

**An-Najah National University  
Faculty of Graduate Studies**

**The Influence of Teachers of English  
Written Feedback on the Eleventh  
Graders' Performance in Writing Skill in  
Salfit District / Experimental Study**

**By  
Saeed Mohammad Mosa Abu Zir**

**Supervisor  
Dr. Ahmed Awad**

**This Thesis is submitted in Partial Fulfillment of the  
Requirements of the Degree of Master Methods of Teaching  
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**This Thesis was defended successfully on 05/10 /2016 and approved by:**

**Defense Committee Members**

**Dr. Ahmed Awad / Supervisor**

**Signature**  
  
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**Dr. Mosaddaq Barahmeh /External Examiner**

  
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**Dr. Ayman Nazzal /Internal Examiner**

  
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### III

## **Dedication**

First, my great and heartfelt thanks to Allah for helping me in completing this modest thesis.

### **This work is dedicated:**

To the pure soul of my father.

To the candle of my life (my mother) for her endless and continuous support.

To the treasure of my life (my wife) for her patience, loving support and encouragement.

To my beautiful flowers (my daughters) for the childish moments shared with them.

To my brothers and sister for their great help and fruitful support

To my faithful friends Dr. Sameer, teacher Omar, teacher Zafer Shaqour for their motivation throughout the duration of my study at An-Najah National University.

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## الإقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

أثر التغذية الراجعة المكتوبة المقدمة من معلمي اللغة الانجليزية  
على أداء طلاب الصف الحادي عشر في مهارة الكتابة في منطقة  
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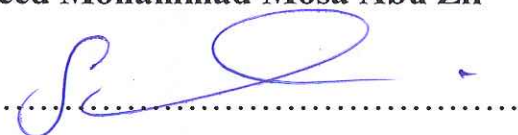
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## Declaration

The work provided in this thesis unless otherwise referenced, is the  
researcher's own work, and has not been submitted elsewhere for any other  
degree or qualification.

Student's Name: **Saeed Mohammad Mosa Abu Zir** اسم الطالب:

Signature:  التوقيع:

Date: **05/10/2016** التاريخ:

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**Abstract**

This study aimed to discuss "The Influence of Teachers of English Written Feedback on the Eleventh Graders' Performance in Writing Skill in Salfit District". To achieve this, the researcher used a writing test. This test was applied to (60) male and female students from eleventh graders, divided into two groups, (30) students in each group. The students are from DeriBallut public school in Salfit .The researcher distributed the writing pretest on the control and the experimental groups. The same sample was used to answer the posttest for the same groups after teaching the students in the experimental group how to get benefit from the written feedback strategy.

One of the major findings was that students in general had positive results concerning the improvement of writing skills after using written feedback . In the light of this finding, the researcher recommended the extension of applying written feedback for all students in schools. In addition, textbooks' designers should highlight the inclusion of written feedback after each writing activity.

## **Chapter One**

### **Introduction and Theoretical Background**

#### **1.1 Introduction and theoretical background**

#### **1.2 Statement of the problem**

#### **1.3 Purpose of the study**

#### **1.4 Questions of the study**

#### **1.5 Hypotheses of the study**

#### **1.6 Significance of the study**

#### **1.7 Limitations of the study**

#### **1.8 Definitions of terms**

#### **1.9 Summary**

## **Chapter One**

### **Introduction and Theoretical Background**

#### **1.1 Introduction and theoretical background:**

English as a foreign language has become an increasing trend in many different countries across the world and so have learning and teaching. Teaching English has become an essential issue in our life. In education, it is very important for teachers to help students speak the language effectively and to use it regularly. As teachers, we often face problems when we make our students use and speak the language effectively and fluently (Mourtaga, 2004).

Actually, most students had some difficulties with their writing. For example, when the teacher asks them to write something in English, they feel anxious because they do not have any kind of motivation to express their writing and most of them are afraid of making mistakes, in term of accuracy, spelling or dictation. Teaching English especially writing skills is a complicated task and good teachers know how to deal with this matter by involving students in fluency works which help them to use the language by providing effective feedback on their writing performance (Weitzel, 2000).

Generally, providing students with many different tasks, which would improve their writing skills without giving effective feedback, may not work.

Many researches in education support the idea that by teaching less and providing more feedback, teachers can produce greater learning (Bransford, 2000).

In brief, the term feedback is often used to describe all kinds of comments including advice, praise, and evaluation. Basically, feedback is information about how we are doing in our efforts to reach a goal. When giving feedback on student's writing performance, teachers should be extremely cautious about correcting student's written error. Feedback generally produces positive results if teachers manage the form the feedback takes (Mourtaga, 2004).

Truscott (1996) presented some theoretical arguments for the effectiveness of corrective feedback. He argued that a simple transfer of information like corrective feedback can only lead to explicit declarative knowledge, not to the implicit procedural knowledge that is required for language acquisition. This implicit-explicit dichotomy is to date a controversial issue within the field of second language acquisition.

Implicit knowledge refers to the unconscious knowledge of a language that cannot be verbalized, is readily accessible and that is supposed to allow learners to communicate fluently. Explicit knowledge refers to the conscious linguistic knowledge that enables learners to verbalize rules. The controversy concerns the value of explicit knowledge in itself and the relation between the two types of knowledge. Those linguists who see a value in explicit knowledge (e.g., Ellis 2012), believe

that explicit knowledge can be used when formulating utterances and when monitoring one's language use. Enough planning time is a prerequisite in this case. Other linguists, like Krashen (1982), presumed the value of explicit knowledge to be very limited: it can only be used when monitoring, which requires focus-on-form.

In the error correction debate, (Bruton, 2009) acknowledged the value of explicit knowledge: "This is precisely the kind of knowledge that is applicable to L2 writing when students have time to think, plan and revise"(Chen 2007, p. 603). He referred to Ellis hypothesis that this conscious knowledge can be acquired in any order. Truscott's (1996) second theoretical argument against error correction referred to as the 'readiness problem'. With the readiness problem, Truscott referred to naturalistic theories concerning developmental readiness (Pienemann, 1989). According to these theories, a learner acquires linguistic structures in an order corresponding with his internal development. Truscott deduced that an instructional sequence like CF is only valuable when it is consistent with this learner-specific order.

Other theoretical insights have led scholars to attribute a more favorable role to CF in second language acquisition. Since the communicative approach has become the dominant approach to language teaching (as opposed to the teaching of isolated linguistic features and grammar rules), the role that grammar instruction plays has been shifting. Initially, under the nativist theories, there was no place for the explicit

teaching of grammar in the second language classroom, as learners' grammatical competence was expected to emerge naturally on the basis of linguistic information embedded in a communicative context (e.g., Krashen 1982). Nativists regarded first and second language acquisition as largely similar processes. Recently, however, the consensus is that they do not fully overlap. For L2 learners, to obtain a native-like competence some amount of form instruction is required. This has led to a number of recent pedagogical approaches, in which CF can play a constructive role (Ellis, 2005).

Another theoretical concept that has been associated with CF is 'pushed output'. In spite of Krashen's (1982) position that output is nothing more than an utterance of linguistic knowledge already acquired, researchers nowadays recognize output as an important source of acquisition, drawing on Swain's (1995) Output Hypothesis. Swain recognized three roles that output can play for L2-learners: testing hypotheses, triggering meta-linguistic reflection, and promoting noticing. It has been argued by several researchers (Swain, 1995) (Han, 2002) that such output should be accompanied by feedback. Apart from these theoretical arguments for and against correction, practical arguments also have been brought up in the error correction debate. The researcher will discuss them in the next section.

## **1.2 Statement of the Problem:**

The field of education is continuously changing, and so are the educational studies on different areas such as the art of giving effective feedback as a means for improving and evaluating English writing skills. Teachers need to learn how to give both positive and negative feedback when necessary.

In many cases, teachers provide students with negative feedback instead of balancing between negative and positive feedback and sometimes they do not provide feedback at all. This is a matter of fact which would limit the teacher's role as an educator who teaches and evaluates his teaching methods.

## **1.3 Purpose of the study:**

This study aimed at achieving the following purposes:

- 1- Investigating the influence of applying written feedback on improving students' writing skills.
- 2- Finding out if there were any significant differences in the learners' performance in writing as a result of applying written feedback in improving students' writing skills .

## **1.4 Questions of the study:**

The study tried to answer the following questions:



1. What is the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit district (language, cohesion, and content)?
2. Are there any significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of applying written feedback in improving student writing skills in the pre- test in both groups (experimental and control)?
3. Are there any significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of applying written feedback in improving students' writing skills between the pre- test and post- test of the control group?
4. Are there any significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of applying written feedback on improving students' writing skills between the pre-test and post- test of the experimental group?
5. Are there any significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of applying written feedback on improving students' writing skills in the post- test of both groups (experimental and control)?

### **1.5 Significance of the study:**

It is hoped that this study would be beneficial for both students and teachers as well. For students to improve their writing skill and performance by using the idea of feedback successfully. For teachers, to

apply this method while teaching writing. The researcher saw this study significant in the sense that it could help students to develop proficiency and competency in English and improve their writing performance while using the language in real life situation.

