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Department of English  
Section of English**

**Teachers' Errors Reduction Techniques for EFL Students Writing**

Case of 3rd year Students of The Department of English at Tlemcen University

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

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## DECLARATION

We hereby declare that this submission is our own work and that, it contains no material previously published or written by another person nor material which has been accepted for qualification of any other degree or diploma of a university or other institution. We also certify that the present work contains no plagiarism and is the result of our own investigation, except where otherwise stated.

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## Dedications

I dedicate this work to my dearest mother, father, and all my family members for their love and support. I am grateful for your presence in my life.

To my research partner Nadjlaa. I deeply appreciate your assistance and the good memories we have shared during this research journey.

*Nihad*

I dedicate this work to my dear parents for their devotion, unconditional love and faith in my capacities to achieve my objectives in life. To my dear sisters: Nadia, Naima for their constant support, help, and encouragement to whom I am deeply indebted.

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To all precious people in my life

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## **Abstract**

Students English as a Foreign Language have always faced many difficulties in learning English and writing is not an exception. In accordance with this, an investigation on teachers' techniques to reduce students' writing errors has been conducted in the Department of English at the University of Tlemcen with Third-year EFL students (L3). The study had two main objectives. Initially, it aimed to identify the common types of errors students tend to make in their writing. Second, it investigated the remedial techniques implemented by EFL teachers in order to reduce these errors when providing feedback. Eventually, it focused on three techniques including peer editing, individualised feedback and modelling. The research has implemented an exploratory case study using three tools, students' essays and paragraphs, interviews (conducted with five Comprehension and Written Production (CWP) teachers) and questionnaires (administered to twenty eight students). Hence, the three instruments were used to collect both qualitative and quantitative data for the sake of answering the research questions. The results had shown that students committed grammar, spelling and punctuation errors besides other types such as capitalization, word choice and vocabulary. Other results revealed that both teachers and students agree on the importance of the three techniques in raising students' awareness of their errors and thus producing their writing errors. Eventually, the research offered a set of suggestions and recommendations for students and teachers alike.

## **LIST OF ACRONYMS**

**CWP:** Comprehension writing production

**ESL:** English as Second Language

**EFL:** English as a Foreign Language

**L3:** Third Year Licence

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## **General Introduction**

## *General introduction*

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The English language, the global language of the world, is estimated to have about one and half billion users. It has become the global language due to being the language of science, diplomacy, education, the dominant business, academic journals, and the common language on the internet. In fact, English language education is seen as invaluable as 138 countries around the world necessitate English to be taught as part of the mandatory core curriculum. One of the goals of teaching this language is to result in students who are able to face the English-speaking world with confidence. Basically, the English language teaching involves teaching receptive skills (listening and reading skills) and teaching productive skills (speaking and writing skills) to help students communicate and express their ideas appropriately.

Among these skills, writing skill is crucial for academic success as students are required to write academic contexts such as essays, assignments, analyse information...etc. Furthermore, improving students' writing skills goes beyond academic achievement as it contributes to self-development and professional growth. This skill also provides students with valuable job opportunities in the future since many employers around the world are looking for people who are proficient in writing to communicate through written reports, documents, and emails. Thus, it is really worth putting in efforts to improve writing skills among ESL/EFL learners.

Actually, teaching writing skills emphasises teaching sentence structures, grammar, punctuation, cohesion and coherence to help students improve their writing performance. However, according to previous studies, writing can be quite difficult for EFL students because it needs a lot of time and more practice to improve accuracy, clarity of language, and grammatical correctness. Writing errors negatively affects the quality of writing, leading to confusion in understanding the written production. Additionally, the repeated errors give a negative impression on the student's professionalism in his/her future life if s/he will work in a profession that requires high-quality writing. In this instance, EFL teachers use different techniques to minimise their students' writing weaknesses because students have different ways of learning. As it is known, the teacher plays a pivotal role in the teaching/learning process by guiding his/her students' to enhance their writing skill, and encouraging them to practise different writing styles regularly. Accordingly, many EFL teachers use different

## *General introduction*

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techniques, such as giving good writing models so that students get an idea of what a good example of writing is; organise peer editing sessions to help their students learn in a collaborative environment or providing individualised feedback on students' writing production. The previously mentioned techniques are widely used among EFL teachers due to their role in helping to reduce students' weaknesses and improve their writing skills.

In the EFL context, the task of producing accurate and coherent written texts has always posed a considerable challenge. Typically, despite years of English instruction, EFL students continue to grapple with a persistent issue in the prevalence of errors in their compositions. This challenge significantly impacts learners' writing proficiency and their overall progress in acquiring English as a foreign language, such difficulties hinder students' ability to meet the expected standards of written expression; poor performance in academic writing assignments; low grades and the like. With this regard, this research lies in its potential to address the specific errors that EFL learners develop in their written expression after years of training and to identify the techniques employed by EFL instructors to mitigate errors in composition writing, with the ultimate goal of enhancing the overall writing proficiency and language competence of EFL learners.

By shedding light on students' writing errors, and teachers' techniques to reduce these errors, this study aims to:

- Identify the basic mechanical writing errors of third-year English students.
- Investigate teacher's techniques to mitigate EFL student's writing errors.

Therefore, three research questions were set to guide this study:

- Do mechanical errors that EFL students commit in their writing essays influence the quality of their works?
- What types of mechanical errors are frequently identified in third-year English students' academic writing assignments?
- What are the techniques used by teachers to reduce their students' writing errors?

In an attempt to answer the questions above, the following hypotheses were addressed:

- Perhaps, the presence of mechanical errors significantly influences the overall quality and clarity of third-year students' writing performance.

## *General introduction*

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- Grammatical, punctuation and spelling errors can be common among third-year students.
- teachers would have used different techniques to reduce writing errors among students such as peer editing, individualised feedback and modelling

In order to gather data about third-year students' common writing errors, and get insight about strategies that teachers apply for reducing these errors and improving their students' writing production, three research instruments were used in this study. These are: questionnaire, interview, and document analysis. The questionnaire was administered to third-year students of the Department of English while the interview was conducted with their Comprehension and Written Production (CWP) teachers. In order to gain more insights on their errors, the researchers sought to analyse some students' written productions which were gathered from different groups of third-year level.

This dissertation consists of two major parts; a theoretical part and a practical part. The former is chapter one. It represents the literature review and provides basic information about the topic. It begins by defining writing and errors and it highlights their significance. Then it addresses the classification of errors and errors correction. After that, it highlights the different techniques used by teachers in order to reduce writing errors, and mentions their role and how to implement them. To finally end with how to select the optimal technique.

The second chapter deals with the practical part of the study. It begins with representing the field of work and the research methodology of the present study by giving information about the research design and methods used. After that, it outlines the results of the obtained data through tables and figures, and then it discusses the main research findings . Lastly, the chapter provides some suggestions and recommendations for EFL teachers and students to reduce the students' writing errors, improve the writing skills, and enhance their capabilities in writing.

*Chapter one:*  
*Literature Review*

## **1.1 Introduction:**

The purpose of this study is to investigate the effects of different strategies of teacher corrective feedback on students' writing in terms of mechanical accuracy and the overall quality of writing in the EFL context. This chapter is devoted to the background of the related literature, it aims at considering the theoretical concepts underlying the definition of writing and its importance, errors including its significance, types and classifications. Thereafter, the researchers investigated various strategies of providing feedback on student written work, which focuses mainly on individualised feedback, peer editing and modelling as it accounts for their several roles. Last but not least, it represents the implementation of each technique and suggests practical strategies to facilitate the selection of the optimal one in the EFL writing classrooms.

## **1.2 Definition of Writing:**

Writing has captivated the minds of scholars and researchers for centuries who hold various perspectives on the notion of writing, each seeking to define it from a unique angle based on their specific field of study. To start with, Nunan (2003) defines writing as "*the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly*" (p.88). He emphasises that writing has a role in empowering learners to experiment, engage critically with language, and reflect on their learning journey (Nunan, 2005). Furthermore, he highlights the social dimension of writing, acknowledging its role in communication and identity construction (Nunan, 2005). For him, writing is a dynamic process where learners actively construct meaning rather than passively absorb information.

In accordance, Jeremy Harmer also emphasised communication effectiveness, he defines writing as "*the ability to use the written word to communicate effectively with an intended audience*" (Harmer, 2007). His definition underscores the goal-oriented nature of writing, emphasising the importance of crafting messages that achieve specific communicative purposes. This lens ensures that writing skills are developed with real-world communication needs in mind.

Moreover, there are other definitions about writing including Hedge's (2005). Hedge views writing as a complex process, going beyond mere sentence construction. It involves engaging learners in their language development, planning, drafting, revising, and editing,

actively. By actively using language while writing, learners internalise grammatical structures, expand vocabulary, and refine their understanding of communication nuances. Following Hedge definition, Graham and Hebert (2010) assert that writing instruction leads to significant improvements in students' vocabulary, grammar, and overall writing skills. Additionally, Ferris and Onwuegbuzie (2007) highlight how varied writing tasks fostered learner autonomy and metacognitive skills, essential for self-regulated learning.

In contrast, Bereiter and Scardamalia (1987) focus on the role of knowledge and expertise in writing skill development. They argue that proficient writers possess not only linguistic competence but also a deep understanding of the subject matter they are writing about. According to this perspective, writing skill involves not just the ability to craft grammatically correct sentences but also to engage with complex ideas and convey them effectively through written language.

### **1.3. Definition of Errors:**

Basically, "*Committing errors is an inevitable circumstance that occurs in human learning, including language*" (James, 1998, p. 1). In defining errors Kitzinger denotes that errors are as "*deviations from a target language norm*" but argues that they are "*a natural and necessary part of the language learning process*" (p. 96). She emphasises that errors provide valuable insights into learners' developing knowledge and should be seen as opportunities for growth rather than simply mistakes.

However, some authors, like Rod Ellis, view errors as "*symptomatic of underlying problems in the learner's knowledge system*" (p. 193), while others like Michael Swan see them as "*evidence of learners' attempts to use and experiment with the language*" (p. 202). James (1998) agreed with this idea by stating that "*Errors are the observable deviations from target language usage produced by a learner at a particular stage in the learning process.*" (p.3). In essence, errors become more than just mistakes; they offer valuable insight into the learner's current knowledge, guiding teachers and learners towards better understanding and improved communication.

### **1.4. The Significance of Errors:**

Corder (1967) advocates for the significance of errors in language learning instead of viewing them as negative indicators. He explained that by identifying these errors, teachers can gain

crucial insights into the students current understanding of language structures, areas that need improvement and the challenges they face in trying to apply new knowledge. This valuable information gives the opportunity for educators to develop instructions accordingly and to employ the appropriate techniques for error reduction. Moreover, Corder(1967) emphasises error significance to teachers as they show student progression, for researchers to refine theories about language learning for learners to develop self correction skill(cited in Richard. 1974, p.25).

In addition to Corder's contribution, Dulay and Burt (1977) also pointed out that errors are clear signs of students trying to acquire and understand specific structures, which indicate the parts that need improvement and thus provide support that is relevant to their needs. Committing errors must be seen as a positive aspect of student progress since it is the chief source of information about his language acquisition (Corder, 1981), which permits teachers to evaluate their teaching and therefore using the most effective teaching methods.

### **1.5 Classification of Errors:**

In order to write an essay, it is essential for students to master competencies such as grammar, word choice and writing mechanics. Without having these capacities, they are subject to write incorrect sentences and make countless errors. Numerous error analysts such as Corder and Larry Selinker have introduced a number of different categories of errors based on their nature and source. By way of illustration, Corder (1971) classifies errors into covert errors and overt errors. The former are grammatically correct and not immediately noticed, but do not convey the intended meaning such as "The weather is very intelligence today". While the latter are grammatically incorrect and noticeable, for example "I angry".

