control and experimental group at the post-test in all elements of writing (mechanics, cohesion, and coherence). (See table 2).

At the part of the experimental group, the results revealed that;

- There was a statistically significant difference between the pre-test and the post-test at the part of the experimental group in favor of the post test in two elements of writing (cohesion and coherence) which are the components of the communicative efficiency level, while there was no significant difference in mechanics. (See table 3).

Meanwhile the results of the control group revealed that:

- There was no significant difference at the part of the control group between pretest and post test in mechanics and coherence, while there was a significant difference in cohesion in favor of the post test. (See table 4).

So it was concluded that content-feedback provided for students' writing had an effect on students' performance, mainly on the communicative efficiency level. This trend could be explained in that, when writing teachers provide their students with written comments on the content of their writing, they are actually teaching them that readers read written texts for the meaning intended by the writers. If a written text can communicate this intended meaning, then readers will accept it, and it will be evaluated as a coherent text. Otherwise, it will be regarded as an incoherent text, which has no communicative force.

Furthermore, providing student writers with form-feedback does not seem to affect their writing performance neither at the accuracy nor at the communicative efficiency level. This somehow strengthens the point that writing teachers should not spend a great time and effort in correcting mechanical errors of writing because it seems that student writers pay inconsiderable attention to this kind of feedback.

The findings of this study generally conform to the findings of Ferris (1995), Hall (1990), Mc Donald (1990) and Lunsford (1997) in that teachers' feedback about essay content is associated with better essay than feedback about language, grammar and usage. In the sense the overt correction causes foreign language writers to be overtly concerned with surface structure to the extent that fluent writing becomes constrained, and that it would be more beneficial for the teacher to assume the role of interested reader rather than of evaluator and judge. These results oppose the findings of Williams (1997) in that dialogue through written response is still an ideal to be realized.

2. The effect of Content-Feedback on Revision

The results which have been presented revealed that providing content-feedback by utilizing Grice's Maxims had affected the writing performance of student writers, mainly at the communicative efficiency level. Based on these results the researcher tried to figure out the effect of content-feedback on revision.

Here the researcher checked the development of coherence in the writing of the experimental group. As coherence is considered the main component of the communicative efficiency level, any development which may have occurred in the students writing is considered to be an evidence that student writers did some revision to their writing according to the feedback they had received.

At this point, the results revealed that content-feedback by utilizing Grice's Maxims had a positive effect on the development of coherence as there was a significant difference at the part of the experimental group

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coherence between the pre test and the post test in favor of the post test. (See table 5)

These results can be explained in that providing student writers with content-feedback by utilizing Grice's Maxims made the students interact with their teacher as a true reader who seeks to understand and communicate the meaning intended by them rather than an evaluator who hunts for their grammatical mistakes. This motivated them to read the comments written by the teacher and to revise their writing in order to make them communicate what they intended to. This act of revising helped the students to see where they had failed to communicate their ideas and then tried to improve their meaning.

The findings of this study conform to the findings of Lam (1992), Dessner (1991), Beason (1993), Watson (1994), Covill (1997), and Ferris (1997) in that student writers who were provided with content-feedback spent more time revising than did those who were provided with form-feedback. In addition content-feedback recipients used the feedback to make more content-related revisions to their texts than did surface feedback recipients.

The results of this study oppose the findings of Ziv (1984) in that teacher's comments which were intended to stimulate revision and improve the quality of the texts created dissonance in the students' minds between their perceptions of what they had written and the teacher's perceptions as a reader of the text. This dissonance sometimes had negative effects on revision.

These findings somehow are supported by the findings of McDonald (1990) in that many students did not read their teachers' written feedback, and those who did read the comments seldom use them as guides in revising or writing their papers.

However, there were another two findings which deserve to be discussed. These findings are, firstly, it was found that the three aspects of coherence (Logical arrangements of ideas, the effect on the reader and the relevance to the main topic) were not affected in the same degree. " The logical arrangement of ideas" was the only affected aspect of coherence, whereas the two other aspects "the effect on the reader" and " the relevance to the main topic" were not affected. This result if to be explained needs more research in the field of Grice's maxims and their use in providing content-feedback, as this study is the first study conducted in this field. Secondly, it was found that the development of coherence as a total was not the same in all drafts written by the students, in the sense that:

- There was a significant difference between the first draft of the first composition on the third draft of the third composition in favor of the first draft of the first composition.