### **1.6 Limitations of the Study:**

The study covered all the 11th graders in two secondary Boys' and girls' schools in Deir Ballut. It would also be carried out during the first semester in the scholastic year 2016-2015. The study examined the influence of using written feedback on improving the 11th graders' writing skills.

### **1.7 Definitions of Terms:**

**Writing:** is to recognize how to express your own feeling and ideas taking into account not only grammar, vocabulary and punctuation but also to comprehend when, why and in what ways we produce language. (Cunningham, 1999).

According to the study, it referred to the ability of the school's students to write a well-formed paragraph.

**Traditional Education:** Gauci, (2009) defined the traditional education as it focuses on teaching , not learning.

According to the study, it referred to any teaching strategy of writing excluding Feedback.

**Feedback:** Feedback is information that is given to the learner about his\ her performance at a learning task, usually with the objective of improving his performance Ur (1991) p.242.

According to the study, it refers to the quality of the students' performance represented in writing well-formed paragraph after receiving any form of feedback from the source.

### **1.8 Summery:**

In this chapter, the researcher provided a relevant introduction to the influence of using written feedback on improving sstudents' writing skills. Then, the researcher introduced the statement of the problem, purpose of tthe study ,questions, hypothesis, , significance, limitations of the study, study design and methodology, instrument of the study and data analysis. He also supplied a list of definition of terms related to the subject.

## **Chapter Two**

### **Review of Related Literature**

#### **2.1 Introduction**

#### **2.2 Writing skills**

#### **2.3 Written feedback**

#### **2.4 Written feedback theory**

#### **2.5 Review of related literature**

#### **2.6 Summary**

## **Chapter Two**

### **Literature review**

#### **2.1. Introduction:**

This chapter deals with the review of related literature. The researcher presented the available literature which is relevant to the nature of the study. Furthermore, summaries of results of different studies for different researchers and linguists in various issues related to written feedback were given. The researcher divided the chapter into sections according to their importance to simplify the information discussed.

#### **2.2 Writing Skills:**

English language learning has been the focus point of many studies and researches. These studies highlight various language skills.

Writing skills got low attention of these studies because of the difficulties related to teaching and learning this skill. Some consider writing as the most important gift given to human beings. It entails capability to generate ideas and convert them effective communication (Wright, 2012).

Furthermore, focusing on the significance of writing as one of the language skills, choosing accurate and suitable approaches of teaching writing has gained a basic part (Elbow, 1999).

Writing is a channel for ideas and feelings ,and despite the fact that writing skill takes time to develop for the learner; it is still a vital part of second language learning (Fageeh, 2011).

In this regard, Negari (2011) affirmed that learners find difficulties while writing in a second language ,and it is represented as the most problematic language skill for learners to attain in academic setting

It appears that writing instruction is a hard task for teachers and needs attention since a small number of individuals write freely and hardly they feel at ease with a formal writing task (Lavelle, 2006).

To develop themselves, learners should not only recognize how to create specific skills of language such as grammar, pronunciation, or vocabulary, but they also comprehend when, why and in what ways to produce language (Cunningham, 1999).

Lavelle (2006) showed and classified three independent phases in writing: (1) conceptualizing the message, (2) framing the language representation, and (3) expressing the message.

### **2.3 Written Feedback:**

Feedback is any kind of information that is given to the learner about his/her performance of a learning task, usually with objective of improving his performance Ur (1991) p.242 .

Many researchers studied the importance of feedback in language teaching and learning especially in writing skills because of the importance of feedback in improving students' writing performance. So university teachers, school teachers and other researchers can get benefits from these studies. Researchers agree that feedback is used to describe all kinds of comments made after the fact, including advice, praise and evaluation.

Lindsay and Knight (2006) presented important points for both learners and teachers. Learners should have encouragement and they need to know when they are making mistakes that might cause other people not to understand or misunderstand them. Teachers also should grab the opportunity to praise learners for getting something right, doing something well, trying hard and showing positive attitude towards learning.

Davies and Pears (2000) mentioned that teachers should not interrupt activities too often, and they should do so only when many learners are making the same basic errors, or when errors interfere with communication. Instead, they should monitor the activity, note common errors and deal with them after the activity has finished. One way of doing this is to write significant errors on the board – without saying who made the error.

Baker and Westrup (2000) gave some tips or instructions for teachers when a student makes an incorrect sentence; the teacher should correct it immediately, at least on some occasions. The question is how the teacher is supposed to correct the student's errors. Here some tips:

Repeat the sentence mentioned by the students.

Let the other students help if the first does not know.

Raise your eyebrow or make facial expressions – so that the students know that something is wrong.

Ur (1991) mentioned that there are some situations where we might prefer not to correct a learner mistake: in fluency work, for example, when the learner is in mid-writing, and correcting him would disturb and discourage more than help. But there are other situations when correction is likely helpful. In addition, oral corrections are usually provided directly by the teacher, but they may also be elicited from the learner who made the mistake, or by another member of the class.

Harmer (1991 ) focused on the way in which we respond to students when they speak. He mentioned that we need to respond to the content and not just to the language forms.

Ilegen (1979) defined feedback form as information about the correctness, accuracy, or appropriateness of the recipients' past performance. As a source of feedback, teachers encode and convey verbal and non-verbal messages to students either face-to-face or through some forms of mediation such as written comments.

To conclude, most of the work presented, emphasized good feedback as an integral part in teaching and learning English writing skills. In



addition, they showed how teachers are supposed to give effective feedback to help students improve their writing performance. As for the present study, it showed that applying feedback had an important role in developing students' writing skills.

#### **2.4 Types of feedback:**

Lyster and Rants (1997) developed an observational scheme which describes different types of feedback teachers give of errors. They developed their scheme by observing the different types of corrective feedback provided during integration in four immersion classrooms with 9-11 years old students. Their study resulted in the identification of some feedback types, defined below.

Explicit correction refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect.

Implicit knowledge refers to the unconscious knowledge of a language that cannot be verbalized, is readily accessible and that is supposed to allow learners to communicate fluently

Clarification requests indicate that students' utterance has been misunderstood by the teacher or the utterance is incorrect in some way and that a repetition or a reformulation is required.

Linguistic feedback contains comments, information, or questions related to the correctness of the students utterance, without explicitly providing the correct form.

Elicitation refers to at least three techniques that teachers use to directly elicit the correct form from the students first; teachers elicit completion of their own utterance. Second, teachers use questions to elicit correct forms. Third, teachers occasionally ask students to reformulate their utterance.

Repetition refers to the teacher's perception of the student's erroneous utterance. In most cases, teachers adjust their information so as to highlight the error.

Leki (1990) pointed out that teachers should consistently use a standard set of clear and direct comments and questions to indicate place and type of content feedback. These kinds of questions and comments can be used to create a dialog between the student and the teacher in order to give both a clearer understanding of how the assignment was and should be conceived and executed. Furthermore, teachers should familiarize students with the types of comments that will be used and train students in how to make use of the comments. Without training in how to use the comments to improve their writing, students are likely to either ignore the comments, misunderstand them, or fail to use them constructively .

## **2.5 Effects of feedback in second language:**

There are many factors that can affect motivation for language learning among them gender, socioeconomic status, academic achievement, class size, teaching methods and learning environment. In this study the concern is teaching methods and particularly teachers' feedback as method to motivate, encourage and help improve students' writing in second language.

Many researchers discussed the issue of feedback in second language writing through different aspects. They studied this subject in various levels where they shared common opinions and yet diverged with disagreements as to the efficient method to help their students improve their writing skills.

A good number of studies focus on the issue of feedback through many different perspectives such as; types, the sources or themes of feedback, whether language, organization or content and rhetoric. Researches also deal with teachers' strategies of feedback with the assumption "that teachers are in favor of correcting learners' errors, but the heated debate among professionals tends to revolve around what errors need to be corrected. (Suzan, 2008)

Besides teachers who consider feedback as one of the most important methods concerning writing tasks, there are many others who tend to feel that feedback is not considered a necessity. Those who are in favor of

feedback believe that providing students with frequent corrections of their errors is a very important part of their roles as instructors, while those who are opposed believe that feedback might cause a reversed result and even limit the students' improvement claiming that it is "better to allow the students to develop their own content " and yet " to step in later with feedback to reorient the text." (Suzan, 2008)

In the same context, researchers also studied the topic through the students' perspective in order to explore their preferences for feedback and to examine the relationship between affective feedback and the process of writing in second language.

Both the type and the quality of feedback have been studied by researchers from different but common angles. One important factor is the type of feedback and its focus on form or content. Researchers express different views in regarding whether teachers should provide students with feedback based on the content including the students' ideas and points of view or should they provide feedback regarding grammar and organization (Zamel, 1985).

One additional factor examined by researchers is the explicit of feedback and its effect on the quality of writing. This factor has been studied regarding to students' preference. (Noden, 1999) presented researchers' various views in relation to two different kinds of feedback' explicit versus implicit. Semke (1984) claimed that improving writing skills is related to writing commentaries or questions and that corrections

do not increase writing accuracy, writing fluency or general language proficiency; he claimed that corrections might even cause a negative effect since students will have to make their own corrections. (Leki, 2001) concluded that students want and expect their teachers to correct all errors on their written work because they equate good writing with error-free writing.