On his part, Brown (2007) presents four types of errors based on categories for description of errors: "Addition, Omission, Substitution, and Ordering", these terms focus on how the errors occurred. A second category classifies errors into seven types based on the indicators of writing: "title, topic sentences, developing sentences, coherences, diction, grammar, and mechanics", in other words it identifies the specific areas of writing that were affected by errors.

#### **1.5.1 Mechanical Errors:**

The most common errors are associated with grammar where it is important for EFL students to write correct grammatical structures. Besides this, mechanical errors such as spelling and punctuation are also commonly found in students' compositions. In line with this, Kane (2000) notes that "*mechanics relates to the look of words, to how they are written or placed on paper*".

#### **1.5.1.1 Grammar Errors:**

Learning a language without grammar is like having a boneless chicken walking around (Rivers 1991). Hence, grammatical errors where rules are not applied correctly affect the overall of the communicative process. According to Novita (2014) grammar errors occur when words are not combined adequately in units such as phrases, clauses or sentences. It is also defined as a failure to apply the norms in its several parts including verb tenses, using inappropriate articles and prepositions (James 1998, p. 154). Some examples are: using a plural verb with a singular subject such as: *the new are true*, sentence fragment. Here the sentence is a sentence fragment as it lacks a subject.

#### **1.5.1.2 Punctuation Errors:**

Harmer (2015) defines punctuation as "*a set of conventions and rules that are shared among writers of the same language*". This system guides the reader through written text, clarifying meaning and preventing ambiguity. Therefore, EFL students need to pay attention to punctuation rules when writing as it is one of the necessary elements that should be considered in writing. To illustrate this point, missing commas can lead to confusion by linking independent clauses while missing periods can also create run-on sentences. Hence, misplacing or unnecessary punctuation interrupts the content and makes it difficult for the reader to engage with the meaning.

#### **1.5.1.3 Spelling Errors:**

Spelling is not simply a matter of matching sounds to letters. Rather, it acknowledges the complexity of the relationship between these elements. Most spelling difficulties, especially for EFL learners, arise from the inherent disconnect between spoken sounds and their written representations. Furthermore, pronunciation does not always directly dictate letter choice. Jeremy Harmer (2007) defines spelling errors as "*obstacles to clear and unambiguous communication*". He emphasises the practical importance of accurate spelling in ensuring the

reader's understanding and avoiding misinterpretations. Typically, cognitive psychologists view spelling errors as reflections of mental processes involved in language processing. They propose that errors occur due to limitations in attention, memory, or the internal representation of language (Ellis, 1993). It is proposed that errors are natural consequences of the acquisition process, where learners gradually internalise spelling patterns through exposure and practice (Krashen, 1982).

### **1.6. Error Correction:**

Many EFL students make errors in their writing output. However, after correcting their errors, they can learn, get deeper understanding, and enhance their confidence to improve themselves in writing. Correction according to the English oxford dictionary means “*a change that makes something more accurate than it was before*”. It is the act of changing or modifying what someone writes or says incorrectly in order to make the message clear. Additionally, errors correction is a process that helps improve clarity and accuracy of content after identifying and correcting errors such as grammar, punctuation, spelling errors or other aspects.

Error correction depends on the people who give the correction. There are self-correction, peer-correction, and teacher-correction.

- **Self-correction:** it is the student's ability to realise his own errors through self-reflection and directly correct it. According to Makino (1993) students can get deeper understanding by self-correction because they actively reflect on errors after engaging with this process and activating their linguistic competence. In addition, giving time and the chance to the student to revise his own work can help him notice his errors and correct himself. This can lead him to enhance his own metacognitive skills.
- **Peer-correction:** it is a technique where students correct each other's writing works in the classroom instead of waiting for teacher's correction or feedback. According to Amara (2015): “*if the student can not correct himself when he makes an error, the teacher encourages and allows another classmate to supply correction*”.
- **Teacher correction:** it is not just identifying and correcting students' errors but also providing guidance and support to develop writing by providing feedback. Ellis (2009) highlights that students prefer teacher correction rather than self-correction. In addition, the teacher is seen as the first source of knowledge, so when they give the errors correction, it can strengthen their authority since they are the main knowledge provider

(sultana, 2009). Furthermore, through this method, it is important for the teacher to provide clear feedback to individual needs, shift the responsibility to the students by encouraging self-correction, and create a positive environment.

## **1.7. Techniques for Reducing Writing Errors:**

By implementing strategic techniques and promoting a growth mindset where mistakes are seen as opportunities for development, students can improve their writing proficiency as well as reducing their errors when writing.

### **1.7.1. Peer Editing:**

Implementing collaborative learning is crucial to foster learning outcomes. Peer editing is a collaborative process where students review and give feedback on each other's writing output. Hansen and Liu (2005) define it as

*“ peer response is the use of learners as sources of information and interacting for each other in such a way that learners assume roles and responsibilities normally taken on by formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats”* (p.1).

Additionally, through this process, the learner can edit the work of his colleague by focusing on *“grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like”* (seow, 2002, p.318). Also, according to Seow, it is important to consider these elements when reviewing the writing work. Moreover, Silva (1990) highlights that editing *“attending to vocabulary, sentence structure, grammar and mechanics”* (p.15). During peer editing, the learner has the opportunity to offer comments on different sides of writing, and this can include cohesion and organisation of ideas in order to help each other enhance their writing skill. Peer editing is beneficial for learners to develop their quality of writing.

#### **1.7.1.1. The Role of Peer Editing:**

According to Topping (2018) in his book “Using Peer Assessment To Inspire Reflection And Learning” and JudythandParsell (2014) in “Peer Review Of Learning And Teaching In Higher Education”, peer editing has a great importance for improving student learning as it helps to:

- Improve the quality of writing which means that peer editing aims to identify and correct errors to help colleagues recognize their weaknesses in order to improve themselves.
- Develop critical thinking: the review of each other's writing pushes the students to engage in critical thinking by evaluating and analysing the writing work, and reflecting on the feedback.
- Develop self-assessment: after receiving feedback, the student will be able to develop his ability to assess his own work and improve his writing.
- Rise engagement and motivation: the collaborative environment encourages students to engage in learning and be motivated.
- Enhance the understanding of learning objectives: reviewing other's writing, provides a deeper understanding of the subject.

### **1.7.1.2. Strategies for Implementing Peer Editing:**

As it is mentioned above, peer editing technique actively contribute to fostering learning outcomes. This technique involves analysing and evaluating students' draft through steps. In the books of Topping (2001), Chickering and Reisser (1993), there are some strategies to implement peer editing successfully:

- **Preparation and training:**

First, offer clear guidelines, evaluation criteria, and rubrics to students in order to help them ensure their focused feedback. According to Anders (1992), the teacher starts by identifying the goal of peer review for both the reviewer and writer, after that define the specific sides to be reviewed, like organisation of ideas, grammatical errors, or argumentation, then offer a checklist to guide the viewer.

Second, train students on giving effective feedback by showing them how to be specific, respectful, and constructive when giving comments. Sommers (1982) encourages respectful comments and focuses on specific areas to improve, give positive suggestions and constructive criticism without offensive opinions.

Third, help students develop their self-assessment skills in order to analyse and evaluate successfully their own draft and use peer feedback.

- **Implementation:**

- First, assign roles like reviewer and writer, set deadlines, and give chances for peer instruction to discuss ideas in order to enhance the feedback.
- Second, offer guidance and support throughout the session.
- **Maintaining a positive environment:**
  - First, focus on the goal of peer review as a learning process, not as judgement or competition.
  - Second, support constructive and respectful feedback that aims to reach specific purposes of writing.

### 1.7.2. Modelling:

Another technique to help students develop their writing skills is to provide them with good writing models in order to guide them in developing their writing abilities, especially by being aware about sentence structures and the objective of writing. Jere Brophy (2004) defines modelling as “*the process of teachers demonstrating a desired skill or behaviour to their students*”. Moreover, he explained that students can learn through observation and imitation in a supportive environment. Furthermore, many teachers create their own models with specific writing features like strong thesis statements and good organisation, in order to demonstrate needed skills by showing “good writing” to students. Therefore, modelling is helpful for students in their learning experience. There are different types of modelling:

- **Text-based modelling:** it involves mentor texts, shared writing, and interactive modelling. This type helps to develop writing in terms of vocabulary, quality, and sentence structure, and develop writing skills such as planning and organising ideas.
- **Process-based modelling:** by showing the stages of writing, starting by pre-writing and concluding with revising. It includes think-aloud modelling which helps improve planning and self-monitoring skills.
- **Technique-specific modelling:** it includes sentence-level modelling and paragraph-level modelling. As well as, it helps students to engage in writing and develop strong topic sentences and cohesive arguments.

#### 1.7.2.1. The Role of Modelling:

Modelling is a significant technique to empower writing outcomes. It goes through: observing well-writing, internalising the strategies being presented, and applying them. This can help students learn, improve their writing, and reduce their writing errors.

- **Improve writing skills:** modelling can help learners improve some writing skills (Hillocks,2002; Graham and Harris, 2003). This include:
  - Developing genre-specific writing skills.
  - Learning how to use specific vocabulary through well-written examples.
  - Learning how to organise sentences.
  - Coping and using certain components in writing like sentence starters and graphic organisers.
- **Improve comprehension and practice:** there are some practical strategies to help learners improve their writing performance (Graham,2006; Brophy, 2004).
  - Showing learners modelling writing strategies like planning, revising, organising, and editing, help them to gain a deep understanding of these concepts.
  - Analysing good-written examples, helps learners understand how to apply the modelling writing strategies such as organising arguments or citing sources easier.
- **Foster learning through observation and imitation:** modelling provides opportunities for students to observe effective writing techniques and utilise them (Bandura’s social learning theory ,1986; Palincsar& Brown, 2004). This includes:
  - Learning through easy and clear visual representations of the writing process, by implementing what they have learned step by step in their works.
  - The teacher guides his students through writing processes, and this helps them develop their own independent writing skills over time.
- **Reduce writing errors:** modeling plays a significant role in minimising learners’ writing errors (Grahamand Hebert,1997). It is like a practical guide that helps them reduce their grammatical and spelling errors:
  - Learners can learn subconsciously by observing well- written models with correct grammar and correct structures without memorising the rules explicitly.
  - Observing well-written models with correct spelling repeatedly can help learners develop correct spelling words in their writing outcomes.
- **Increase motivation and engagement:** offering clear and well-written examples to students to observe can enhance their confidence and motivation. Thisincludes:
  - Engaging with writing tasks, believing in their abilities, and inspiring them to improve their writing skills.
  - Following it step-by-step can mitigate the perceived difficulty of the writing process.

### 1.7.2.2. The Implementation of Modelling:

The process of this technique goes through several steps, which are:

Firstly, Preparation where the teacher Chooses clear objectives, which he wants learners to reach in their writing. After that, select appropriate text that aligns with learners' level and learning objectives.

Secondly, modelling the writing process by using visuals and graphics, such as mind maps and outlines in order to organise and connect ideas. Then, Verbalize thoughts such as organising information, revising, and editing.

Thirdly, the teacher encourages engagement for example: discussions, asking questions, and participation to explain any confusion. After that, after modelling, he provides activities to give a chance to learners to practice. Then, he offers personalised feedback on learners' writing work, so they can focus more on improving the skills modelled in the lesson.

### **1.7.3. Individualised Feedback Definition:**

Winne and Butler (1994) provided that "*feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure it in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies*" (p. 5740). Feedback serves as a crucial tool for learners to actively manage their knowledge. It provides learners with information about their performance, allowing them to confirm existing understanding, integrate new knowledge, and awareness of their own learning process.

Ramaparsad's (1983) definition: "*feedback is information about a gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way*"(p4). The "gap" between a learner's current understanding (actual level) and the desired learning outcome (reference level). This gap becomes crucial for both learner and teacher. For the learner, it identifies areas needing improvement and fosters self-correction. For the teacher, it informs instructional adjustments to bridge the gap effectively.

Sadler(2010) also advocates for feedback as a customised conversation that empowers students to actively bridge the gap between their current understanding and the desired learning outcome. Feedback should not be a one-size-fits-all solution, but rather tailored to the individual student, their specific performance on a particular task, and their unique learning needs.