- There was a significant difference between the third draft of the first composition and the first draft of the third composition in favor of the first draft of the third composition.

- There was a significant difference between the first draft of the second composition and the first draft of the third composition in favor of the first draft of the second composition.

These results are somehow confusing as they revealed that the provided feedback did not have a consistent effect on the different drafts throughout the study. But this can be explained in that providing student writers with such a feedback was something quite new for them. If they had ever been provided

with feedback, it would have been that kind which penalized them for their grammatical and spelling mistakes. The researcher believes, through her experience, that much more time and practice are needed if the desired effect is to be achieved. This explanation is strengthened by considering the development in the third draft of the third composition when compared to the first draft of the third composition where there was a significant difference in favor of the third draft of the third composition. (See tables 6, 7&8)

From what has been presented, it is concluded that making student writers pay attention to what they are to write and how it can be coherently presented helps them improve their writing, and gives them time to practice writing can guide them in the right direction.

3. Students Attitudes toward Content-feed back

As students' reaction towards the method they are taught with is an important element in their success and development, the researcher tried to figure out the reactions and the attitudes of the students of the experimental group toward the way they have been taught with. This was done in a form of a questionnaire, which was answered by the students.

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The results of the questionnaire revealed that the students had a positive attitude towards content-feedback by utilizing Grice's maxims when it referred to the extent of help this kind of feedback was able to provide for them. This appeared when they expressed that this feedback helped them see that:

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1. It was important to present their ideas in an ordered and clear way. (See items 11 and 6).

2. It was important to present the ideas which are relevant to the main topic. (See item 8).

3. It was important to make the ideas related to each other. (See item 7).

4. It was important to strengthen the presented ideas with explanations and examples. (See items 4 and 17).

5. It was always important to revise what had been written. (See item 1).

6. Students believed that this kind of feedback helped them express their ideas freely. (See item 2).

7. Students believed that content-feedback created a certain kind of communication between them and their teacher, and that they thought that this communication had a positive effect on their motivation towards writing as well as on their ability to understand the comments written by the teacher. (See item 14&15).

This can be explained in that these items represent the main maxims of the Gricean Model. So it could be concluded that utilizing Grice's Maxims in providing content-feedback goes somewhere toward meeting the criteria of the comments sought by the student writers.

These findings conform to Beene's (1985) in that students preferred comments to be structured in a way that helps them identify the Cooperative Maxims which students violated. Students also preferred comments which can create a kind of communication between them and their teacher and which reflect the communication back to the students.

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Results also revealed that students did not feel that the teacher was trying to make them change their ideas or their believes to suit her owns, but the change was just to make their ideas more coherent. (See item (19).

This finding is supported by the findings of Straub (1997) in that students did not prefer teacher's comments which sought to control their writing or views. It is also supported by the findings of Krol (1998) in that students viewed their teacher's comments to be helpful when they could create a strong dialogue pattern and a higher proportion of reflective writing.

In general the findings of the present study conform to the findings of Covil's (1997) in that content-feedback recipients may have a more positive attitude towards content-feedback than that towards form-feedback.

Nevertheless, students expressed two negative attitudes. The first one was towards the time and effort they needed in reading their teachers' comments, and in revising and rewriting their papers. (See items 10&18). The second one was that they felt that the teacher was always trying to find some thing wrong in their writing, (see item 93).

These negative attitudes can be explained in that students do not like to receive their papers with comments written on them, because for them comments mean low marks. But as neither their preliminary nor final written drafts were graded in terms of marks, the effect of these negative attitudes did not seem to affect their other attitudes as they showed their concerns in reading and responding to those comments.

This explanation is supported by the findings of Ferris (1995) and Veerman (1999) in that students paid much attention to teacher's comments provided on ungraded preliminary drafts versus graded drafts of their essays. They saw response on the ungraded drafts as opportunities to use what they were learning and to improve their writing.