Assessment became one of the key issues in British education from the late 1980s. Many assertions are made about the importance of assessment that appear to have gained the status of self-evident truths. Some of these are: that assessment improves the quality of teaching and learning, it helps to raise educational standards in schools.

Kuehn & Lingwall (2015) pointed out that it is possible for assessment to have at least four very different purposes. One of these is to diagnose pupil's strengths and weakness in a particular subject or area of knowledge, a second is to provide pupils with ongoing feedback on their work in progress, or in a particular task in order to help them do better. Another purpose is to provide summative statement of what an individual has achieved in a subject at an end-point in the educational progress. The fourth purpose of assessment is its use in evaluating schools, teaching programmers or even individual teachers, and teaching methods.

Kang& Han (2015) mentioned thatWritten corrective feedback has been subject to increasing attention in recent years, in part because of the conceptual controversy surrounding, written corrective feedback can lead

to greater grammatical accuracy in second language writing, yet its efficacy is mediated by a host of variables, including learners' proficiency, the setting, and the genre of the writing task.

## **2.6 Error correction debate:**

Written feedback or what is known as corrective feedback was the center of a big argument between applied linguists and teachers of English language. The opponents of written feedback were led by Truscott (1996) who published a study titled 'the case against error correction', he argued that corrective feedback should be abandoned based on both theoretical and practical grounds. Not surprisingly, the radical position Truscott(1996) took led to controversy.

Al-Ajmi (2015) conducted an experimental study to examine the effectiveness of providing written corrective feedback (WCF) to Arab speakers of English on ten uses of English prepositions. Arab speakers commonly find it difficult to correctly use English prepositions, mainly due to the differences between the two languages. Examples of prepositions misuse are “married from,” “die from,” and “kind with.” The WCF implementation lasted for seven weeks. The statistical results of the independent samples t-test show the experimental group outperforming the control group on the target features. The analysis of the questionnaire data also showed the benefits of WCF for improving preposition use. The results also had pedagogical implications with regard to WCF.

Bitchener & Knoch (2010) presented the findings of a study that investigated (1) the extent to which written corrective feedback (CF) can help advanced L2 learners, who already demonstrate a high level of accuracy in two functional uses of the English article system (the use of 'a' for first mention and 'the' for subsequent or anaphoric mentions), and (2) the extent to which there may be a differential effect for different types of feedback on any observed improvement. Significant differences were found in the level of accuracy on (1) the immediate post-test piece of writing between the control group and all three treatment groups; and (2) on the delayed post-test piece between the control and indirect groups and the two direct treatment groups. The present study's finding showed the improvement of students' writing skill in the experimental group after getting benefit from the feedback presented from the teacher.

(Truscott, 2007) study evaluated the question of how error correction affects learners' ability to write accurately, combining qualitative analysis with quantitative meta-analysis of their findings. The study resulted in some conclusions based on existing research: (a) the best estimate is that correction has a small negative effect on learners' ability to write accurately, and (b) we can be 95% confident that if it has any actual benefits, they are very small. This analysis is followed by discussion of factors that have probably biased the findings in favor of correction groups, the implication being that the conclusions of the meta-analysis probably underestimate the failure of correction.

Al Shahrani (2013) examined the WCF provided by three writing teachers in one Saudi university. The study found that the teachers used the comprehensive approach of giving WCF. This practice matched the students' preferences and the teachers' beliefs, except for one teacher. The teachers also focused their WCF on mechanics. However, this practice neither aligned to the teachers' beliefs of focusing WCF on vocabulary and grammar, nor did it match the students' preferences of focusing WCF on grammar. Based on the interviews data, it was found that these mismatches were partially due to the lack of awareness about WCF practices. However, the mismatches in the extent and type of WCF were mainly because of the university's requirements. These requirements also partially resulted in the lack of communication between the teachers and their students regarding the use of WCF.

Wang & Dong (2011) conducted experimental study to gain insights into the efficacy of teacher-guided error correction (EC) practice in Chinese college students' English writing. Through comparison of the experimental group (EG) with the control group (CG), this study revealed that before EC treatment, no significant difference was found between the EG and CG in writing fluency, accuracy and writing quality. The participants in CG even enjoyed better self-editing ability. However, after 12 weeks the EG outperformed the CG, in self-editing ability, in writing accuracy and in writing quality. Although the two groups showed no statistical difference in writing fluency, both improved their fluency over



one semester. This study offers new evidence to support the practice of teacher-guided error feedback on pedagogical grounds.

Fathman & Whally (1990) found that students in two feedback groups who received error feedback had significantly fewer grammatical errors on a revised draft than groups who received only content feedback or no feedback at all. In a study of university-level Spanish language students, Frantzen (1995) found that students were able to edit 93% of errors marked in various linguistic categories during a ten-minute in-class editing session. Ferris (2002) also found that students were able to edit successfully about 80% of the errors marked by their teachers.

Beuningen (2010) emphasized the role of (written) corrective feedback (CF) in the process of acquiring a second language (L2) which has been an issue of considerable controversy among theorists and researchers alike. Although CF is a widely applied pedagogical tool and its use finds support in second language acquisition (SLA) theory, practical and theoretical objections to its usefulness have been raised

Larson-Hall (2010) differed from the aforementioned studies in the sense that it investigated indirect feedback. According to such researchers as Ferris (2002) and Bitchener and Knoch (2010), indirect feedback is different from direct feedback in that it leaves the learners to diagnose the errors they have made and correct the errors by themselves. The teacher only indicates the errors by highlighting them, circling them, coding them, or underlining them instead of writing down the answers or giving any

explanations on the errors made. Indirect feedback has been said to be more superior to direct feedback in that it increases student engagement and attention to forms and contributes to the assimilation of a feature (Ferris, 2002, p. 52).

## **2.7 Review of Related Literature:**

Written feedback has been applied as a writing strategy that meets the goals of the education system by engaging and challenging students, developing critical thinking skills, and making students aware of their interests and preferences. However, there has been limited number of researches in this field.

Shintani & Suzuki (2014) compared between the effects of two types of form-focused written feedback—direct corrective feedback (DCF) and metalinguistic explanation (ME) given to the whole class. The effectiveness of the DCF proved longer lasting than the ME. Also, providing opportunity for revision enhanced the effect of the feedback. Overall, DCF followed by revision proved the most effective type of feedback. The results suggested that when form-focused written feedback is directed at two features that vary in saliency and complexity, learners are likely to focus on the structure that contributes more to the global meaning of the text. The results also indicated that directly correcting the errors learners make with respect to a complex syntactical structure is more beneficial than giving them a metalinguistic explanation.

Kao (2013) discussed whether teachers should treat students' grammatical errors in second language writing instruction (Truscott, 2007; Ferris, 2002). Several meta-analyses have investigated correction effects (e.g. Russell & Spada, 2006; Truscott, 2007). Their findings, however, have been conflicting. A recent trend to distinguish specific grammar error types from one another to evaluate correction effects has attracted much attention in written feedback literature (Bitchener & Knoch, 2010; Wright & Moldawa, 2009). Both direct correction and metalinguistic explanation have large positive effects on learners' ability to accurately use English articles in their writings in terms of long-term learning. This suggested that direct correction may be sufficient for students' acquisition of English articles.

Ruegg (2015) focused on the relative effects of peer and teacher feedback on students' writing ability. The teacher feedback group gained significantly more in grammar scores than the peer feedback group. Investigation of the feedback given by peers and the teacher showed that significantly more of the teacher's feedback related to meaning-level issues and content. The findings of the study suggest that it may be better for teachers to provide feedback on grammar and content, while peers provide feedback on organization and academic style.

Hattie (2007) conducted researches on written feedback (WCF). However, the question posed here is: Are researchers and L2 writing teachers now wiser about the efficacy of WCF? The study began with a

summary of early studies and some of their major shortcomings. The researcher then examined more recent studies and concluded that, although many of the shortcomings of earlier research have been largely addressed, research findings are still inconclusive.

Beuningen, Jong, & Kuiken (2012) shed light on the effect of direct and indirect comprehensive corrective feedback (CF) on second language (L2) learners' written accuracy ( $N= 268$ ). The study set out to explore the value of CF as a revising tool as well as its capacity to support long-term accuracy development. Results showed that both direct and indirect comprehensive CF led to improved accuracy. Furthermore, a separate analysis of grammatical and non grammatical error types revealed that only direct CF resulted in grammatical accuracy gains in new writing and that pupils' non grammatical accuracy benefited most from indirect CF. Moreover, CF did not result in simplified writing when structural complexity and lexical diversity in students' new writing were measured. Our findings suggest that comprehensive CF is a useful educational tool that teachers can use to help L2 learners improve their written accuracy over time.