### 1.7.3.1 The Role of Individualised Feedback:

As a response to students' writing, individualised feedback is an important aspect in teaching them how to write efficiently with minimum errors. EFL teachers' main role is to help students recognize their own errors and provide them with the immediate and necessary feedback in order to improve the EFL learning in general and writing proficiency in particular. Thus, several researchers in the fields of applied linguistics and error analysis emphasised the significance of individualised feedback and its crucial role in the development of fluent writing.

Therefore, self-evaluation by itself might not provide all the responses that are needed. When students compare their assessments with the input they receive from teachers, it exposes potential blind spots and deepens their awareness of areas that need improvement. This was ultimately the main argument provided by DylanWilliam (2011) "*The most powerful form of feedback is when students engage in self-assessment and then compare their judgments with feedback from the teacher or peers.*" (p. 93)

Grant Wiggins and JayMcTighe (2005, p.127) suggest thatFeedback that aligns with clear learning targets empowers students to identify their own errors and focus on improvement strategies. Moreover, the given feedback benefits not only students but also teachers as well in that it enables them to determine specific writing errors and their sources that allow them to provide the appropriate correction and solve the frequent problems that occur in the students writings (Ferris &Helt, 2000; Ferris, 2002; Miao et al, 2006; Lee, 2017). Additionally, where students' differences are individualised, feedback is needed. Ferris (2003) points out that targeted feedback gives students the opportunity to direct their attention on their current errors because focusing on them leads to quicker error reduction.

It is also important to note that individualised feedback empowers students self-awareness which means that they will be able to identify and correct similar errors independently (Wang, 2013).In similar vein, individualised feedback raises motivation in them to work hard and engage actively in correcting those writing errors (Cheng & Kong, 2017).

### 1.7.3.2. The Implementation of Individualised Feedback:

Individualised feedback highlights and locates the possible errors done by EFL students and provides the necessary solutions or corrections to overcome and reduce those writing errors (Bitchener & Ferris, 2012). Teachers when providing individualised feedback, they generally attempt to circle or underline the errors and omit the unnecessary words, or items, place the unmentioned articles, the omitted punctuations such as comma or full stop. In addition to these, they can also address the grammatical errors by supplying further explanations (Lee, 2017). Furthermore, individualised feedback should contain correction and answers to students' errors, timing of when to be corrected and when to be permissive because the overcorrection and negative comments can demotivate students and at last fail to reach its goal which is minimising writing errors. Individualised feedback should also raise in them the sense of self-dependence and self-correction.

However, there are cases where students do not use that individualised feedback correctly or they usually neglect it. That's why it is important to provide comments instead of grades. Thus, the absence of marks lead them to engage more in correcting their errors and work on making the required changes (Denton et al., 2008; Hepplestone et al., 2011; Hattie, 2011).

EFL teachers often comment on students' writings in form of questions or statements, and this is another way for implementing IF (Ferris 1997; Sugita 2006 as cited in Lee, 2017). They sometimes suppose that their comments in the personalised feedback are understandable while they are somehow "*vague, non text specific or negative comment*" (Cumming 1985; Semke 1984; Zamel 1985 as cited in Lee, 2017, p. 70) and this may lead to confusion and discouragement. Therefore, to provide effective feedback that meets students needs, teachers' feedback must be clear, concrete, and text-specific, including both praise and constructive criticism (Goldstein 2004; Hyland & Hyland 2001; Zamel 1985 cited in Lee, 2017, p. 70).

Hence, it is worthy to note that committing errors is a natural part in learning foreign language process, and teachers should better deliver the appropriate feedback according to student performance and current level to push them forward to revise and correct their own errors and learn how to overcome the obstacles they face during writing. Torres and Anguaino (2016, pg.2) proposed that "*while teachers tend to interpret feedback as a means of correcting a student's text, students' interpretations of feedback contribute to their construction of themselves.*"; thus the written individualised feedback must have a sense of

personal conversation between the teacher and the student, although there are no errors, there is a room for improvement; feedback is always needed.

### **1.8. Selecting the Optimal Technique:**

Most students attempt to make numerous errors in their writing papers and find it difficult to avoid, however they use them as a weapon to better their writing skill by receiving the appropriate correction and gain a fresh try, although some students appear to avoid using some complex grammatical structures or more advanced vocabulary just because they are not sure about it.

As a result, it is important for teachers to consider carefully when and how to correct those errors effectively by implementing different techniques in order to avoid the risk of fossilisation. Thus, the key is to find the balance between these techniques which hinges on several factors such as individual students needs, the different types of errors and how the feedback is given. Tomlinson (2001) assumes that each student has a distinct style of learning and using different approaches ensures the engagement and the motivation of all students which encourage them for self assessment.

On the other hand, teachers have to cater to different types of errors as well which can be surface level errors such as grammar, punctuation and spelling where techniques like peer editing would work better. According to prior research, EFL writing classes can have a large number of students which makes it time consuming and a bit complicated to provide the correct ion forms and structures of each paper (Taniguchi, 1990).

Peer editing is encouraged in such situations where students help and learn from each other. For deeper errors including word choice and sentence structure, individualised feedback and modelling are more beneficial, to address students' unique challenges, weaknesses and strengths.

Modelling is the best technique to enhance sentence structure and fluency by helping them reflect on their own word choice and consider the multiple options given as models to arrive at the appropriate one. Apart from being beneficial, overreliance on modelling can prevent students from creativity and independent learning, the reason why it should be combined with another technique to improve the writing skill.

In addition, a single technique can not be sufficient for all students and error types, besides teacher's available resources, preparation and time commitment because there is no size that

fits all. A combination of them is the best solution starting by modelling which is a showcase of correct structures continuing with peer editing that encourages critical thinking and self assessment, shifting to individualised feedback as a support and guidance on specific errors. So adopting different techniques for reducing errors fosters a successful writing development in the EFL classroom.

### **1.9. Conclusion:**

Researchers have always emphasised the significance of errors as they reveal learning gaps and help teachers to have a clear idea about student's current level and how far they are towards reaching their goals. Nevertheless, their job goes beyond just analysing these errors, they have to respond to them appropriately and use multifaceted strategies which foster students' engagement by self assessment and different learning pathways in order to address the diverse needs of students to enhance their writing performance, and mostly to reduce the errors. "*Responding to student errors is a vital part of their job*" (Ferris, 1995 as cited in Lee, 2005)

By understanding the nature of distinct types of writing errors, teachers are equipped to guide students towards accuracy, proficiency and ultimately enhanced writing skill along with various techniques for error reduction like individualised feedback, peer editing and modelling, each one plays a vital role in assisting students, and encouraging them for self assessment and collaboration through peer editing to individualised feedback which offers targeted guidance and presenting demonstrations to follow on as models .

*Chapter Two:  
Results and Data  
Analyses*

**Chapter Two: Research Method and Data Analysis**

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## 2.1. Introduction:

The present study identifies the common writing errors as it also investigates the techniques integrated by EFL teachers to minimise students' writing errors and improve their writing accuracy. More precisely, three techniques were under investigation including individualised feedback, modelling and peer editing within cooperative learning instruction in third year Licence students' written expression courses. Furthermore, the present study accounts for students' attitudes and perceptions towards the integration of the three mentioned techniques in the writing course. The previous chapter was devoted to the presentation of theoretical concepts, the different approaches and literature relevant to the research topic while the present chapter discusses the practical part of this thesis, which is the research design and methodology. First of all, the general methodological framework of the research was addressed with a main focus on the adopted research method and design. Then, the instruments used for collecting research data were thoroughly discussed and the participants involved in each stage of the research were presented with a clear justification of the sampling strategy. It also discusses the findings and interprets the obtained results. Finally, it puts forward a number of suggestions and recommendations for error reduction and the overall enhancement of the writing competency for EFL teachers and learners alike.

## 2.2. Field of Work:

In Algeria, English is taught as a foreign language. It has been recently introduced in primary school among all pupils in year 3 then and on. In the middle school it is taught for four years and at the secondary level for 3 years. The Algerian universities and mainly English language Department have implemented the LMD system which is Licence; with 6 semesters (three years of study and the equivalence of the Bachelor Degree), then master level (4 semesters) is the second phase whereas the last period is the Doctorate studies of three years of research (6 semesters). This new pedagogical arrangement focuses on developing self learning skills where the learner is the chief responsible of his own studies.

At the university of Tlemcen, the English language is taught through various modules focusing on the skills like; grammar, oral comprehension, reading comprehension, comprehension and written expression, besides other content subjects such as literature, civilization, linguistics and TEFL ( Teaching English as a Foreign Language ). The third year students are engaged in study of essay writing techniques and various types of essays ,

they are also concerned with ten modules aim to combine the basis of the language, the following table shows the amount of hours of each module:

**Table 2.1:** *L3 Curriculum Modules*

<b>Modules</b>	<b>Number of hours per week</b>
English for Specific Purposes	1h 30 min
Civilization	3h
Writing production	1h 30
Didactics	1h 30
Literature	1h 30
Cognitive Psychology	1h 30
Oral	1h 30
Research Methodology	1h 30
Linguistics	1h 30
Translation	1h 30

### **2.3. Research Design:**

The research methodology section deals with the research paradigm, the sample population, teachers and students profile, the data-gathering instruments, the data analysis, and the limitations of the study. Finally, the suggestions and recommendations.

#### **2.3.1. Method:**

The present study is an exploratory case study. It aims to first explore and analyse the types and common errors made by EFL students, then to identify teachers' techniques for reducing these errors. In order to gain precise and broader insights, this work has implemented an exploratory case study, it uses both a mixed method and triangulation, to collect both quantitative and qualitative data. By triangulating, quantitative data validates

qualitative findings while the qualitative data provides deeper understanding and gives meaning to the quantitative results. To carry out the research, a questionnaire was administered to third year students and an interview was held with written expression teachers. Besides this, an analysis of students' documents was conducted to have a deeper understanding of the problem in question and provide valuable insights from a different angle.

### **2.3.2. The Sample Population:**

The case study chosen for this study is the third year students of the English language Department (University of Tlemcen). The research informants for this research consist of twenty eight students and five CWP teachers. The reason behind choosing third year students is partly because they have studied in depth for three years how to write accurately and partly because they have experienced a range of difficulties in it.

#### **2.3.2.1 Teachers' Profile:**

The researchers have selected five teachers of CWP, One male and four females hold doctorate degrees, with the exception of one who is a PhD student. Their teaching experience ranges from three to thirty years. Following this, these educators are subject to offer valuable guidance to develop students' writing skills and effectively reduce their errors, thereby enhancing the overall quality of their writing. Since this research aims to uncover effective strategies for enhancing students' comprehension and written expression skills in the EFL classroom, the call for CWP teachers' participation in this study was crucial. .

#### **2.3.2.2. Students' Profile:**

The study was also conducted with twenty eight L3 (Third-year Licence) students who belong to varied groups in L3 level. The students were chosen at random and their age ranges between nineteen and twenty six years-old, with a high proportion of female students in that male students represent a rate of 29% while 70% is of females. As to their linguistic background, Arabic is their mother tongue, French is their first foreign language while English their second foreign language. They have studied it for seven years before studying it as a major at university.

### **2.3.3. Research Instruments:**

This research used three instruments due to the different types of data required to obtain, namely, to elicit teachers and students' perceptions towards the common errors and the techniques implemented for the aim of reducing those errors. First, structured interviews were conducted with CWP teachers. Second, a questionnaire was administered to students to discover the most common errors of writing among them, and to collect their different experiences during error correction techniques. Finally, document analysis was implemented to gain in depth insights on their writing errors and difficulties.

### **2.3.3.1 Teachers' Interview:**

Interviews are useful instruments that elicit much information and offer a clear image about the topic studied. In this line of thought, Easwaramoorthy and Zarinpoush (2006) write "*Interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings*" ( p.1). Thus, a structured interview was chosen as a primary tool to gather data from teachers. The aim was to discover the strategies and the different techniques they use for writing error reduction among their learners. The conversation with teachers has shed lights also on the frequent errors they face during composition correction. The interview was also meant to find out the different perspectives of each teacher about those techniques.