Pedagogical Implications:

The findings of the study will be of great importance for the following parties involved in the learning process:

Students:

- Students will know that they need to take care of the presence of certain maxims in their writing if they want to produce communicative writing. These maxims are the maxims of quantity, quality, relation and manner.
- Students may stop complaining all the time about the comments they receive from their teachers, because they will know that their teachers are not hunting for their grammatical mistakes but they are actually evaluating their writing as true readers who seek to communicate certain message.
- Students may be motivated by getting comments on the preliminary drafts of their compositions rather than getting grades.

Teachers:

Teachers can benefit from this study as follows:
- First, this study may help the teachers of writing decide on the kind of feedback they need to provide their students with. It may also provide them with evidence of the importance of communicating with their

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students as true readers who try to understand their intended messages rather than surface error hunters.

- This study may provide the teachers of writing with an efficient instrument for evaluating their students' writing mainly at the communicative efficiency level, as the results of the study revealed the possibility of utilizing Grice's maxims as a tool for evaluating coherence and commenting on students' writing.

Researchers:

This study has opened new trend of research which could be built on mainly its findings in the field of Grice's Maxims and their relation with the development of students' writing, the development of teachers' responses to students' writing, as well as the contrast between Arabic and English rhetoric.

Recommendations:

In the light of the findings of this study, the researcher recommended the following:

- Teachers are recommended to provide their student writers with content-feedback in order to help them revise their ideas and the intended message they want to communicate with their readers.
- Teachers are advised not to grade the preliminary drafts written by the students because when the students receive graded papers, they will not pay attention to the comments written on them. This in turn will cause them not to revise their papers.
- Teachers are advised to use Grice's Maxims as a guide in evaluating coherence and thus providing their students with the sufficient content-feedback.

Researchers are encouraged to:

- Conduct more studies on the use of Grice's Maxims as a tool for providing content-feedback to students' writing, as this study was the first one to be conducted on ESL learners.

- Apply further research directed to other students rather than Freshman College.

- Conduct contrastive studies Arabic and English Rhetoric.

- Test the possibility of utilizing Grice's Maxims in providing content-feedback on different kinds of writing such as descriptive, analytical, narrative, argumentative and comparative.

- The Ministry of Education is strongly recommended to organize training courses and seminars for the teachers of writing to increase their awareness of Grice's Maxims and their use in providing content-feedback.

Summary:

As this chapter was intended to discuss the results of the present study it aimed to clarify three main points.

1. The effect of form-feedback versus the effect of content-feedback on students' writing performance, mainly at the communicative efficiency level.

2. The effect of content-feedback on revision.

3. Students attitudes toward content-feedback.

This discussion was then followed with the pedagogical implications of the results as well as with recommendations for the teachers of writing, researchers and the Ministry of Education.

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Appendix (A)

The Compositions which were Required in the Treatment

1. The pre-test:

Write an essay about the following topic.

If you could change one important thing about your hometown, what would you change? Use reasons and specific examples to support your answer.

2. The second composition:

Write an essay about the following topic:

Some people choose friends who are different from themselves. Others choose friends who are similar to themselves. Compare the advantages of having friends who are different from you with the advantages of having friends who are similar to you. Which kind of friends do you prefer for yourself? Why?

3. The third composition:

Write an essay about the following topic:

In the future students may have the choice of studying at home by using technology such as computers or televisions or of studying at traditional schools. Which would you prefer? Use reasons and specific details to support your choice.

4. The Post-test:

Write an essay about the following topic:

People attend colleges or universities for many different reasons for example (new experience, career preparation, and increased knowledge). Why do you think people attend colleges? Use specific reasons and examples to support your ideas.

Appendix (B)

Some examples about the comments provided to the writing of the students of the experimental group connected with the maxims they flouted

Quantity:
- You need to give more information to make your ideas clearer.
- This idea has been discussed and presented earlier in the essay, so you don not need to repeat it here.

Quality:
- You need to give more examples and evidences to support your ideas.
- Try to say what you really believe in, as this will help you in confessing the reader with your ideas.

Relation:
- Your ideas need to be related to each other in this paragraph.
- This idea is not related to the topic sentence of this paragraph.
- The topic sentence of this paragraph is not related to the topic of the essay.

Manner:
- You need to express your ideas in a clearer way by using more suitable words.
- Try to make your ideas clearer by giving more examples.
- Your ideas in this paragraph need to be presented orderly.
- In these statements you mentioned three reasons for choosing friends whom are different from yourself. But in the discussion you discussed them in arbitrary manner. So you need to discuss them orderly.