Farrokhi & Sattarpour (2012) presented the outcomes of a study that explored(1) whether direct written corrective feedback (CF) can help high-proficient L2 learners, who has already achieved a rather high level of accuracy in English, improve in the accurate use of two functions of English articles (the use of 'a' for first mention and 'the' for subsequent or

anaphoric mentions); and (2) whether there are any differential effects in providing the two different types of direct written CF (focused and unfocused) on the accurate use of these grammatical forms by these EFL learners. The statistical analyses indicated that both experimental groups did better than control group in the post-test, and moreover, focused group significantly outperformed unfocused one in terms of accurate use of definite and indefinite English articles. Overall, these results suggested that focused written CF is more effective than unfocused one.

Farrokhi & Sattarpour (2011) investigated whether direct focused corrective feedback and direct unfocused corrective feedback caused any differential effects on the accurate use of English articles by EFL learners across two different proficiency levels (low and high). The participants were divided into low and high proficiency levels by administering a TOEFL test. The statistical analysis indicated that focused group did better than both unfocused and control groups in terms of accurate use of English articles in both proficiency levels. Therefore, these results suggested that unfocused corrective feedback is of limited pedagogical value, whereas focused corrective feedback promoted learners' grammatical accuracy in L2 writing more effectively.

Ferris (2012) presented a definition to the written corrective feedback, referred to as 'written CF' and also known as 'grammar correction' or 'error correction', has been a controversial topic in second language studies over the past fifteen years. Inspired by John Truscott's

thought-provoking 1996 essay in *Language Learning*, many different researchers have undertaken new programs of investigation, while others have engaged in scholarly synthesis and argumentation around the topic.

Ellis (2008) investigated the effect of a more focused approach to error correction. He assigned 49 first year intermediate level Japanese university students who were taking general classes in English to a focused, unfocused, or control group respectively. All three groups wrote a new picture composition for the pre-test and post-test. The treatment was identical to Sheen (2007). While correcting the learners' errors, the teacher targeted only articles in the focused group's narratives. The control group had no correction on their errors. They only got a brief general comment like "Good!" or a question like "What happened then?" at the end of their essays. The researchers reported a gain in accuracy in article usage from the pre-test to the immediate post- test given in Week 6 for both

Rao (2013) examined four experienced teachers' beliefs and practices in teaching English as a foreign language (EFL) writing .All the teachers perceived that they integrated product and process elements of writing in their teaching. However,Three of the four teachers showed consistency between their beliefs and practices in teaching writing, while the remaining one's practices were in some cases consistent with his beliefs and in other cases contradictory. This study indicated that teachers' beliefs and practices need to be explicitly taken into account in designing and implementing development programmes for L2 writing teachers.

Mubarak (2013) study had the following aims: (1) to investigate the feedback and teaching practices of L2 writing; (2) to investigate the effectiveness of two types of written corrective feedback (direct and indirect corrective feedback) and (3) to investigate teachers' and students' beliefs about feedback through interviews and questionnaires. The following were the most important findings. (1) Classroom observations showed that there were several problems in the teaching of L2 writing and feedback methods at the University of Bahrain. (2) The quasi-experimental study showed that there was no difference in the effectiveness between the first type of feedback compared to the second. (3) Interviews and questionnaires showed that the students preferred direct corrective to indirect corrective feedback (i.e. they preferred it when their errors were corrected by providing the corrections).

Sun (2013) conducted a study which sought to investigate whether focused written corrective feedback (WCF) promoted the acquisition of the German case morphology over the course of a semester. The study found that the focused group improved significantly in the accuracy of case forms while the unfocused and the control group did not make any apparent progress. The results indicated that focused WCF was effective in improving case accuracy in subjects' writings in German as a foreign language (GFL) context. WCF did not negatively affect writing fluency or students' attitude toward writing.

Wang, T & Jiang, L. (2014) stated that making errors and receiving corrective feedback (CF) on them is part of everyday routine. The study focused on the body of research evidence that came into being after an extensive debate among SLA and L2-writing researchers for second language (L2) learners of all ages and levels. The findings were insufficient to draw any strong conclusions; the answer to the research question remains open. The results provided useful insights that could be used as directions for further research.

## **2.8 Summary:**

In conclusion, written feedback meets the goals of the education system by engaging and challenging students, developing critical thinking skills, and making students aware of their interests and learning preferences. The strategy allows for flexibility and hands-on learning that translates in to increased student motivation. Because written feedback focuses more on the process than the product, it is easy for the students to see their accomplishments and develop self-efficacy because their end product is not being compared to the other students. Application of this strategy requires time and effort on the part of the teacher. Teachers are able to address the students' learning preferences as well as differentiate instruction to meet student needs. It is appropriate for all students of different ability levels. Finally, written feedback focuses on the student learning and engagement, which is the current goal of the educational



system. When well planned and executed this teaching method enhances academic achievement.

From the previous related studies, the present one is unique in the sense that, unlike others, who conducted their studies on the college students or secondary school students, this study has been conducted on the students of a High Basic School specifically on the eleventh graders to see if the strategy of written feedback affects this level of students or only the higher levels at schools or colleges. Additionally, this study is to observe any improvement on the students' writing skills in terms of language level, cohesion and content as opposed to many others whose concerns were basically on other rubrics such as the vocabulary enrichment, inspiration, motivation to work within a group work or punctuation.

## **Chapter Three**

### **Methodology and Procedures**

#### **3.1. Introduction**

#### **3.2. Methodology**

#### **3.3. Questions of the study**

#### **3.4. Hypotheses of the study**

#### **3.5. Population of the study**

#### **3.6. Sample of the study**

#### **3.7. Instruments of the study**

#### **3.8. Validity of the English language writing test**

#### **3.9. Reliability of the English language writing test**

#### **3.10. Procedure of the study**

#### **3.11. Variables of the study**

#### **3.12. Statistical analysis**

#### **3.13. Summary**

## **Chapter Three**

### **Methodology and Procedures**

#### **3.1. Introduction:**

The above mentioned chapter found to mention the steps of the methodology followed while conducting the study. The researcher introduced the study population, the study sample, and the followed procedures used in building and describing the instruments of the study. In this chapter, the researcher also presented the kinds of statistical tests applied in this research. Moreover; it describes the study variables, the reliability and the validity of the study instrument.

#### **3.2. Methodology:**

Descriptive statistical analysis used to perform the major goal of the study, and to answer questions of the study. Both descriptive and inferential statistics were used in this study. Descriptive statistics was used to work out the standard deviation, mean and standard error of measuring of the used tests. Cronbach Alpha was used to measure the reliability. In the inferential statistics, an independent samples t-test was used to compare the means of both the experimental and the control group at the post-test.

The study was divided into two sets:

1. Experimental set (group): learners that learn writing by getting benefits from written feedback method.

2. Control set (group): learners that learn writing using the traditional method.

- The design of the study is as follows:

- CG: O<sub>2</sub> O<sub>1</sub> O<sub>2</sub>
- EG: O<sub>2</sub> X O<sub>1</sub> O<sub>2</sub>
- Control group: CG
- Experimental group: EG
- Writing pre test: O<sub>1</sub>
- Writing post test: O<sub>2</sub>
- Treatment: X

### **3.3 Questions of the study:**

This study presented to answer the main question and other related questions.

1. What is the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit district (language, cohesion, and content)?
2. Are there any significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of applying written feedback in improving student writing skills in the pre- test in both groups (experimental and control)?

3. Are there any significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of applying written feedback in improving students' writing skills between the pre- test and post- test of the control group?
4. Are there any significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of applying written feedback on improving students' writing skills between the pre-test and post- test of the experimental group?
5. Are there any significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of applying written feedback on improving students' writing skills in the post- test of both groups (experimental and control)?

### **3.4 Hypothesis of the Study:**

The main question of the study underlies the following null hypotheses:

1. There are no significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the pre test in both groups( control and experimental).
2. There are no significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh

graders' performance in writing skill in Salfit District (language, cohesion, and content) between the pre-test and post-test of the control group.

3. There are no significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the pre-test and post-test of the experimental group.
4. There are no significant statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the post-test of both groups( control and experimental).

### **3.5 Sample of the Study:**

The sample of the study included sixty students who were picked by the reseracher. The research was applied at *Salfit* public schools. Eleventh graders' students are represented as the study population. As for the studysample, the researcher distributed the test to thirty students that were involved in English lessons that applied written feedback as a method used in writing skill (the experimental group) ,and to other thirty students who learned writing using traditional methods. Thus, this study applied on sixty eleventh graders' learners.

### **3.6 Instruments of the Study:**

The main instrument of the study is writing test that the researcher developed for the sake of the study. (*see Appendix A*)

### **3.7 Writing Posttest:**

The researcher distributed the post test to the students in both groups (control and experimental) in order to measure the influence of the given treatment. The writing post test was constructed from writing skill, and the learners took forty minutes to perform that test. (*Appendix A*)

### **3.8 Writing Rating Scale:**

The writing test was given to learners.

The writing test consisted of three domains of students' performance.

- The first aspect is about the influence of written feedback in English language writing (three) marks.
- The second aspect is about the influence of written feedback in cohesive writing of English language (three) marks.
- The third aspect is about the influence of written feedback in writing content of English language (four) marks.