The interview contained four sections. The first one aimed to collect general information about the frequency and the different types of errors that learners make in their writing, while the second part sought to know which technique of error reduction the teachers use during writing expression sessions. Then after the interviewee selects the most practical technique amongst modelling, individualised feedback and peer editing, the other three sections intended to ask specific questions about the chosen technique (See Appendix A). The interviews were done individually and paper notes were taken on the spot.

### **2.3.3.2 Students' Questionnaire:**

In the current investigation, a questionnaire was administered to twenty eight L3 students of the Department of English university of Tlemcen. Its aim was to know how students sustain the implementation of teachers' different techniques of writing error reduction and to know how effective they are, and to uncover the difficulties they encounter during writing and the errors they frequently fall into to eventually suggest ways to overcome them. The questionnaire was submitted during the beginning of the second semester of the current academic year.

The questionnaire consists of twenty six questions which are close-ended questions where the participants select the optimal answers and open-ended questions in which they are free to express their ideas. The questions were set in five sections. The first one is devoted to students' background information while the second seeks various perceptions concerning their writing errors. The third section was directed to collect their viewpoints towards teachers' techniques in reducing those errors. Finally, the last three sections were set in a way to enable students to give responses to each technique, namely individualised feedback, peer editing and modelling. In order to collect relevant and reliable data, the previous techniques were explained carefully to avoid misunderstandings or any ambiguity among respondents.

### **2.3.3.3 Document Analysis:**

The last qualitative data collection instrument is corpus analysis. It was selected to ensure the validity of the results and to evaluate the weaknesses and strengths of the students on their own writings

Error analysis is the process of examining errors made by students in their written productions. Corder (1974) and Ellis (1997) have suggested four steps for error analysis. The first step is data collection which includes gathering samples of learners' written compositions. The second step is error identification which involves selecting the errors in the written-work and pinpoint examples where the learner has broken the rules of the target language. The next step is error classification which means putting the errors in categories based on the type of each error found. The fourth step is error analysis. This step includes a description of errors' nature, then explanation of the reasons that lead the learner to make these errors.

Thirty-five written compositions were gathered from different L3 groups by two CWP teachers who agreed to ask their students to write about a topic and give us their drafts for analysis. The topics of their writings were about "the importance of simplicity and clarity for effective writing", this group of 24 students was asked to write a paragraph and had the work done by peers (12 paragraphs were collected). The second one was about the advantages of Artificial Intelligence (AI) of 23 copies which were asked to write an essay and had the work done individually. It is worthy to note that the students did not know that their work was going to be part of research.

## **2.4. Data Analysis:**

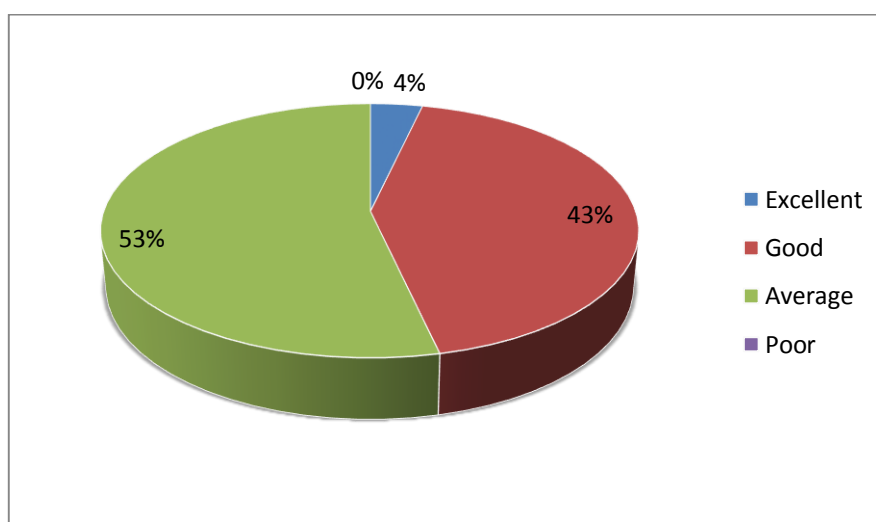
The data obtained from the research instruments were analysed through three procedures. Typically, the data elicited from the questionnaire were analysed statistically and were presented in tables and charts while the open questions were thematically analysed and classified into categories. On the other side, the findings of the interview imply categorising the responses and identifying the emerging units. Since the interview consisted of both open and close questions, graphs and tables were also needed to organise the numerical data.

#### 2.4.1. Students' Questionnaire Results:

The current section presents the analyses of the data gathered from the students' questionnaire.

##### Section 1: Students' Perceptions on their Writing Errors:

In this section, students were asked about their writing skill level, self error detection, frequent errors and other specific types they make most often. The data obtained from the first question indicate that 53.6% of EFL students evaluate their level of writing skill as average and 42.3% of them qualify themselves as good. Only 3.6% find their level excellent in writing while none of them has a poor level. These results are illustrated in figure 1 as follow:



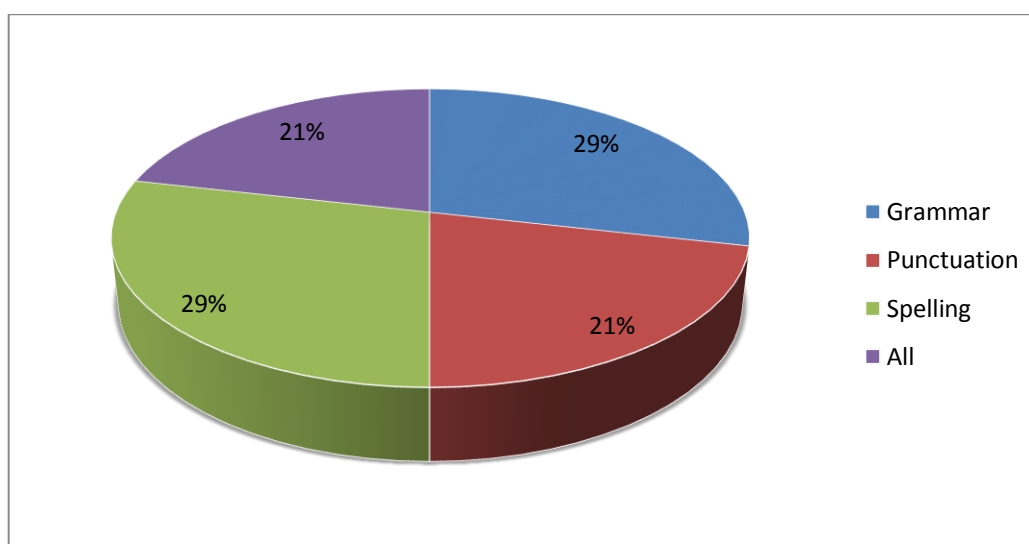
**Figure 2.1:** *Students' Qualifications of their Writing Skill Level*

In the next question, students were asked about their self-error detection. The results indicated that only 8 students (28.6%) replied that they noticed their errors whereas the majority of them, 20 students (71.4%), answered that they sometimes noticed their errors. This can be due to many factors, such as lack of language mastery or time constraints that prevents them from editing and revising their errors.

**Table 2.2:** *Students' Self ErrorDetection*

Options	Number	Percentage
Yes	08	28.6%
No	0	0%
Sometimes	20	71.4%

Afterwards, the students were inquired about their frequent errors in writing. Figure 2 outlines that there is an equal number of 8 students (28.6%) whose frequent errors relate to spelling and grammar. Yet, 6 students asserted that punctuation is the most frequent error type in their writing performance with 21.4%, while the rest of the respondents (21.4%) chose the option 'all' as an answer (See Figure 2).

**Figure 2.2:** *Students' Frequent Errors*

Students were also asked about other errors, if any, and their responses are resumed in Table 3 below. The results show that the majority of them (16 students) replied by No while cohesion and coherence was chosen by 3 respondents and capitalization, vocabulary, word choice and sentence structure were marked by 1 respondent each. It is worthy to mention here that 3 students did not respond to the question.

**Table 2.3:** *StudentsAdditionalWritingErrors*

Answers	Number
Capitalisation	1
Vocabulary	1
Word choice	3
Sentence structure	1
Cohesion and coherence	3
No	16

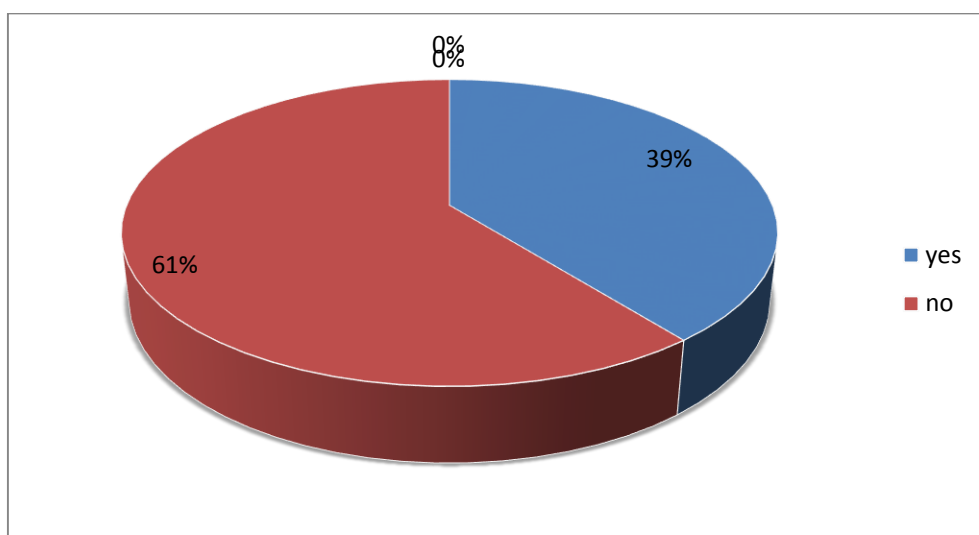
### **Section2: Students’ perspectives about teachers’ techniques in reducing writing errors:**

In order to gain an accurate understanding of students’ perspectives regarding teachers’ techniques to reduce their writing errors, this section investigated students’ reactions towards critical feedback and the impact of teachers’ techniques on their writing skills, the effectiveness of feedback and their most desirable technique. For the first question, several answers were proposed by only 24 students from the total number of 28 students.

The greater number respect critical feedback from their teachers and accept to be corrected with satisfaction and try to work on those errors to better their writing. For the rest of them, feedback means disappointment and they feel guilty, sad and even discouraged to write again. According to one of them, the curriculum is the main reason that prevents them from improving their writing skill.

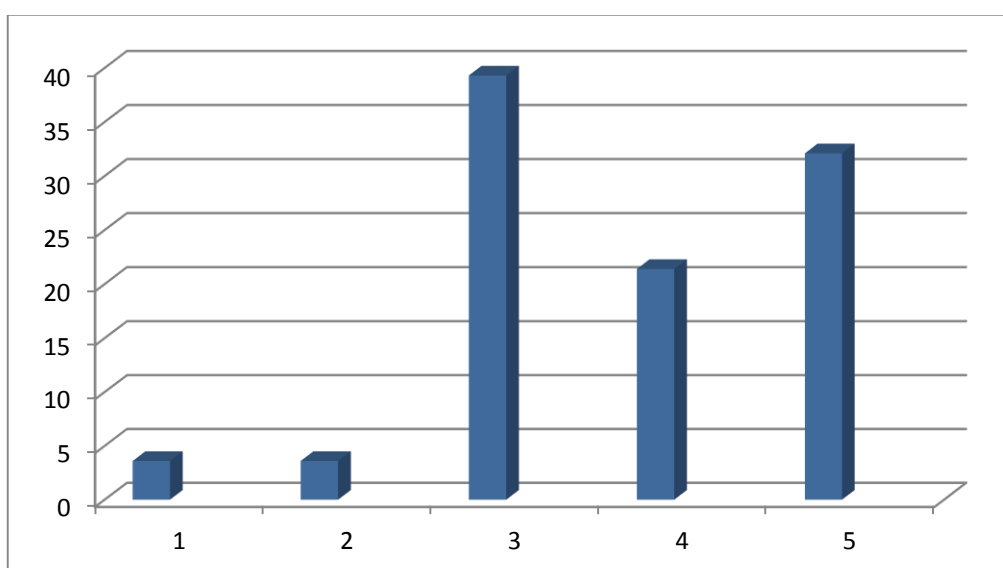
In the following question, it was about how confident they are towards the techniques used during writing sessions. The results in figure 3 have shown that the highest percentage (61%) was scored by the answer No, that is the majority of students feel that the techniques implemented by their teachers do not make them confident towards their writing skill.