Appendix (C)

The Instrument used to evaluate Student Writings

Mechanics (20) points	Cohesion (40) points	Coherence (40) points
1- Spelling	1-Pronominal	1-Logical arrangement
2- Punctuation.	reference.	of ideas.
3- Indentation.	2- Lexical repetition.	2-The effect on the
4- Word usage.	3-Ellipsis.	reader.
5- Sentence grammar	4-Substitution	3-The relevance of the
		information to the main
		topic of the passage.

Appendix (D)

Samples of Students' Writing

Reasons For Attending Colleges

Naheel Youse

People attend colleges for two reasons. To prep for a job or to have more experiences. Both of the reasons can be found in one's mind. But in gener he has a specific aim which he hopes to get by going to the college.

Attending colleges to prepare for a job is the reas for most of the students. A student spends most of his life in the school, when he graduates, he is eighteen years old and he has no career. The best way to ha a job is going to the university in which he will stud for four years, after that he will go to life having his job. And this job will save his life, he will guar ntee his salary which is nearly fixed. And he will guar ntee his future by retirement. I mean, he is not obliged to work all his life, at the age of sixty

Two Different Kinds of Friends

Some people choose friends who are similar to them
ves. Others choose friends who are different from them
res. Both choices have advantages that make friends appli
be the relationship between them.

Friends can be similar in their characters, then in
ir views and thoughts. This similarity can deepen the rel
l can strengthen the ties between friends. Also similari
a role in lessening the gap that may occur among fri
a result of other factors such as age and social statu
erently, friends tend to exchange opinions and idea
this case, likeness can create an atmosphere of harmon
l Co-operation among friends. Moreover, there will b
e flexibility in communicating and understanding

The advantages of two different kinds of friends

Friends are two kinds; friends who are similar to
self, and friends who are different from yourself. Both of
m are very important to you, because each kind has
vantages.

The advantages of friends who are similar to your
f is that dealing with them is easier, and they can
derstand what you want without saying anything,
ly from your expression. So you will be satisfied
th them. Also when your friends are similar to
n, you will be comfortable that they are exactly as
u in their behaviours, and in their morals
be affected by
you will be satisfied that you will not imitate any
rong behaviours from them.

The advantages of friends who are different

study at homes by using televisions or computers. Some students beleive in that and prefer to study by these devices, other students prefer to stay at traditional schools.

Studying at home by using televisions or computers is a boring matter. Students have to stay in a room and learn alone without explanation by a teacher or discussing the material they study. That will separate students from outside world and make them lonly without treating with other students. Studying by using televisions or computers and using them too much will harm students's eyes because they have to concentrate their eyes on the screen. This screen - as some scientists observed - produce danger rays that may affect not only students's eyes but also students's brains if they keep looking at the

...screen a long time.

Studying at traditional schools is the best way to avoid dangerous effects upon students. Students have only to concentrate on the black board which contains no dangerous effects on their eyes. They also can also share in classes, ask questions and discuss some points they don't understand. They will not be separated from stu other students or society and they don't feel lonliness as they will while study at home by using televisions or computers.

In fact, studying by using computers or televisions will save time and efforts but it will bring some problems for students's health. While studying at traditional schools will be the best way for students's heat health especially their eyes.

he can rest and his salary reaches him as if he is working.

Going to colleges to have more experiences is a minor reason. When a student goes to the college, he believes that it is a small society which reflects the large and real one in which he lives. He also believes that his companions in college will be nearly the same in his work. So he can have an idea about them and knows how to deal with them, by knowing those compani through the college.

In general, people attend colleges either to have a career after graduation, or to enlarge their social knowledge. A person can determine which reason" aim he wants to have depending on his conditions and his plan for the future.

The new source of information today is "The Computer."

So, if the married girl hadn't had a computer in her home, she would have completed her study. Consequantly, the number of literacy will encrease.

Television is also another important source for education. Special programmes are made and seen by the students. For example, the experiences which require long time and Labs especially in chemistry. The time of presenting these programmes is varied in order to suit every student. As aresalt, time is saved and informal ion are stored in the brains.