### 3.9 Validity of the English writing test:

For making sure that the English writing test is valid, it was checked by a jury in field of TEFL from some Palestinian universities. (Appendix B)

The jury accepted the content and the elements of the test generally, but they suggested some modifications.

### 3.10 Reliability of the English writing test:

Cronbach alpha was used for discovering the reliability level of the English language writing test.

**Table (1): Alpha Formula of Instrument Reliability**

Aspects	Marks	Reliability coefficient
Languag	Three	0.82
Cohesive	Three	0.88
Content	Four	0.89
Total mark	Ten	2.95

Table (1) above indicates that the ranges of reliability were between (0.82-0.89), and that the total mark was (2.95) that is considered to be appropriate for the aim of the research.

It also shows that the rate of the reliability coefficients are high, and this is considered appropriate for aims of the study.



### **3.11 Procedure of the study:**

There were many steps and procedures that the researcher used and followed:

1. The experts in the field of TEFL established the validity and reliability of the instrument; then the researcher made the modification after studying and adopting the observations and suggested ideas.
2. After having the permission from the university, the researcher took that permission to the ministry of education which gave the researcher the permission for collecting information from students after teaching them and giving them writing test for the sake of the study.
3. The researcher distributed the copies of the writing test to the students who in turn were free to answer and complete the wanted mission. This was in order to have valid results of the study.

During the treatment period, the main topic was given to both groups, but the experimental group received written feedback, and the control group didn't receive written feedback, but taught with traditional meth.

### **3.12 Treatment in the written feedback group:**

Mainly, the researcher presented the concept of feedback, then he distributed some handouts to the learners with written feedback. These handouts explained the merits of written feedback with some examples of well constructed feedback, and other examples for badly ones. The idea of feedback was presented to the learners with some practical examples.

### **3.13 Variables of the Study:**

The study consisted of the following variables:

#### **3.13.1 Independent variables:**

Students' scores in writing.

#### **3.13.2 Dependent Variables:**

Using written feedback in teaching writing skills.

### **3.14 Statistical Analysis:**

The Statistical package for social science (SPSS) version 21 was used for analyzing the data. Different tests and procedures including means, frequencies, standard deviation, and independent samples t-test were used. To test the significance of the study hypothesis, p-value was used in both dimensions less than or equal. Different tests were used to calculate the teachers' responses on the items. T-Test was also used to test the hypothesis related to gender.

**3.15 Summary:**

In this chapter, the researcher presented many steps which are used in conducting any study. The researcher presented the study population, the study sample, the design of the study which used in accepting or refusing the hypotheses of the study. The researcher also introduced the procedures, variables and the statistical devices used in the sake of such studies.

## **Chapter Four**

### **Results**

#### **4.1 Introduction**

#### **4.2 Results Related to the first Question**

#### **4.3 Results Related to the second Question**

#### **4.4 Results Related to the third Question**

#### **4.5 Results Related to the fourth Question**

#### **4.6 Results Related to the fifth Question**

#### **4.7 Summery**

## **Chapter Four**

### **Results**

#### **4.1. Introduction:**

The above mentioned chapter shows the findings related to the research. These results are parted into two main sections. The first one is related to the findings of the major question of the study. The second section is connected with the results of the sub-questions of the study.

This chapter introduces the information that was analyzed by using the SPSS version 21. The information was taken from the study instrument which was presented in the form of English language writing test. Basically, the results and conclusions were extracted based on the outcomes of the analysis.

#### **4.2. Results related to the first question:**

What is the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content)?

**Table (2): Eta square test of the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content)**

aspect	df	T	Eta Squared	Sig.	Influence size	Cohen (d ) for influence
Language	58	3.610	0.428	0.001*	0.48	1.12
cohesion	58	4.180	0.305	0.001*	0.436	-0.972
Content	58	5.668	0.389	0.001*	0.59	-1.36
total score	58	6.325	0.4810	0.001*	0.52	-1.23

The concept of statistical significance of the results reflects the confidence we attach to the results of the differences or relationships regardless of the size difference or link the size and regardless of how much trust we have in the results . As observed, Eta square ranging from (0.3- 0.4) which shows that the treatment presented had an impact on students' skills in writing. The influence size is determined according to the (d Cohen value). The value of (d) is larger than (0.8) that shows higher effect of written feedback on developing students' writing skills.

#### **4.3 Results related to the second question:**

Are there any statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the pre test in both groups (control and experimental)?

To get the answer of such question, independent T-Test was used to know the differences in the influence of written feedback in developing the

performance of students from teachers' point of view based on students' scores as table (3) indicates.

**Table (3): Independent T-test for the differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the pre test in both groups (control and experimental).**

Pre test	set	M	S.D	T	Significance
Language	control	1.87	0.45	-0.132-	0.895
	experimental	1.88	0.52		
Cohesion	control	1.95	0.53	0.795	0.430
	experimental	1.85	0.44		
Content	control	2.40	0.79	1.409	0.164
	experimental	2.13	0.67		
Total	control	6.22	1.12	1.158	0.251
	experimental	5.87	1.22		

Table (3) indicates that there were no significant differences at the level ( $\alpha = 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the pre test in both groups (control and experimental). The null hypothesis in these aspects is valid. These results show that students in the experimental group ( $m = 5.8$ ,  $sd = 1.2$ ) experienced lower writing skills before treatment than students in the control group ( $m = 6.22$ ,  $sd = 1.12$ ). The result indicates that both groups (the control and the experimental) had equal level in their writing skills before conducting the method of written feedback.

#### 4.4 Results related to the third question:

Are there any statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the pre test and post test of the control group?

To get the answer of such question, independent T-Test was used to observe the significant differences in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the posttest and pretest in the control group.

**Table (4): Independent T-test for the significant differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the pre test and post test of the control groups.**

control group:	Test	M	S.D	T	Sig.
Language	Pre	1.88	0.52	1.135	0.261
	Post	1.73	0.50		
Cohesion	Pre	1.85	0.44	1.128	0.264
	Post	1.70	0.58		
Content	Pre	2.13	0.67	1.088	0.281
	Post	1.97	0.51		
Total	Pre	5.87	1.22	1.442	0.155
	Post	5.40	1.29		

Table (4) indicates that there are no significant statistical differences at the level ( $\alpha = 0.05$ ) in the influence of teachers of English written



feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the pre test and post test of the control group. The null hypothesis in these aspects is valid. The test was presented not to be significant,  $t(5.8) = 1.442$ ,  $p < 0.155$ ; These results show that learners in the control group in the posttest ( $M = 5.87$ ,  $SD = 1.22$ ) had higher writing skills using traditional method than did in the pre-test ( $M = 5.40$ ,  $SD = 1.29$ ). This means that though the traditional method in writing developed students in writing in the posttest, still the improvement was not significant or efficient.

#### **4.5 Results related to the fourth question:**

Are there any statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the pre test and post test of the experimental group?

To get the answer of such question, independent T-Test was used to observe the differences in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the post test and pre test in the experimental group.

**Table (5): Independent T-test for the statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the pre- test and post- test.**

<b>Experimental Group</b>	<b>test</b>	<b>M</b>	<b>S.D</b>	<b>T</b>	<b>Sig.</b>
Language	pre	1.87	0.45	-2.652-	0.010
	post	2.17	0.42		
Cohesion	pre	1.95	0.53	-2.360-	0.022
	post	2.23	0.39		
Content	pre	2.40	0.79	-2.041-	0.046
	post	2.77	0.58		
Total score	pre	6.22	1.12	-3.744-	0.001*
	post	7.17	.820		

Table (5) indicates that there are significant statistical differences at the level ( $\alpha = 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the pre test and post test of the experimental group. The null hypothesis in these aspects is not valid.

In order to test the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content), an independent samples t-test was used. The test presented to be statistically significant,  $T = 3.744$ ,  $p < 0.001$ ; This result shows that learners in the experimental group in the post test ( $M = 7.17$ ;  $SD = 0.820$ ) experienced higher scores of writing skills following written feedback than did learners in the pretest ( $M = 6.22$ ;  $SD = 1.12$ ;  $p \text{ value} = 0.001$ ).

#### 4.6 Results related to the fifth question:

Are there any statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the post tests of both groups ( control and experimental)?

To get the answer of such question, independent T-Test was used to observe the significant differences in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the post test in both groups (experimental and control).

**Table (6): Independent T-test for the differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the post test of both groups (control and experimental).**

	Group	M	S.T	T	Sig.
Language	Experimental	2.17	0.42	3.610	0.001*
	Control	1.73	0.50		
Cohesion	Experimental	2.23	0.39	4.180	0.001*
	Control	1.70	0.58		
Content	Experimental	2.77	0.58	5.668	0.001*
	Control	1.97	0.51		
Total score	Experimental	7.17	0.82	6.325	0.001*
	Control	5.40	1.29		

Table (6) indicates that there are significant statistical differences at the level ( $\alpha = 0.05$ ) in the influence of teachers of English written feedback

on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the post test of both groups( control and experimental). The null hypothesis in these aspects is not valid.