With the aim of making participants provide more explanation, the question is asked to justify the yes answer, in that 39% of them find themselves encouraged through getting corrected immediately, doing writing assignments and when being engaged with dictation.



**Figure 2.3:** *How Teaching Techniques Impact The Writing Skill*

Students were also asked about their perspectives on the effectiveness of corrective feedback. As it is seen in Graph 4, the frequency distribution of data concerning the effectiveness of the three techniques according to students, the majority of them (39.3%) rate the effectiveness of corrective feedback techniques on their writing skill by choosing the value of 3 out of 5 on the scale. 32.1% of them agreed on the value 5, while the lowest scores (1 and 2) were opted by only few of them 3.6% for each.



**Figure 2.4:** *Students Perspectives On The Effectiveness of Corrective Feedback*

According to the answers of the last question in this section, 64.3% of students have chosen individualised feedback as the best technique, while more than half of them 57.1%

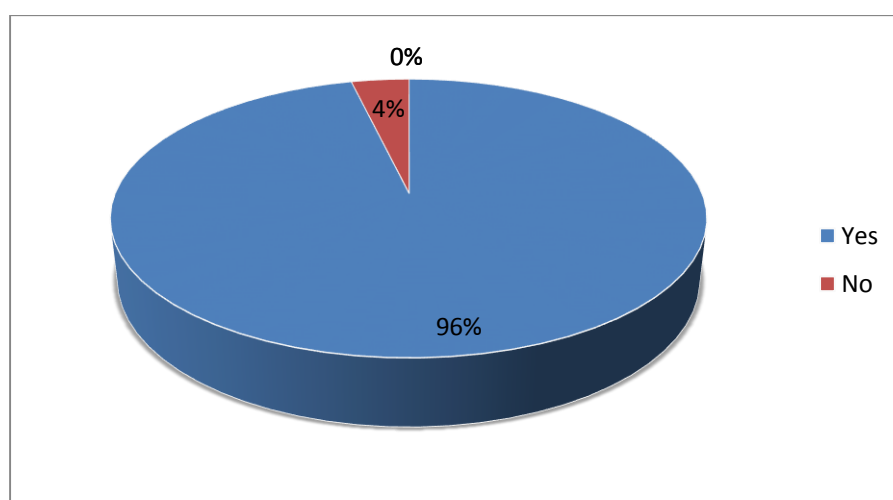
prefer peer-editing and the option modelling has been chosen by 17.9% . Table 3 below presents the achieved results:

**Table 2.4:** *Students Favourite Feedback Measure*

Options	Number	Percentage
Individualised feedback	18	64.3%
Peer editing	05	17.9%
Modelling	16	57.1%

### **Section 3: Individualised Feedback Technique**

This section explores their perceptions on the individualised feedback technique. First, they were asked about its effectiveness and usefulness in identifying, correcting and mitigating writing errors. To gain a deeper understanding of student preferences on the mentioned technique, data were gathered about teachers' strategies for personalized feedback, the support provided during its implementation and finally the impact of teacher feedback tone on student writing errors.



**Figure 2.5:** *The Effectiveness of Personalized Feedback on Students Writing Errors*

From the above results in Figure 6 , 96% (27 students) admit that personalised feedback helps in identifying and correcting writing errors. On the other hand, one student (4%) does not share the same opinion as his/her classmates and finds the technique mentioned not helpful at all.

Considering the following question, table 3 shows the great number of students (22 students) believe that teacher's personalised feedback is useful, 5 students (17.9%) found it very useful while only one participant thinks that the technique proposed is not useful at all.

**Table 2.5:** *Students Perception of Teachers' Individualised Feedback*

Options	Number	Percentage
Not useful	1	3.6%
Useful	22	78.6%
Veryuseful	5	17.9%

In this section, students were also asked to describe how their teachers give them feedback. There was a variety in their answers and each one gave a different point of view, thus the similar responses were put together. The following table summarises what has been found.

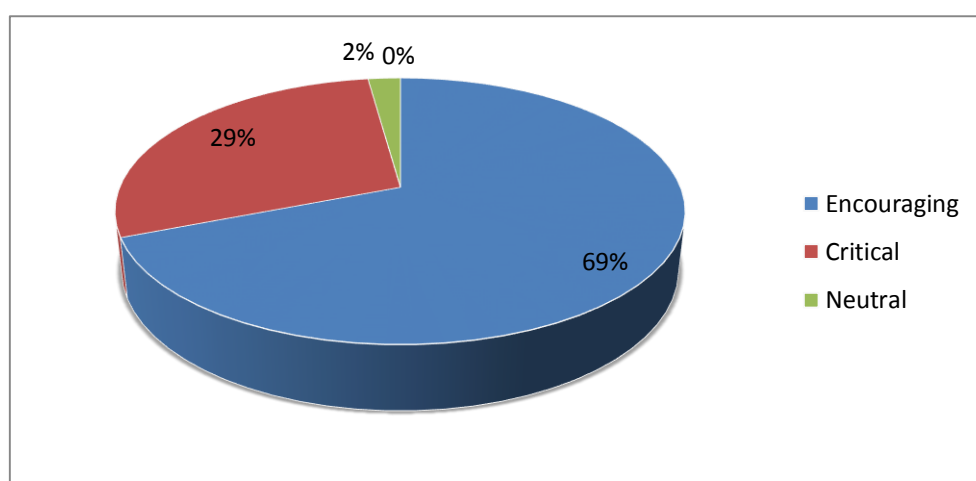
**Table 2.6:** *Teachers' Strategies for Personalized Writing Feedback*

Students' answers	Number
Identify errors (writing errors and cohesion) then correct them together	7
The feedback is given in a very explained method	1
Teacher circles the errors then comments on them	3
Never receivepersonalised feedback	2
Personalised feedback without mentioning how to correct the errors	1
Not sure	2
None	5
Good Personalised feedback is given	7

Afterward, table 5 illustrates that most (67.9%) students want to have extra help in applying the feedback while 17.9% of them reject being guided and only 14.3% are unsure whether they need help or not.

**Table 2.7:** *Students' Preferences for Feedback Implementation Support*

Options	Percentage
Yes	67.9%
No	17.9%
Unsure	14.3%



**Figure 2.6:** *Analysing How The Tone of Individualised Feedback Impact Students Writing*

Thereafter, figure 7 represents an analysis of how the tone of personalised feedback impacts students' writing. As it is seen in the above graph, the majority of students (69%) find the individualised feedback encouraging while 29% of them consider it critical and 2% neutral.

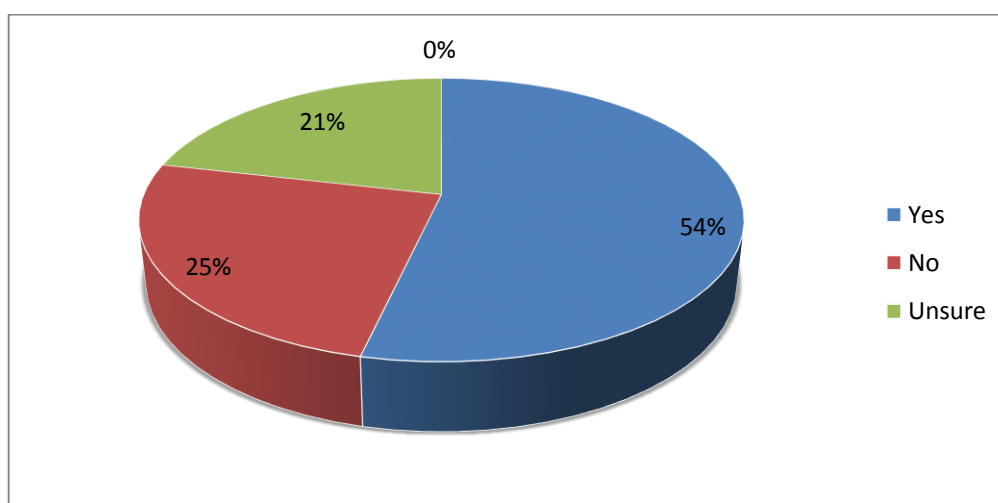
#### **Section 4: Peer Review Technique**

The fourth section delves into students' insights on peer review technique. It seeks to collect data about teachers' encouragement to carry out peer-editing as a feedback technique, its effectiveness in identifying errors, students' and teachers' roles when in peer-editing activities.

**Table 2.8:** *Teacher Encouragement for Peer Editing*

Options	Number	Percentage
Yes	16	57.1%
No	12	42.9%

In response to the first question, table 6 indicates that 16 students (57.1%) state that their teachers encourage them to peer editing while the rest of them (42.9%) do not.

**Figure 2.7:** *The Effectiveness of Peer Editing in Error Identification*

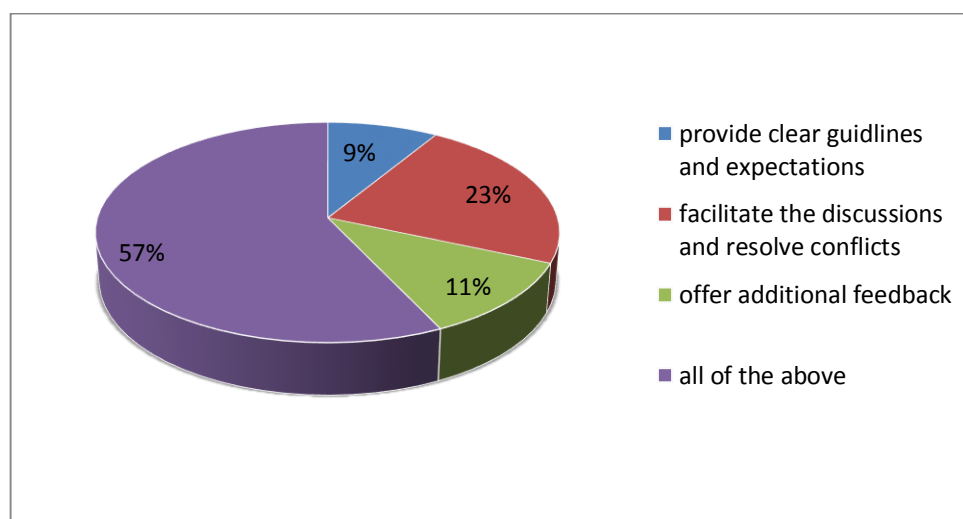
From the results obtained from the above graph, 53.6% of the students find peer editing activities encouraging and helpful for writing improvement and error reduction. On the other hand, 25% of them believe that peer editing activities have no effect on their error identification while 21.4% of students are still unsure about its effectiveness.

Considering the following question which was about teacher's guidance through peer editing activities, several answers were provided by students that were summarised and categorised based on the similarities. The obtained results indicate that 5 students state that the teacher sets them into small groups during peer-editing activities to support and give feedback to each one, by providing adequate time for editing each other then commenting on their correction. On the other hand, 5 students confess that no guidance is given to them while dealing with peer-editing while 4 students' answers were not taken into account for being not relevant to the question. It is important to note that half of the respondents did not provide answers to that question.