Finally, studying at home is something great and Important. This kind of study will acheive the aimes of many people to continue their studies and live normally without any change. Also, saving the time and the effort are major reasons which attract people to try this kind of study. In the end gaining knowledge is the first goal for every person.

Studying at home by using technology is a new kind of studying which has m to spread recently in Palestine. Any one who like to study at his home can make th by using his own personal computer which joined with the Internet. After that he she can contact with the school and start the study. This kind of studying g a chance for many people to continue their studies by using their computers

The number of students is now increasing, due to this golde chance. At the same time. Students can continue their studies beside their jobs or other responsibilities. Such as accountants, school teacher mothers and retireds. I had a friend which was a mother for fair children and at the time she chose to continue her studies by using her computer and the television She succeeded and graduated. When I asked her about her experience, she said "It's very nice experience." The reason is that when ever she wanted to study, all what she had to do is to use her personal computer. As a result the number of students increased.

Appendix (E)

Questionnaire in Arabic

بسم الله الرحمن الرحيم

عزيزي/تي الطالب/ة

فيما يلي عبارات تبين اتجاهاتك وأفكارك الإيجابية والسلبية نجاه الطريقة التصحيحية التي اتبعت في تقديم الملاحظات والتغذية الراجعة على ترتيب وعرض الأفكار في كل من محاولاتك لكتابة المقالات الأربعة التي قمت بها في الفترة الواقعة بين (١٩٩٩/٩/١-١٩٩٩/١١/١). ومن اجل التعبير عن رأيك في كل ملاحظة نرجو وضع علامة {X} تحت درجة المساهمة التي تراها مناسبة.

	درجة المساهمة		الفقرة	الرقم
قليلة	متوسطة	كبيرة		
			ساهمت الطريقة التصحيحية المشار اليها أعلاه في تمكيني من مراجعة أفكاري.	١.
			ساعدتني هذه الطريقة في التعبير عن أفكاري بصراحة وحرية.	٢.
			كنت اشعر أن المصحح كان يحاول دائما ايجاد خطأ ما في كتابتي.	٣.
			ركزت هذه الطريقة التصحيحية اهتمامي على جعل أفكاري مدعمة ببراهين وأدلة.	٤.
			ساهمت هذه الطريقة التصحيحية في جعلي اهتم بعرض افكاري بطريقة واضحة غير مبهمة.	٥.
			ركزت هذه الطريقة التصحيحية اهتمامي على جعل أفكاري ذات علاقة مع الفقرة الرئيسية لموضوع المقالة.	٦.
			ساعدتني هذه الطريقة التصحيحية في الانتباه لأهمية جعل أفكاري مترابط مع الأفكار المطروحة سابقا ولاحقا.	٧.
			ركزت هذه الطريقة اهتمامي على انتقاء الكلمات المناسبة لموضوع المقالة.	٨.
			ساعدتني هذه الطريقة التصحيحية على الانتباه لعدم جعل أفكاري مكررة.	٩.

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				أشعر أن هذه الطريقة التصحيحية تتطلب من الطالب وقت أطول للكتابة والمراجعة.	١٠.
				ساهمت هذه الطريقة النصحيبة في زيادة نفهمي لضرورة عرض أفكاري بطريقة مرتبة.	١١.
				ساهمت هذه الطريقة النصحيبة في زيادة نفهمي لضرورة التركيز على عرض وتفسير الأفكار ذات العلاقة بموضوع المقالة.	١٢.
				ساهمت هذه الطريقة النصحيحة بإيجاد نوع من النواصل والحوار مع المعلم (المصحح).	١٣.
				اعتقد أن هذا النواصل والحوار ساهم في زيادة دافعني للكتابة.	١٤.
				أعتقد أن هذا النواصل والحوار ساعدني في زيادة نفهمي لتعليمات المعلم.	١٥.
				ساهمت هذه الطريقة النصحيحة في تنمية شعوري بان كتابتي لن تتحسن أبدا.	١٦.
				ركزت هذه الطريقة النصحيحة اهتمامي على ضرورة جعل أفكاري مدعمة بتوضيحات وتفسيرات.	١٧.
				أشعر أن هذه الطريقة النصحيحة تتطلب من الطالب جهدا اكثر.	١٨.
				شعرت أن المصحح وتعليماته تتطلب مني تغير وجهة نظري تجاه موضوع معين لتتناسب مع وجهة نظره.	١٩.
				يمكن أن تكون هذه الطريقة النصحيحة أكثر فاعلية إذا (أعطي اقتراحين على الأقل) ١-...................................... ٢-......................................	٢٠.