In order to measure the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content), an independent samples t-test was used. The test was presented to be statistically significant,  $T = 6.325$ ,  $p < 0.001$ . This result shows that learners in the experimental group ( $M = 7.17$ ) had higher scores of writing skills using written feedback method than did learners in the post test for the control group ( $m = 5.40$ ).

#### **4.7. Summary:**

The previous chapter showed the outcomes extracted after the statistical analysis of the presented study. Many tables were presented and introduced to show the results. These tables were followed with comments for each table. Many procedures and devices were used to analyze the results and to show the effect of the variables of the study.

## **Chapter Five**

### **Discussion of the Results, Conclusion, and Recommendations**

**5.1 Introduction:**

**5.2 Discussion of the results of the first question**

**5.3 Discussion of results related to the second question**

**5.4 Discussion of results related to the third question**

**5.5 Discussion of results related to the fourth question**

**5.6 Discussion of results related to the fifth question**

**5.7 Conclusion:**

**5.8 Recommendations:**

## **Chapter Five**

### **Discussion of the Results, Conclusion, and Recommendations**

#### **5.1. Introduction:**

The above mentioned chapter contains three sections. The first is about the findings of the questions and hypotheses of the study according to study variables. The second is about the conclusions of the study. The third and final one is about the recommendations that are extracted based on the study results.

#### **Section one:**

#### **5.2. Discussion of the results of the first question:**

What is the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content)?

The study shows that the effect written feedback in the experimental group was high on students' writing skills. The influence size is decided based on the value which is higher than (0.8). That shows high effect of written feedback in developing students' writing skill.

That meant that written feedback as a teaching method has significantly improved learner's writing skills. These results supported some of previous studies mentioned in previous chapters in literature

review which shows that written feedback has a positive effect ,and applying such method could enhance second language skills in writing such as Brown (2007), Bruton (2009). The results also agreed with some results mentioned by Eliss (2012), Hattie (2007), Peshghadam & Ghanezadeh (2006), which state that written feedback develop the students' writing skills while teaching second language skills.

The findings of this research are in harmony with different studies such as Negare (2011); Cheen (2007), Peshgadam & Ghanezadeh (2006), Cheen (2007), Rao (2007).The presented study indicted that the learners in the experimental group who received written feedback outperformed the learners in the control group who followed traditional approach. This result is in harmony with the results of the research conducted by Cheen (2007) confirming that method of feedback leads to the improvement of language proficiency.

The result of the present study is also in consistent with some previous findings such as studies conducted by Farrokhi and Sattarpour (2012) on the influence of written feedback strategy in writing classes, Ojima (2006) study regarding the influence of written feedback, and Sharple (1993) research on the influence of computer-based written feedback as astrategy for middle school students. The results of such studies showed that written feedback as a method was useful and beneficial in developing learners' writing skills.

Furthermore, the outcomes of the presented study are in harmony with some results such as the study conducted by Rao (2007) on the influence of such strategies such as written feedback and brainstorming in developing writing skill. Rao (2007) showed that such strategies improve students' abilities and enables them to create ideas and organize them. However, the findings of the present study is in contrast to some studies done by Truscott (1996) and Al-Sharawneh (2012). Truscott was one of the opponents of written feedback, and this was clear in his study "The case against error correction". Moreover, Al-Sharawneh (2012) pointed out that traditional techniques in teaching writing skills of the English language were beneficial and influential.

### **5.3. Discussion of results related to the second question:**

Are there statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the pre test in both groups (control and experimental)?

To get the answer of such question , T-Test was used to observe the significant differences in the influence of written feedback in developing students' performances in writing skills.

The findings indicated that there were no significant statistical differences at the level ( $\alpha = 0.05$ ) in the influence of written feedback in developing students' performances in writing in Language, cohesive and



content. The null hypotheses in these aspects is valid. The result indicated that students in the experimental group ( $M = 5,8$   $SD = 1,2$ ) had lower scores in writing skills in the pre-test before applying written feedback than did learners in the control group ( $M = 6,2$  ,  $SD = 1,2$ ).

This result indicated that the two groups (control and experimental) were equal in their writing skills before applying the method of written feedback.

#### **5.4. Discussion of Results Related to the third Question:**

Are there statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the pre test and post test of the control group?

To get the answer of such question, T-Test was used to get the significant differences in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the post test in the control group?

The findings showed that there were no significant statistical differences at the level ( $\alpha = 0.05$ ) in the influence of written feedback in developing students' performance in writing in language, cohesion and content. The null hypotheses in these aspects is valid.

The results presented to be not statistically significant because  $t = 1.1442$ ,  $p < 0.155$ . The result indicated that learners in the post test ( $M = 5.40$ ,  $SD = 1.29$ ) had higher writing skills marks using traditional method than did learners in the pretest ( $M = 5.87$ ,  $SD = 1.22$ ), so this improvement was not statistically significant.

The result support previous studies such as AL Sharawneh (2012) who explained that traditional methods of developing writing skills proved to be beneficial. Learners have to know how to organize their ideas before turning them into writing; they have to confirm that teaching grammar is influential in the sense that learners sometimes leave some instruction in composing writing. Indeed, the best conclusion presented by Mourtaga (2004) that traditional grammar instructions were the most unproductive technique of developing writing skills.

Those traditional strategies of teaching writing skills were explained by different studies such as a study by Khalil (2002) who declared that most of the mistakes made by the non-native speakers of the Arab learners are in writing especially in sentence formation, usage and mechanics of writing. However, some methods of teaching writing such as written feedback reduces the non-native speakers' mistakes concerning language, sentence formation and usage.

### **5.5. Discussion of Results Related to the fourth Question:**

Are there statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the pre test and post test of the experimental group?

To get the answer of such a question, independent T-Test was used to figure out the significant differences in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) in the post test in the experimental groups?

The findings showed that there were significant statistical differences at the level ( $\alpha = 0.05$ ) in the influence of written feedback in developing students' performance in writing in language, cohesion and content. The null hypothesis in these aspects is not valid.

These results showed that learners in the experimental group ( $M = 7.17$ ) had higher scores of writing skills using written feedback than did learners in the pretest ( $M = 6.22$ ).

This result also was in agreement with Peshgadam and Ghanezadeh (2006), Wang & Hiang (2014) study which showed that the learners in the experimental group outperformed the students in the control group in terms of writing and organizing paragraphs or essays. Also, the findings of the study showed that written feedback could be influential for affective in improving writing skills. This development could be understood as new

knowledge is built when learners set connections between knowledge learned, previous experiences, and the context where they find themselves. (Bransford, 2000), and Chen (2007) proposed that written feedback is a useful learning technique consistent with constructivism theory in the sense that it helps learners construct new ideas and thoughts for the coming sessions.

The findings of the presented study indicated that written feedback has positive an impact on learners' writing which is in harmony with what was found by Negari (2011); Cheen (2007), Peshgadam & Ghanezadeh (2006), Rao (2007).

However, the outcomes of the presented study were in contrast to some studies done by Truscott (1996) and Al-Sharawneh (2012). Truscott was one of the opponents of written feedback, and this was clear in his study "The case against error correction". Moreover, Al-Sharawneh (2012) declared that traditional techniques of teaching English language writing skills were useful and beneficial.

## **5.6. Discussion of results related to the fifth question:**

Are there statistical differences at ( $\alpha \leq 0.05$ ) in the influence of teachers of English written feedback on the eleventh graders' performance in writing skill in Salfit District (language, cohesion, and content) between the post test of both groups (control and experimental)?

Independent T-Test was used to obtain the significant differences in the influence of teachers of English written feedback on the eleventh

graders' performance in writing skill in Salfit District (language, cohesion, and content) in the post test in both groups ( experimental and control)?

The findings showed that there were significant statistical differences at the level ( $\alpha = 0.05$ ) in the influence of written feedback on improving students' performance in writing in language, cohesive, content, and total scores. The null hypothesis in these domains is not valid.

The results showed that learners in the experimental group ( $M=7.17$ ) had higher scores in the test that involved applying written feedback than did learners in the post test for the control group ( $M = 5.40$ ).

It was observed from the findings of the results that the pre-test scores showed that most students had low scores in English writing test. The Posttest showed that students in the experimental group have developed which proved that written feedback has a positive impact on improving writing skills.

The result is in agreement with some studies conducted by Peshgadam & Ghanezadeh (2006) whose study revealed that learners who are taught by written feedback method exceed the other learners in terms organizing and associating thoughts and ideas.

This result also is in harmony with some of the previous researches such as studies conducted by Sheen (2007), Ojima (2006). The results of these studies proved that written feedback method was beneficial and useful in developing students' writing abilities.

## **Section Two:**

### **5.7 Conclusion:**

The present research studied the influence of written feedback on improving learners' writing skills. The findings of the study found out that the students in the experimental group who were taught using written feedback improved their writing skills more than the learners in the control group who were taught with traditional teaching method. In other words, the learners in the experimental group attained significant improvement moving from pre-test to pos-ttest.

Written feedback as an approach seems to be beneficial and influential based on the classroom settings. It was possibly turned out that many studies support method of written feedback .