**Table 2.9:** *Student Preference for Feedback Roles in Peer Review*

Options	Number	Percentage
feedback Providers	5	17.9%
feedback Receivers	4	14.3%
Both Feedback Providers and Receivers	11	39.3%
Neither Feedback Providers nor Receivers	8	28.3%

Students were asked about their preferred roles during peer-editing activities. As it is noticed from table 7 above, 39.3% represents students who prefer to be both providers and receivers of feedback during peer-editing activities. Whereas,, 17.9% of them prefer to be providers of feedback while 14.3% want to be feedback receivers only and 28.3% of them prefer not to participate in the activity neither as providers nor as receivers.

**Figure 2.8:** *Students Perspectives of Teachers Role During Peer Editing Activities*

Graph 9 represents students' perspectives of teachers' role during peer-editing. The outlined results indicate that 23% of them see the role of the teacher is to facilitate the discussions and solve conflicts that may happen between students. 11% find that offering additional help is the chief role and 9% relate their teachers role to providing clear guidelines . It is worth mentioning that more than half of them (57%) have chosen all of the roles mentioned previously.

### **Section 5: Modelling:**

Within this last section, students expressed their different perspectives on the importance of modelled writing examples in improving their writing. The results show that 25 students have strongly agreed on the effectiveness of modelling as a technique to improve writing. They consider it as a strategy to avoid and reduce mistakes (grammar, spelling) seeing that it is a starting point that offers more clear ideas and how to structure an academic piece of writing. In addition, it provides them with sample writing styles to use in their writing performance.

In the following question, students were asked about any improvement in their writing while using the mentioned technique. The data collected designate that 25 students answered the question and assert that by presenting models repeatedly to them, they can memorise the maximal vocabulary and sentence structures minimise if not avoid all types of errors including word choice and punctuation. Moreover, they can also use the models as references to observe structures in case they need help in structuring or restructuring their writings.

**Table 2.10:** *Perceived Improvement in Writing with Modeling*

Options	Number	Percentage
Yes	23	82.1%
No	5	17.9%

According to the results obtained from table 11 concerning the perceived improvement in writing, 23 students(82.1%) believe that their writing improved due to modelling while the opposite is expressed by the remaining 5 students (17.9%) .

In response to the final question, students were asked to offer some suggestions concerning writing errors reduction. In responding = this question they recommend their teachers to use modelling and individualised feedback more, ask them to write as much as they can or give them assignments as a homework, besides editing assignments such as offering incorrect models to let students detect errors, and the most important aspect according to them is motivation instead of criticism. Due to the emergence of Artificial Intelligence, some participants have expressed its effectiveness in detecting their writing errors and making the necessary correction or it can be used to look for a particular word or rule to correct their writing.

In addition, reading was strongly suggested by many students. They believe that it is the most essential way to improve not only the writing style but also to reduce the maximal errors as reading enriches students' vocabulary and teaches them how to structure sentences.

Finally, one informant has suggested watching movies with English subtitles which can be helpful to memorise sentence structures, learn new vocabulary, memorise spelling and even grammar rules.

To gain a deeper understanding of the three mentioned techniques, teachers' interviews were conducted to explore how they implement peer editing, individualised feedback and modelling to create a multifaceted approach to fostering student writing skills and reducing their errors in particular.

#### **2.4.2. Teachers' interview Results**

The interview was structured into four sections. The first section included six questions, the second section had three questions about Individualised feedback technique, the third section included four questions regarding Peer Editing technique, and the fourth section included three questions related to Modelling technique. Lastly, there was a question about the basis on which teachers use their technique, and the reasons for not using others.

##### **Section One:**

The aim of this section was to collect data from teachers about their students' common writing errors, the technique they often use to minimise writing errors and enhance writing skill, the feedback they provide to students, and strategies for helping students understand and correct their errors. The teachers were asked first whether they believed that addressing errors in students' compositions is important for improving students' proficiency, and how they address the errors.

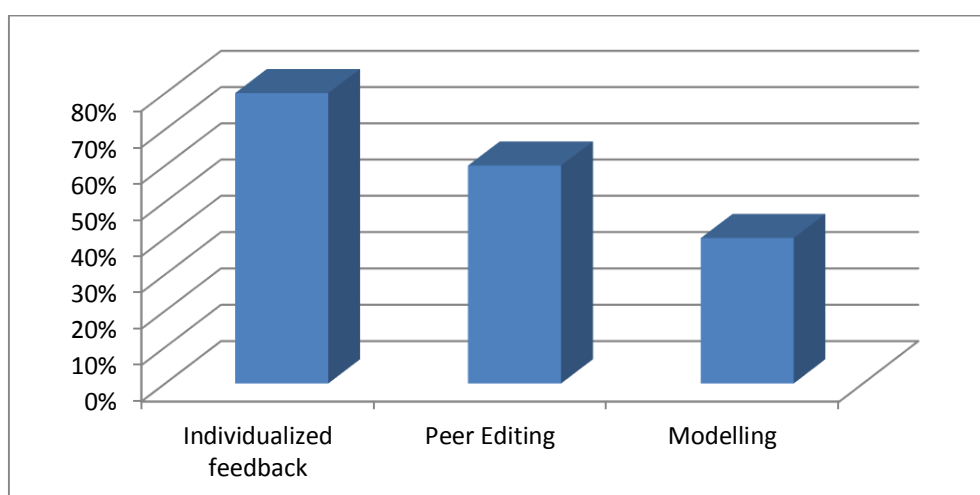
The results indicated that all teachers (100%) believed that addressing errors in students' compositions is important to improve students' proficiency. According to them, it helps students learn, be aware of their errors, and avoid them in their future writing assignments. Additionally, each teacher explained the way s/he addresses errors:

- Teacher A said: "I point out the error without mentioning or correcting it, so that the students do not find it ready-made. They must search for it in order to learn".
- Teacher B said: "Sometimes I use direct feedback, such as circling the errors and providing the correction, and sometimes I just identify them and let the students guess the correction".
- Teacher C and D said that they indicated the error by underlining or circling it, then commenting on it.

- Teacher E said: “Sometimes I highlight the error and put a code next or above it in order to encourage students to correct it. Examples of codes i use: (T) for wrong tense, (S) for spelling errors. Also, sometimes I highlight the errors and give comments”.

From the results above, it is seen that two teachers out of five indicate the error without correcting it to encourage students to reflect on the errors, and to correct them. However, the three other teachers identify the error by underlining or circling it and give a comment on it, or correct it to make it easier for the student to recognize the type of error.

In the next question, the teachers were asked about the technique they often use to deal with students’ writing errors



**Figure 2.9:** *The Most Used Technique Among Teachers*

As it is shown in the results above, two teachers out five use all the mentioned techniques. They use at the beginning modelling by showing students an example of a well-written piece, so that they can follow during their writing. Then they use peer-editing to encourage students to identify and correct their classmates’ writing errors, which helps them learn more. Also, they use individualised feedback after giving the students an assignment. They provide error correction or comments so that the students avoid the errors in their writing. Moreover, two other teachers rely on individualised feedback and one teacher relies more on peer editing.

After that, the teachers were asked whether they prioritised specific types of errors in their feedback. The table below shows that all the teachers (100%) prioritise specific types of

errors in their feedback. Three teachers explained that they prioritise errors according to the syllabus while two teachers prioritise grammatical errors.

Considering the following question, the teachers were asked if they were cooperating with colleagues to discuss error reduction techniques among their students, and the conclusions they reach after collaboration. According to the results, 3 teachers' responses were: rarely. This means the collaboration with colleagues is not regular. while one teacher uses collaboration with his colleagues to discuss the common errors and their reduction techniques. Yet, only one teacher does not participate in cooperation with colleagues at all.

The teachers explained that after collaborating with colleagues and discussing the common writing errors, they share opinions, experiences and activities, and even suggest strategies to reduce errors and discuss their effectiveness.

Afterwards, the interviewees were asked to select the common mechanical errors made by their students based on their teaching experience. The following options were suggested:

- a: spelling errors
- b: grammatical errors
- c: punctuation errors
- d: capitalization error
- e: all of them

**Table 2.11:** *Common Mechanical Errors Made by Students According to Teachers*

Options	Percentage
a	0%
b	20%
c	0%
d	0%
a+b	20%
e	60%

The results in the table above show that (60%) of teachers stated that many students make all the mentioned errors (a +b +c +d) which means that students have problems in grammar, spelling, punctuation, and capitalization while one teacher said that the common writing errors made by students are the grammatical errors. Similarly, another teacher claimed that the common errors are grammatical errors in addition to spelling ones.

In the next question, teachers were asked whether there were other types of errors that pose greater challenges. As it is shown in the table, the entire interview participants (100%) agreed that there are other types of errors that pose greater challenges to the quality of writing.

- Teacher A said: “Fragments and word choice can pose greater challenges”.
- Teacher B said: “Sentence structure, word choice and fragments negatively affect the quality of writing”.
- Teacher C said: “Fragments, misuse of quantifiers and modifiers”
- Teacher D and E said that many students faced challenges with fragments and wordiness

### **Section two: Individualised Feedback**

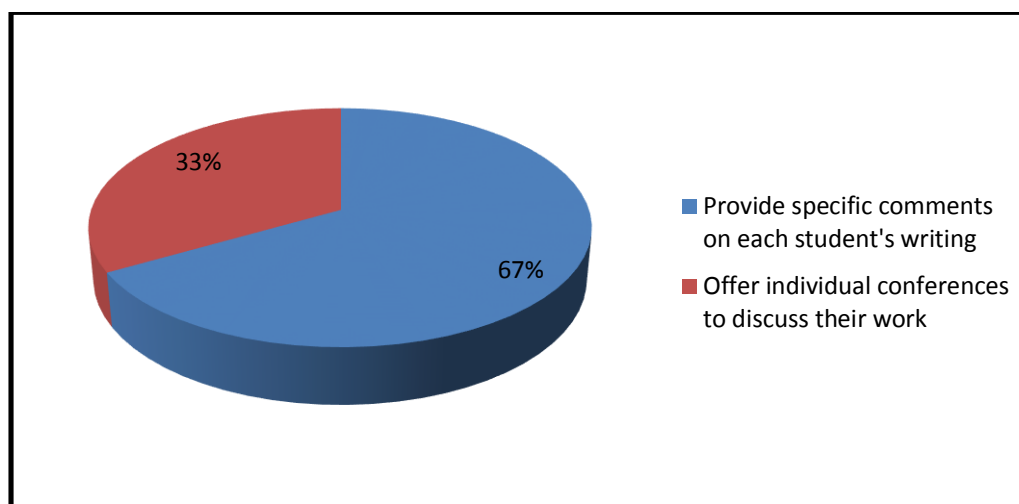
This section was intended for teachers (4 teachers) who chose individualised feedback technique to reduce students’ writing errors. First, they were asked to explain how they use it to help students overcome their writing errors.

- Teacher A and B said that after they gave the students an assignment, they spotted the errors in the written pieces and saw the different types of them. When the papers were returned to the students, they went through the rows, tried to look at each student’s paper, and saw where the problem was. Then, they tried to orient the student with types of additional lectures and exercises according to his needs.
- Teacher C said: “During the lecture, I ask the students to write a short piece of writing, for example: thesis statement. After students finish writing, I take a look and give remarks to each student's written production”.
- Teacher D said that:” After giving the students a topic to write about, I look at students’ drafts and give comments. During the next session, I ask each student about his errors, so that s/he does not repeat them again”.

From the results above, we notice that two teachers out of four implement this strategy in the same session in which they give the assignment. However, the 2 other teachers give the assignment, but they return the papers to students until the next session to take the time to study the students’ writing errors and find out the common ones, and provide feedback in the next session for each student.

The next question was about the way they personalise written feedback for each student. The results below show that teachers 66.7% personalise feedback by providing specific

comments on each student's writing error and discuss with him his errors rather than offering individual conferences to discuss student's work (33%).