Appendix (F)

Questionnaire in English

Dear Student

This questionnaire is part of my research for Master Degree in Education. The research aims at evaluating the effect of providing content-feedback to the writing of students' writers.

In the following questionnaire there are many items which try to express your feeling and your attitude, both positive and negative, toward the way of providing feedback to the four compositions you have written during the experiment which lasted from Sep.1st 1999 to Nov.11th .1999.

Pleas cross the box under the choice that expresses you answer.

	Item	The amount of benefit		
		Too big	Middle	Little
1	This way of providing feedback helped me revise my writing.			
2	This way helped me express my ideas freely.			
3	I felt that the teacher was always trying to find something wrong in my writing.			
4	This way of providing feedback made me focus on the importance of supporting my ideas with examples and evidence.			
5	This way of providing feedback drew my attention to the importance of presenting my ideas clearly.			
6	This way of providing feedback made me focus on making my ideas related to the main topic.			
7	This way of providing feedback drew my attention to the importance of connecting my ideas the preceding and the following ideas in writing			

8	This way of providing feedback focused my attention on choosing appropriate vocabulary for the purpose of the writing.			
9	This way of providing feedback helped me avoid repeating my ideas.			
10	I feel that this way of providing feedback is a time consuming process.			
11	This way of providing feedback drew my attention to the importance of presenting my ideas orderly.			
12	This way of providing feedback helped drew my attention to the importance of presenting and explaining the ideas related to the main topic of my writing.			
13	This way of providing feedback created a kind of communication between me as a student writer and my teacher.			
14	I think that this kind of communication increased my motivation toward writing.			
15	I think that this kind of communication increased my awareness of the response of my teacher.			
16	This way of providing feedback increased my feeling that my writing will never develop.			
17	This way of providing feedback drew my attention to the importance of supporting my ideas with explanations.			
18	I think that this way of providing feedback is an effort consuming process.			
19	I felt that the comments my teacher provided on my writing aimed at making me change my points of view in a way that suits my teacher's.			
20	Please add any further suggestions for helping improve this way of providing feedback. 1. .... 2.			

Appendix (G)

Written Approvals

An-Najah
National University

Faculty of Graduate Studies

جامعة
النجاح الوطنية

كلية الدراسات العليا

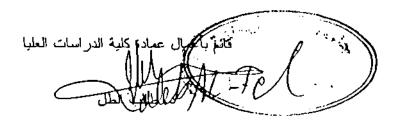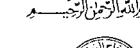التاريخ : ١٩٩٩/٨/٢٢م

لمن يهمه الأمر

نحية طيبة وبعد،،

تشهد عمـادة كلية الدراسـات العليا في جامعـة النجـاح الوطنية بأن الطالبة "خديجـه ابراهيم عبد القـادر فتـاش" ورقم التسجيل (٩٧٤٩٩١٠) هي احدى الطلبة المسجلين في برنـامج الماجستير تخصص أساليب تدريس اللغة الانجليزية في كلية العلـوم التربويـة للفصـل الاول ٩٩/٢٠٠٠. حيث انها تحتاج الحضور الى الجامعة ايام سبت اثنين اربعاء من ٨ – ٩ و أيـام احد وثلاثاء ١١-١٢٫٥ ولمدة شهرين مـن بدايـة الفصـل الدراسـي الاول ٩٩/٢٠٠٠ لاجراء دراسة تجريبية على طلبة جامعة النجاح لاستكمال اطروحة الماجستير .

وبناءً على طلبها أعطيت لها هذه الشهادة .