It can be inferred that the provision of direct correction is sufficient for students' accurate use of English articles. Contradictory to other assumption that that written feedback has a small harmful impact on students' ability to write accurately; it is concluded that when feedback is targeted at a specified error type, feedback has a large beneficial effect on students' long-term learning.

Most importantly, the written feedback is with respect should not be random; it should focus on providing the leaner with simple rules for practice that can also be applied.

The result obtained in this study is different also from other contradictory studies in that the question of whether feedback affects learning has been narrowed down. Those conflicting studies worried that focusing on issues in the feedback such as error types leads to a Present-Practice-Produce exercise, and questioned whether focused feedback may be less practical in a classroom.

Finally, as the findings of the current study suggests that written feedback is more fruitful and beneficial in improving learners' writing in English .It is observed that generating written feedback is also an approach that needs thinking and joining the ideas in mind.

Consequently teaching with written feedback is an important factor of the teaching curriculum to help learners improve their skills especially writing skills.

### **Section Three:**

#### **5.8 Recommendations:**

Having the outcomes of the study, the researcher presented the following recommendations

##### **For Learners:**

Learners should get benefit from the comments provided from the teachers as forms of feedback because they help them organize their ideas and develop their writing skill.

##### **For teachers of English:**

1. Teachers should encourage learners how to get benefits from the comments provided based on their work in writing skill.
2. Teachers ought to use written feedback method in their classes, since it improves students' performance in writing skills , and it helps the students to be self- dependent.
3. Teachers ought to move step by step with the development of the students and to give enough attention for the weak students.

##### **For the Ministry of Education:**

4. The Ministry of Education ought to give more attention to writing skills by involving methods like written feedback in the syllabuses.



5. Counselors in the ministry of education ought to organize training courses and sessions to train teachers on how to apply such techniques of writing while teaching writing

**Recommendations for Further Studies:**

6. To conduct more studies related to the topic and studies in different field and environment.
7. To do other related researches related to the influential role of using written feedback in other skills
8. To conduct other studies related to the problems of using the method of written feedback in schools.
9. To conduct Studies to correct other error types for the future.

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## **Appendixes**

### **Appendix A**

#### **Writing a paragraph**

##### **Grade 11**

##### **English for Palestine**

##### **Writing a paragraph consists of different parts:**

- 1- Topic sentence which introduces the main idea.
- 2- (Supporting details): the body of the paragraph.
- 3- Conclusion: (closing sentence) restates the main idea.

Sample: Look at the following example of a paragraph about "How to be fit and healthy."

Being fit and healthy plays an important role in our life. It isn't an easy job to get fit and healthy, so you have to work harder and harder by doing and following some tips. We can follow some regular exercises that we should do daily. Also, we should have enough sleep in order to give our body stored energy that can be used for other activities. Concerning food, we should focus on the healthy food such as fruits and fresh vegetables. Moreover, we ought to stay away from the junk food which is useless to our bodies.

In brief, prevention is better than cure, so the choice is in our hands to be prevented from diseases by being always fit and healthy.

##### **Activity:**

Write a well form paragraph (70-80) words about "How to be fit and healthy". Make sure that you do decent planning, and follow the writing process (first draft, editing and publishing). This planning will make up an important part of the final mark.

## Appendix B

### The validation committee (original copy)

#### Activity:

Write a well form paragraph (70-80) words about "How to be fit and healthy". Make sure that you do decent planning, and follow the writing process (first draft, editing and publishing). This planning will make up an important part of the final mark.

لجنة تحكيم الأصلية  
 محمد حمدان قسم اللغة الإنجليزية الجامع ع ٦/١٥/٢٠١٥  
 بشار ابراهيم قسم اللغة الإنجليزية الجامع ع ٤/١٥/٢٠١٥  
 نسيب سلامة موزن سلطنة بيجي ٢٥/١١/٢٠١٥  
 لبنى الرابي فاضل القدس المفتوحة بيجي  
 أنجد (ليبي) محاضر هشام مجاوي ٢٢/١١/٢٠١٥  
 معزوز مسيح موزن سلطنة بيجي ٢٤/١١/٢٠١٥  
 موزن سلطنة موزن سلطنة بيجي ٢٥/١١/٢٠١٥  
 دمار ناييف عوده مائدة بحث دمار ١/١٢/٢٠١٥  
 أمل هشام عرفة مائدة بحث دمار ١/١٢/٢٠١٥  
 أمكام لستعان محاضر ١/١٢/٢٠١٥  
 محمد أبو شامة حشوف اسلحة ١٥/١٢/٢٠١٥

## Appendix C

**Names and ranks****The Validation Committee for the English language writing test**

Dr .Bilal Hamamreh, lecturer, An-Najah National University
Dr. Mohammad Hamdan , lecturer , An-Najah National University
Amjad Sameer Issa , lecturer , College of Hisham Hijjawi
Lubna Rabi, <u>English Advisor</u> , Salfit District.
Duaa Naif Aboura, <u>TA</u> at ELC, The Arab American University
Tayseer Salameh, lecturer ,Al-Quds Open University
Ahkam Hassan Assaf, <u>lecturer</u> , The Arab American University.
Mazoz Subaih, Advisor, Salfit District
Amal Marabaa, <u>TA</u> , at ELC, Arab American University.
Mohammad Abu Shamah, Advisor, Salfit District
Maher Sobhi, Advisor, South Nablus District

**Appendix D****Sample of a student's piece of writing(Pre-tests)**

Ahmed Maher Mustafa

11th grade

"How to be fit and Healthy"

Being fit and healthy is our main need to have disease-free life. We have to follow some instruction to get our need. We should make sport that active our body and we should eat healthy food such as fruit and vegetable. We should also stay away from unhealthy food and smoking and alcohol.

In brief, fit and healthy are making together for one main aim that is to protect our body and life.

Muath Saleem

How to be fit and healthy?

Healthy is life, you should stay away from smoking and unhealthy food and anything form danger from your life, we should playing sports in our life. sports is important in we life, I advice you look after your healthy „.

Sabreen Maher

11<sup>th</sup> class

## How to be fit and healthy

health is life. we should stay away  
to smoking, the food is important  
for me and for any person, we can  
play anything to be fit and healthy,  
every body feel comfortable when he  
be fit and that important for  
older people.



## Appendix E

## Sample of a teachers written feedback

Ahmed maher Mustafa

11<sup>th</sup> grade

(Be) P<sup>un</sup> (Fit)

"How to be fit and Healthy"

Being fit and healthy is our main need to have disease-free life. We have to follow some <sup>sp</sup>instructions to get our need. We should <sup>gm</sup>make <sup>gm</sup>sport that <sup>gm</sup>active our body and we should eat healthy food such as fruit and <sup>sp</sup>vegetable. We should also stay away from unhealthy food, and smoking and alcohol. In brief, <sup>fitness</sup>fit and <sup>healthiness</sup>healthy are moving together for one main aim that is to protect our body and life. (spelling)

⇒ Language:- Some errors concerning punctuation, spelling and grammar. (2/3)

\* Titles should be written in capital letters.

\* After modals, the verb should be infinitive.

\* (Some) should be followed with plural nouns.

\* (Content) :- Good content, but it lacks enough information about the topic. (2/3)

\* Cohesion:- Cohesive topic with unity in the ideas, but should be divided into paragraphs. (3/5)

Total mark (8/10)

Muath Saleem

Be Fit Healthy  
How to be fit and healthy?

Health

Healthy is life, you should stay

away from smoking, <sup>x</sup>and unhealthy

food and anything <sup>x</sup>form danger/dangerous

in <sup>x</sup>from your life, <sup>w</sup>we should playing/play

sports in our life. sports is

important in <sup>our</sup>we life, I <sup>advise</sup>advise you to

look after your healthy health.

1- Language: Some errors in Punctuation, grammar, and spelling.

After modal  $\Rightarrow$  infinitive

S + V agreement I advise

( $\frac{2}{3}$ )

2- Content: Weak Content, It needs more sentences to have a clear meaning.

( $\frac{2}{3}$ )

3- Cohesion: lack of topic sentences and Conclusion. No unity between sentences

( $\frac{2}{3}$ )

Sabreen Maher

11<sup>th</sup> class

How to <sup>Be</sup> be fit <sup>Fit</sup>  
and healthy → Healthy.

→ H ← health is life, <sup>W</sup> we should stay away

from to Smoking, <sup>T</sup> the food is important

for me and for any person, <sup>W</sup> we can

play anything to be fit and healthy.

S+V agreement, every body <sup>feels</sup> feel comfortable when he

is be fit and that <sup>is</sup> important ~~&~~ for

older people.

$\frac{2}{3}$

- 1- Language: lack of coordinated sentences, some errors in punctuation and grammar, spelling

Titles should be in Capital letters.

The verb stay away is followed with from

- 2- Content: Good contents, but it lacks enough information about the topic.

$\frac{2.5}{3}$

- 3- Cohesion: Cohesive sentences, but should have topic sentence and

Conclusion  $\frac{2}{3}$





Muqth Saleem Mustafa,

How to Be Fit and Healthy?