**Figure 2.10:** *The Common Way a Teacher Provides feedback*

In the following question, the teachers were asked if they had any strategies for helping students understand and correct common writing errors. The results show that all the teachers 100% who used this technique provided strategies for helping students reduce their errors.

- Teacher A said: "I Briefly re-explain the lecture or provide additional types of exercises".
- Teacher B said: " I ask the students to review their works again. Also, I ask them to read because without reading, writing cannot develop".
- Teacher C and D said that they gave students assignments regularly. After that they gave feedback and asked them to revise the feedback.

As it is shown in the statements above, each teacher provides his strategy to help students understand and correct their common errors.

### **Section three: Peer Editing**

This section aimed to collect information about peer-editing technique to minimise students' writing errors. 3 teachers out of 5 use this technique because it is more practical to help students reduce their errors. However, other teachers do not like to use it.

First, the teachers were asked about the reason that made them choose this technique. They all agreed that using this technique is helpful for students, as recognizing the errors of their colleagues will help them avoid making more writing errors, develop their self-correction,

and help each other. However, according to two teachers, it is not used every time. Additionally, the teacher in this technique plays extra roles in guiding students during the session.

In the next question, the teachers were asked about the way they arrange students to peer edit each other.

- Teacher A said: “I prefer to select pairs of students according to their skill levels because I know very well that if one of the pairs has a high level of writing and the second has a lower level, then surely the first will do all the work and it will be unfair”.
- Teacher B said: “I select pairs of students according to their seating arrangements”.
- Teacher C said: “I prefer to select pairs according to the partner they like to work with”.

In the following question, they were asked about the way they encourage students to implement the feedback they receive during peer editing sessions.

- Teacher A: “I prefer to encourage students to implement the feedback they receive by offering individualised help to every pair and guiding them”
- Teacher B: “I provide guidance to the pairs. After that, I ask them to rewrite the second draft after correcting their errors and the final draft will be counted in the Td mark. This will encourage them to produce a better piece of writing with fewer errors”.
- Teacher C “I prefer to offer personal help and support”

Lastly, they were asked about suggestions that they can offer to teachers who want to use peer editing. Each teacher gave suggestions as shown below.

- Teacher A said: “Try to make this technique competitive among students, so every student will try to find the errors of his colleagues”
- Teacher B said: “This is a good technique to try. The teacher must have good control, and also s/he must be patient”
- Teacher C said: “The teacher should provide guidance during all the session”

#### **Section four: Modelling**

This section was for teachers who use modelling technique. First, the two teachers who use this technique were asked about the way they implement it. The table below shows that the implementation of this technique is according to the situation. next time they write

- Teacher A said: “It depends on the situation. I use this technique at the beginning of the semester to show students examples of good writing and the steps to follow to

write a good production. I provide them with a theoretical background; how to structure their essays starting by paragraph, its main component, and make them more aware about their writing production”.

- Teacher B said: “I select a simple model and I ask the students to compare their written production with the good one. Also, sometimes when I give them a model, lead them by questions so they understand the organisation of ideas”

In the next question, they were asked if they had noticed any positive changes in students’ writing after incorporating modelling technique. The teachers said that there are positive changes in some students’ writing, but they cannot generalise to all students because it depends on each student’s skill level.

Finally, they were asked about suggestions they could offer to teachers who want to use modelling.

- Teacher A said: “ It is better to select an easy model so that the students can follow it”.
- Teacher B said: “It is very important to observe teachers who have more experience, and share with them opinions to learn from them in order to know how to apply this technique in an effective way ”

At the end of the interview, the teachers were asked about on which base they had chosen their technique and the reasons for not relying on others. The teacher (A) and (C) use more individualised feedback technique. The teacher (B) relies on peer editing techniques. The teachers (D) and (E) use all the techniques (individualised feedback + peer editing + modelling.

- Teacher A said: “I rely on individualised feedback because I see that it is beneficial for students as feedback is received from one source which is their teacher. However, In peer-editing the students can transmit incorrect rules to their colleagues. Also for using modelling, there is no certainty that students will follow the given model”
- Teacher B said: “ I prefer the Peer-editing technique since it gives students the chance to see themselves as teachers when correcting their colleagues’ papers. I know that students are capable and they will do their best to find errors and correct them. Also when working in pairs, it will be easier for the teacher to review the students’ pieces of writing because their number will be half the number of all students. However, for using Individualised feedback technique it is difficult to correct all students’ papers every time and provide feedback to each student because

the classrooms are very crowded. In addition, Modelling can restrict the student, as each student has his own creativity and imagination”.

- Teacher C said : “I use individualised feedback because I believe that the more I personalise the feedback the more I see the progress at the individual level. However, Peer-editing is not always a choice because sometimes students do not take it seriously”.
- Teacher D and E said that they used all the techniques according to the situation, and it is important to vary activities in order to have an interactive classroom and help students improve their writing skill”

### 2.4.3 Document Analyses:

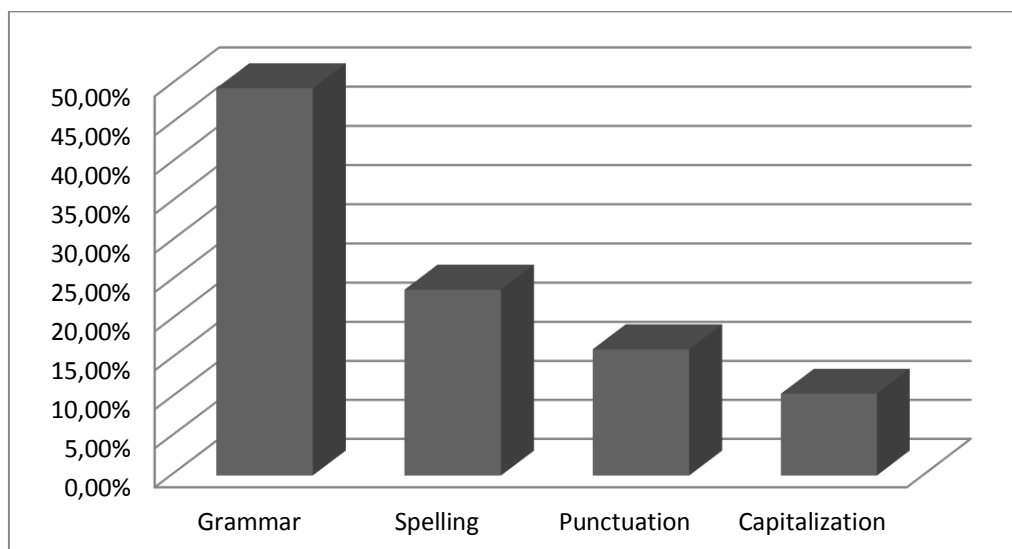
The document analyses helped to get insights about students’ writing errors after analysing each written-work and find out the frequency and the occurrence of each error. Thirty-five written compositions were gathered from different L3 groups by two CWP teachers who agreed to ask their students to write about a topic and give us their drafts for analysis.

Accordingly, the researchers started by identifying the errors that are found in the students’ compositions.

After that, we classified them with a focus on common errors among L3 students. The table below shows the types, frequencies, and percentages of the errors made by the participants in their written production. The types of errors involve grammar, spelling, punctuation, and capitalization. In fact, identifying their errors was difficult due to students’ bad-handwriting. Also, some students did not finish writing their essays due to lack of time.

**Table 2.12:** *Students’ Common Errors*

Types of Errors	Frequency	Percentage
Grammar	52	49.5%
Spelling	25	23.8%
Punctuation	17	16.2%
Capitalisation	11	10.5%
The total	105	100%



**Figure 2.11:** *Students' Common Errors*

Most students' errors relate to grammar with a percentage of 49.5% as shown in the graphic. Spelling errors come second with a rate of 23.8%. After that, punctuation errors rank third with a rate presenting 16.2% of students' mistakes. The last type of errors is capitalization errors which have the least percentage (10.5%). The frequent occurrence of these errors may happen because students do not self-review and edit their first drafts, do not concentrate when writing, do not pay enough attention to grammar, punctuation and spelling rules or do not know them..

- **Grammatical Errors:**

Grammar is a set of rules that guide the structure of words, and sentences in order to form comprehensive units. However, many students have a lack of grammar skill, and this can lead to making grammatical errors in their writing. These errors contain incorrect structures, such as: syntax issues, wrong verb forms and tenses...etc. The grammatical errors negatively affect the clarity and the quality of students' writing. Below are some extracts from students' essays that show some examples of their grammatical errors. (see appendix C)

A gaze at the extracts show that many participants still struggle with simple grammar rules and cannot use them correctly. The grammatical errors found are subject-verb agreement errors, wrong form or place of possessives, models, pronouns consistency, auxiliaries, adjectives, and also some sentences that miss articles. Additionally, we have remarked that some errors occur due to the overgeneralization of some grammar rules, or negative transfer from Arabic and French. Furthermore, some fragments were also identified in students' written production, which means that many sentences are incomplete in their

structure forms, or not connected to their independent clauses which leads to incomplete meaning and misunderstanding of the message that students intend to convey .

- **SpellingErrors:**

Correct spelling is important for comprehensibility in writing. Spelling errors occur when a letter is omitted (e.g. futur), or replaced by another litter (e.g. mush instead of much), adding an extra letter (e.g. Waite instead of wait), or disorder letters in the word (e.g. acheive instead of achieve). The majority of students may make these types of errors due to the lack of practice. Therefore, the teacher should encourage students to write frequently and to practise activities even outside the classroom in order to improve their writing. (Appendix C) provides some spelling errors found in students' copies.

The pictures (see Appendix C) represent different spelling errors made by students. The errors relate to omitting a letter (e.g. rplaced), or replacing it by another one (e.g. conserns), also adding extra letters (e.g. personne).The occurrence of these errors could be due to a lack of attention, reading, and writing practice. Also, students may notprioritise doing writing assignments and do them just before their due date, a fact that can cause them to make many mistakes in their writing assignments Besides, students who disregard their teachers' feedback and do not revise their first or second drafts, tend to reseate the same spelling mistakes more and more.

- **Punctuation:**

Punctuation is a set of marks which help to understand the meaning of sentences, and show pauses that guide the reader. The proper use of punctuations is essential to differentiate between clauses, follow the writers' thoughts, and understand the mood or the tone of the writer. In the students' drafts, we found that some of them do not use these marks correctly. Appendis C shows some examples found in students' compositions

The pictures show the common misuse of punctuations by L3 students. These errors can create confusion and difficulty for the reader to follow through a piece of writing. One of the most punctuation errors found in students' essays is the wrong placement of commas, and sometimes it is not found at all. The comma is one of the most important punctuation marks, which has some rules to place it correctly, such as: its use after introductory words or phrases, its use in the middle of sentences to separate clauses. The wrong use of periods was also

noticed. In some sentences students did not use a period at the end of their sentences while its placement is important when finishing a sentence.

- **Capitalisation:**

Capitalization refers to writing the first letter of certain words in capital letters. The pictures below show some relevant examples in their compositions. ( See Appendix C)

The results showed that students still make capitalization errors which were unexpected at L3 level, since these students have learned English for several years. The rules of capitalization are very simple, but they affect the quality of writing. Additionally, not placing capital letters at the beginning of sentences makes it difficult for the reader to identify the start of sentences, proper names, abbreviations, and acronyms, if any.

## **2.5. Discussion:**

The results analysis revealed that L3 students of the Department of English (University of Tlemcen) consider writing as the most difficult skill. The investigation showed that the majority of them struggle in producing correct sentences free from grammar, punctuation and spelling errors. This finding aligns with Gunning (1998) who advocates that writing is a difficult and complex task. The students' questionnaire and teachers' interview were intended to first identify the basic mechanical writing errors and to discover the most relevant and effective techniques for error reduction. With these objectives in mind, the researchers attempt to verify the research hypotheses which are:

- EFL students of third year struggle with mechanical errors which significantly influence the overall quality and clarity of academic writing production.
- Grammatical, punctuation and spelling errors can be common among third-year students.
- The EFL teachers employ a combination of techniques that can reduce writing errors among students such as modelling, peer editing and individualised feedback.