وتفضلوا بقبول الاحترام ،،،

قائم باعمال عمادة كلية الدراسات العليا

نابلس – ص.ب ٧، ٧٠٧ هاتف : ٢٣٨١١١٣/٧، ٢٣٨٦٥٨٤، ٢٣٧٠٠٤٢ (٠٩) (٩٧٢) * فاكسميل : ٢٣٨٧٩٨٢ (٠٩) (٩٧٢)
Nablus - P.O.Box 7, 707 Tel. (972) (09) 2370042, 2386584, 2381113/7 * Facximile : (972) (09) 2387982

An-Najah
National University

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

جامعة
النجاح الوطنية

١٩٩٩/٩/١

الى: د. القائم بأعمال عميد كلية الدراسات العليا، المحترم
من: رئيس قسم اللغة الانجليزية

الموضوع: تسهيل مهمة الطالبة/خديجة ابراهيم فتاش "٩٧٤٩٩١٠"

تحية طيبة، و بعد:

اشارة الى كتابكم بتاريخ ١٩٩٩/٨/١٦، فانه لا مانع لدى القسم من قيام الطالبة
أعلاه باجراء دراستها التجريبية في مساق "الكتابة المتقدمة" ٣٢٣٠٣، في قسم اللغة
الانجليزية، الفصل الاول ٢٠٠٠/٩٩.

واقبلوا الاحترام،

د. عوده عوده

ملخص

أثر تزويد طلبة الكتابة في جامعة النجاح الوطنية بالتغذية الراجعة المعتمدة على المحتوى وذلك بالاعتماد على شروط جرايس, على أداء الكتابة عندهم.

إعداد

خديجة إبراهيم عبدالقادر فتاش

إشراف

الدكتورة سوزان عرفات

تتمحور مشكلة الدراسة حول فحص إثر تزويد طلبة الكتابة بالتغذية الراجعة المعتمدة على المحتوى وذلك بالاعتماد على شروط جرايس, ومن ثم معرفة اتجاهاتهم نحو هذا النوع من التغذية الراجعة.

هدفت هذه الدراسة للإجابة عن الأسئلة التالية :

١. هل هناك أي اختلاف في أداء الطلبة المزودين بالتغذية الراجعة المعتمدة على الشكل ما بين الامتحان القبلي والبعدي؟

٢. هل هناك أي اختلاف في أداء الطلبة المزودين بالتغذية الراجعة المعتمدة على المحتوى ما بين الامتحان القبلي والبعدي؟

٣. ما هي اتجاهات الطلبة المزودين بالتغذية الراجعة المعتمدة على المحتوى نحو استخدام هذا النوع من التغذية الراجعة؟

ولتحقيق أهداف الدراسة قامت الباحثة بعمل دراسة تجريبية على عينة مختارة من طلبة جامعة النجاح الوطنية ثم قامت الباحثة بتوزيع استبانه لمعرفة اتجاهات الطلبة نحو التغذية الراجعة المعتمدة على المحتوى.

وقد أظهرت الدراسة النتائج التالية:

١. تزويد الطلبة بالتغذية الراجعة المتعمدة على المحتوى وباستخدام شروط جرايس كان له أثر إيجابي على تطور أداء الطلبة في الكتابة, وخاصة على مستوى الترابط الفكري في الكتابة . في حين لم يلن لهذه التغذية الراجعة أي أثر على تطور ميكانيكيات الكتابة.

٢. اظهر الطلبة المزودين بالتغذية الراجعة المعتمدة على المحتوى اتجاهاً إيجابياً نحو استخدام هذه الطريقة في تزويدهم بهذا النوع من التغذية الراجعة.

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وبالاعتماد على النتائج السابقة, قامت الباحثة بتقديم بعض التوصيات لكل من مدرسي الكتابة و الباحثين:

١. توصية معلمي الكتابة بتزويد طلبة الكتابة بالتغذية الراجعة المعتمدة على المحتوى والمعتمدة على شروط جرايس,من أجل مساعدتهم على مراجعة أفكارهم والرسائل التي ينون إيصالها إلى القراء.

٢. توصية معلمي الكتابة بعدم إعطاء العلامات على النسخ الأولية من الكتابة لأنه عندما يستلم الطلبة أوراقهم وقد حددت علاماتهم فإن هذا يدفعهم لعدم الانتباه للتغذية الراجعة وبالتالي عدم مراجعة أفكارهم.

٣. توصية الباحثين بإجراء دراسات أخرى على عينات أخرى لأن هذه الدراسة تعتبر من الدراسات الأولى في هذا المجال .