Healthy is life, you should stay

away from smoking, unhealthy

food and anything form dangerous

in your life, We should play

sport in our life. sport is important

in our life, I advise you to look

after your health.

Sabreen Maher

11<sup>th</sup> class

### How to Be Fit and Healthy.

Health is life, We should stay  
way from smoking, The food is  
important for me and for any person.  
We can play anything to be fit and  
healthy, every body feels comfortable  
when he is fit and that is important  
for older people.

## Appendix G

## Permission from the ministry of education

**An-Najah**  
**National University**  
**Faculty of Graduate Studies**



**جامعة**  
**النجاح الوطنية**  
**كلية الدراسات العليا**

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التاريخ: 2015/11/4

حضرة السيد مدير مدير عام التعليم العام المحترم  
 الادارة العامة للتعليم العام  
 وزارة التربية والتعليم العالي  
 فاكس 2983222 - 2 - 00972

الموضوع: تسهيل مهمة الطالب/ سعيد محمد موسى ابو زر، رقم تسجيل (11356785)  
تخصص ماجستير اساليب تدريس لغة انجليزية

تحية طيبة وبعد ،،،

الطالب/ سعيد محمد موسى ابو زر، رقم تسجيل 11356785 ماجستير اساليب تدريس لغة انجليزية في كلية الدراسات العليا، وهو بصدد اعداد الأطروحة الخاصة به والتي عنوانها:  
 (اثر التغذية الراجعة المكتوبة المقدمة من معلمي اللغة الانجليزية على اداء طلاب الصف الحادي عشر في مهارة الكتابة في منطقة سلفيت / دراسة تجريبية)  
 يرجى من حضرتكم تسهيل مهمته لعمل امتحان على طلبة الصف الحادي عشر، في مادة اللغة الانجليزية لمعرفة مهارات الكتابة في المدارس الحكومية التابعة لمحافظة سلفيت، لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

رئيس قسم كلية الدراسات العليا  
  
 جامعة النجاح الوطنية  
 كلية الدراسات العليا  
 نابلس / فلسطين

١٧٤ / ١٥ / ٢٠١٥

فلسطين، نابلس، ص ب 7٠707 هاتف: /2345115، 2345114، 2345113 (09) \*فاكسيل: 972(09)2342907  
 3200 (5) Nablus, P. O. Box (7) \*Tel. 972 9 2345113, 2345114, 2345115  
 \* Facsimile 972 92342907 \*www.najah.edu - email fgs@najah.edu

State Of Palestine  
Ministry of Education & Higher Education  
Directorate of Education - Salfit



دولة فلسطين  
وزارة التربية والتعليم العالي  
مديرية التربية والتعليم - سلفيت

الرقم: م/3/ / 861  
التاريخ: 2016/02/22 م  
الموافق: 14 جمادى الأولى، 1437 هـ

حضرات مديري ومديرات المدارس المحترمين

بعد التحية،،،،

الموضوع: تسهيل مهمة

الإشارة: كتاب معالي وزير التربية والتعليم العالي رقم و.ت/4/46/316 بتاريخ 2016/2/21 م

لا مانع من قيام الطالب (سعيد محمد موسى أبو زر) من إجراء دراسته الميدانية بعنوان (أثر التغذية الراجعة المكتوبة المقدمة من معلمي اللغة الانجليزية على أداء طلاب الصف الحادي عشر في مهارة الكتابة في منطقة سلفيت /دراسة تجريبية) وتطبيق الاختبار المعد لهذه الغاية، على طلبة الصف المذكور في المدارس الحكومية في محافظة سلفيت . على أن لا يؤثر ذلك على سير العملية التعليمية .

\*\*رجاء تسهيل مهمته

مع الاحترام،،،،

احمد صالحة  
مدير التربية والتعليم  
سلفيت

نسخة /النائبان المحترمان

خ.م.س.ع.



بسم الله الرحمن الرحيم

**State of Palestine**

**Ministry of Education**

Directorate of Education – Salfit  
Deir Ballut Secondary Boys' School



**دولة فلسطين**

**وزارة التربية والتعليم**

مديرية التربية والتعليم – سلفيت  
مدرسة دير بلوط الثانوية للبنين

NO.

الرقم: م ٣/د

Date:

التاريخ: ١٣ جمادى الأولى، ١٤٣٧ هـ

الرقم الوطني: (13112008) رقم الوحدة: (13040)

الموافق: ٢٠١٦/٠٢/٢١ م

### إلى من يهمه الأمر

تشهد إدارة مدرسة ذكور دير بلوط الثانوية أن المعلم "سعيد محمد موسى ابو زر" قام بتطبيق اختبار قبلي واخر بعدي على طلاب الصف الحادي عشر اثناء الفصل الدراسي الاول ٢٠١٥-٢٠١٦ م، وذلك كأداة دراسة قام باجرائها بعنوان:

**"The Influence of Teachers of English Written Feedback on the Eleventh Graders' performance in Writing Skill in Salfit District".**

"أثر التغذية الراجعة المكتوبة المقدمة من المعلمين على أداء طلبة الصف الحادي عشر في مهارة الكتابة في محافظة سلفيت".

اسم مدير المدرسة: نعيم أبو حمدة

خاتم المدرسة

توقيع مدير المدرسة:



## Appendix H: Permission from Deir Ballut Secondary Boys' School

## Appendix I

## Permission from Deir Ballut Secondary Girls' school

<p>بسم الله الرحمن الرحيم</p> <p><b>State of Palestine</b> Ministry of Education Directorate of Education – Salfit Deir Ballut Secondary Girls' School</p>		<p><b>دولة فلسطين</b> وزارة التربية والتعليم مديرية التربية والتعليم – سلفيت مدرسة دير بلوط الثانوية للبنات</p>
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NO.

الرقم: م ٣/٥

Date:

التاريخ: ١٣ جمادى الأولى، ١٤٣٧ هـ

الرقم الوطني: (13112042) رقم الوحدة: (13030)

الموافق: ٢٠١٦/٠٢/٢٩ م

إلى من يهمه الأمر

تشهد إدارة مدرسة بنات دير بلوط الثانوية أن المعلم "سعيد محمد موسى ابو زر" قام بتطبيق اختبار قبلي وآخر بعدي على طالبات الصف الحادي عشر أثناء الفصل الدراسي الأول ٢٠١٥-٢٠١٦ م، وذلك كأداة دراسة قام بإجرائها بعنوان:

**"The Influence of Teachers of English Written Feedback on the Eleventh Graders' performance in Writing Skill in Salfit District".**

أثر التغذية الراجعة المكتوبة المقدمة من المعلمين على أداء طلبة الصف الحادي عشر في مهارة الكتابة في محافظة سلفيت\*.

اسم مديرة المدرسة: نعمة معروف

خاتم المدرسة

توقيع مديرة المدرسة:



جامعة النجاح الوطنية  
كلية الدراسات العليا

أثر التغذية الراجعة المكتوبة المقدمة من معلمي اللغة الانجليزية  
على أداء طلاب الصف الحادي عشر في مهارة الكتابة في منطقة  
سلفيت / دراسة تجريبية

إعداد

سعيد محمد موسى ابو زر

بإشراف

د. أحمد عوض

قدمت هذه الأطروحة استكمالاً للحصول على درجة الماجستير في برنامج اساليب  
تدريس اللغة الانجليزية، بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس،  
فلسطين.

2016

ب

أثر التغذية الراجعة المكتوبة المقدمة من معلمي اللغة الانجليزية  
على أداء طلاب الصف الحادي عشر في مهارة الكتابة في منطقة

سلفيت / دراسة تجريبية

إعداد

سعيد محمد موسى ابو زر

بإشراف

د. أحمد عوض

### الملخص

تهدف هذه الدراسة لمناقشة أثر استخدام التغذية الراجعة المكتوبة في تحسين المهارات الكتابية لدى الطلبة الصف الحادي عشر. ولتحقيق هذا الغرض قام البحث باستخدام اختبار كتابي يطبق على 60 طالب من الصف الحادي عشر موزعين على مجموعتين؛ ضابطة و تجريبية.

تحتوي كل مجموعة على 30 طالب، حيث قدم الباحث الاختبار القبلي لجميع الطلبة بغية اتمام المعلومات اللازمة لتحقيق غرض الدراسة كما وقام الباحث بتطبيق استراتيجية التغذية الراجعة المكتوبة على طلبة المجموعة التجريبية لقياس اثر هذه الاستراتيجية. ومن ضمن النتائج المتعلقة بالاختبار، فقد لوحظ وجود اثر ايجابي في استخدام استراتيجية التغذية الراجعة المكتوبة في تحسين مهارات الكتابة لدى طلبة المدارس.

في ضوء نتائج الدراسة، اوصى الباحث بتكثيف تطبيق استراتيجية التغذية الراجعة المكتوبة على جميع الطلبة في المدارس.بالإضافة لذلك،على مصممي الكتب المدرسية تبسيط الضوء على تضمين استراتيجية التغذية الراجعة المكتوبة بعد كل مهارة كتابة.