As it is noticed from the results of the third question in the questionnaire, most students have average level in writing and this can be due to lack of practice. Similar to this finding, Hwang (1970) claims that the only way to be a better writer is to write.

Concerning the difficulties students are encountered with, all of the teachers who were interviewed agreed that they face all the three types of errors. Likewise the data obtained from students' questionnaires show that they struggle equally in grammar, punctuation and spelling. The frequent occurrence of errors relate to: grammatical errors (49.5%), spelling (23.8%), punctuation (16.2%), and capitalization (10.5%). This may be due to lack of concentration during writing, or not reviewing and revising their work before submitting final drafts.

Besides, the documents analysis validated the previous findings which go in harmony with the first and second hypotheses. Similar findings were found in an investigation that was conducted by Huang (2001). It showed the distribution of grammatical errors committed by 46 English majors at a University in Taiwan. According to these surveys, verb, noun, spelling, article, preposition, and word choice were the top six common errors .

Thus it is confirmed that L3 students struggle with grammatical and mechanical errors when writing which affects their writing quality and clarity. Besides these, other types of errors were detected throughout the investigation. These include word choice, lack of vocabulary, cohesion and coherence. However, all teachers admitted that addressing these errors is essential for students' proficiency improvement, yet they confessed that it is a huge challenge for them to adopt and develop strategies for error reduction.

The interpretation of data from teachers' interview(question1) and students' questionnaire (question 4) accompanied by corpus analyses, have confirmed the second hypothesis. According to the obtained responses, teachers employed different strategies in order to make students avoid or at least minimise errors. These include peer editing, individualised feedback and modelling. Yet, still each one of them opts for a certain technique and has a distinct perspective.

The results revealed that the majority of teachers prefer to use individualised feedback to address each student's errors independently and so more than half of students would rather have personalised correction in order to have a clear idea about which areas need improvement in their writing. Their choice can be based on their experience in writing and the results they had. Modelling is also another technique that the students would benefit from, which is not widely used by teachers for the reason that it prevents students from being creative and that it makes students rely heavily on those models. In contrast, providing free

error work is impossible to be realised by EFL students as it is not easy to memorise every common mistake in terms of grammar, cohesion and coherence, spelling etc... .

A technique that appeared to be neglected by almost all teachers is peer-editing which works best with overcrowded classrooms. It is deemed important as it provides students with a chance to exchange not only their works but also their feedback and knowledge. In using this technique, the teacher must establish an environment that encourages students to cooperate between themselves and always remain active and keep a tight eye on the peers with little assistance, much more observation and guidance and finally assessing their correction. Under this technique the students are in charge of their own editing and revising since their role expands for greater ownership of both producer and assessor. This technique also suits better students who feel uncomfortable when receiving feedback from teachers. Yet, some educators perceive peer editing as a time-consuming process fraught with distractions and noise within the learning environment.

The third hypothesis posits that educators employ various strategies to mitigate writing errors among students, including peer editing, individualised feedback, and modelling techniques; this assertion suggests a multifaceted approach to addressing writing proficiency. Individualised feedback as one proposed technique where teachers provide tailored guidance and suggestions to students based on their unique writing strengths and weaknesses. According to the data gathered from teachers' interviews, modelling represents another pivotal strategy which is used in few cases to exemplify correct grammar usage, sentence structure, and organisation through model texts or interactive writing exercises. Furthermore, peer-editing is considered as the least used technique for addressing writing errors among students, the reason behind is the challenges or reservations that may encounter teachers in implementing this technique effectively. These findings confirm the last hypothesis indicating that educators indeed employ all the three techniques depending on the situation.

The current study has been confronted by various limitations, counting the fact of having problems collecting more L3 students to answer the questionnaire and though many open questions were left unanswered. Then, analysing their copies was not as easy as it looked at the beginning because of their unclear handwriting, which caused difficulties in understanding what they were trying to write.

From the part of teachers, only 3 of them answered the questions of the interview directly and constantly and provided reliable information on how to implement each technique, while

the remaining ones did not give precise answers concerning their techniques of error reduction and unfortunately their answers were not consistent and relevant to the scope of the study.

All in all, the researchers infer from the discussion of the results that despite the seven years of studying English, students still commit serious errors in their writings. This highlights the need for continued practice and exposure to the language even beyond formal education, and suggest that traditional teaching methods might need to be supplemented with more targeted strategies for specific error types, including modelling, peer editing, and individualised feedback.

## **2.6. Suggestions and Recommendations:**

Students have offered some valuable suggestions for techniques that could complement the existing strategies and further minimise writing errors. The majority of them called teachers to use modelling more since it allows them to visualise correct techniques and sentence structures, it also provides clear and helpful guidance on how to write correctly and eventually to avoid the maximum errors. Furthermore, teachers are expected to motivate their students instead of criticism with constructive feedback which can foster a growth mindset, they can prompt them to write more as well through assignments. Another way is to offer incorrect models to let them detect the errors which can be a great strategy to memorise frequent mistakes, sentence structure...etc. Moreover, the occurrence of Artificial Intelligence tools can assist with grammar, spelling and even punctuation errors. Furthermore, students themselves highlighted the importance of reading as a valuable technique. By actively engaging with well-written texts, they can subconsciously absorb proper grammar, sentence structure, and vocabulary usage. Finally, incorporating reading alongside engagement with watching movies with English subtitles can strengthen language skills in a captivating way.

### **2.6.1. Suggestions**

Based on the interview, there are some suggestions to use certain techniques in order to minimise students' writing errors.

#### **❖ Suggestions to implement individualised feedback technique:**

It can be highly beneficial to give regular assignments to students in order to encourage them to practise and improve their writing skill. Secondly, it is necessary to provide individualised guidance during the session by reviewing each students' writing production.

This can be by going through the rows, checking their works and giving comments. Moreover, it is necessary to point out the students' writing errors after collecting the assignment and offer direct or indirect feedback in order to help the students get insight about their writing. Furthermore, it is importance to discuss with students their writing errors to pay attention more while writing

❖ **Suggestions to implement peer editing technique:**

With this technique, students are given the opportunity to be teachers and this can foster engagement. Also, by making it competitive between students, they will do their best to find their colleagues' writing errors. Moreover, providing guidance by the teacher is essential during the session because the students need assistance while providing errors correction to their colleagues. This helps them learn and develop their critical thinking and self-assessment skills. Additionally, it is crucial for teachers to have good control over the classroom in order to manage any noise. Being patient is also important when every peer asks for help. Implementing these suggestions will help students feel engaged and motivated.

❖ **Suggestions to implement modelling:**

It is beneficial to select an easy and well-written model of writing to make it accessible for students to follow it. Additionally, it is necessary to show them different styles of writing; sentence structures and writing techniques which can help them learn from. Furthermore, leading students by questions while reading and analysing the model is so important. This way can help them actively engage with the model, understand its elements, and apply what they have learned from it into their own writing.

### **2.6.2 Recommendations:**

The main research findings indicate that L3 students of the Department of English at the University of Tlemcen have difficulties in various areas when writing as they commit different types of errors in their paragraph and essay writing. Therefore, the researchers tried to find solutions and suggestions for both teachers and students that intend to reduce these errors. It was noticed that the frequent types of errors are punctuation, spelling and grammar. These errors can be due to lack of reading, the misunderstanding of rules or lack of writing practice. In order to solve this problem, on the one hand, students must practise more reading and writing since it is their responsibility to make more efforts to reach proficiency. By practice, they learn how to formulate sentences and organise ideas with correct grammatical structures. On the other hand, teachers are concerned with their students' error treatment.

To put it differently, it is essential for teachers to help their students avoid or at least minimize their errors by applying mixed techniques during their writing sessions and engage them into reading and writing practice both inside and outside the classroom and follow up with feedback discussion. Moreover, for a rich vocabulary and the way words are spelled, it is suggested to not simply read but also to watch English movies with English subtitles rather than translated subtitles in Arabic or French. Another significant solution to overcome the problem is reading which is the starting point for writing, it to expose students to the right form of English and new writing styles as this reinforces their understanding by supplying extra knowledge and extends their vocabulary.

The most difficult task in teaching is correcting students' errors which must be addressed frequently to avoid fossilisation. However, teachers' techniques must be adapted to motivate and encourage students for self-editing. An Example of these techniques is peer correction, *"When considering correction of errors as the stage of more or less free writing, it is a useful and stimulating exercise for the students to check their work in groups or pairs. This saves the teachers' time and encourages communication among the students"* (Norish, 1983, p.71 as cited in Alfaki , 2015, p.48). It is a way where students learn from each other, freeing up the teacher's time for deeper feedback. This collaborative approach also encourages communication and student engagement.

In addition, teachers' encouragement for writing more, discussing errors and posting students' works so the others can read and benefit from it is another important step that teachers can take to boost their students' writing. Crosswords and puzzles are also other ways for students to memorise maximal words. Besides, the reveal of social media has given the chance to use English and write more either as comments or messages, participate in learning groups and take online language lessons.

Teachers also have control on students' appreciation of feedback where they are not ashamed of their errors, *"if we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they have actually succeeded in doing"* (Byrne, 1988, p.29 as cited in Alfaki, 2015, p.47). Students must consider their errors as a normal step of learning and as a source of understanding and their correction should be also part of the lesson as a learning tool.

In fact, writing is a hard task for both teachers who should seek to use the best techniques and strategies for error reduction and writing development in general. Yet, it is the students who must make the necessary efforts to be effective writers.

### **2.7. Conclusion:**

The main concern of this study is to investigate the main techniques implemented by EFL teachers for the aim of reducing students' writing errors. Regarding the main findings drawn from the distribution of the questionnaires, interviews and the corresponding corpus analysis, it is revealed that L3 students repeatedly make errors in their writing including grammar, punctuation, capitalisation besides word choice, cohesion and coherence. Teachers tend to adopt one of the most familiar and widely used strategy which is individualised feedback, as it is proved to be an effective tool that does not only address errors but also to help students recognize their errors and avoid them according to their perspectives. Modelling is also another technique used in few cases to provide a clear roadmap for students by equipping them with effective strategies to minimise errors. In addition, students react positively to teachers' models and they remain open-eyed to the importance of being guided through it. Finally , peer editing which is almost neglected by teachers who opt to use the previous techniques more, for the reason that it consumes time and causes noise inside the classroom although it fosters collaborative learning and self-assessment skills, as students engage in critical analysis of both their own and their peers' work. Moreover, The selection of the optimal technique for error reduction is crucial to empower them to become more confident and error-free writers, preparing them for success in academic pursuits and professional endeavours that necessitate strong written communication skills. By the end, some suggestions and recommendations are proposed in order to achieve the goal behind this study, where students as well as teachers can shed light on the use of different techniques during their writing sessions. Teachers have to engage their students into reading and writing practice both inside and outside the classroom and follow up with feedback discussion for error reduction and the development of writing performance .



# *General conclusion*

## **General conclusion**

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Improving writing skill is essential for students to succeed in their academic journey. Many EFL students continue to grapple with a persistent issue in the prevalence of writing errors in their compositions. This challenge significantly impacts learners' writing proficiency and their overall progress in acquiring English as a foreign language. This study aimed to identify the basic mechanical errors committed by L3 students of the Department of English (University of Tlemcen) and to investigate teacher's techniques to reduce their students' writing errors. Regarding the main findings drawn from the data analysis, it was revealed that L3 students struggle with different types of writing errors which affect their writing accuracy. These involved grammar, spelling, punctuations, and as well as capitalization and fragments which negatively impact the quality of their writing production.

This dissertation was composed of two main sections. The first chapter is theoretical part, it encompassed the literature review and imparted fundamental information regarding the topic. It commenced by defining writing and errors, underscoring their significance. Subsequently, it delved into error classification and correction. It then elucidated the diverse strategies employed by educators to mitigate writing errors, elucidated their roles, and outlined implementation. Finally, it concludes with guidance on selecting the most effective technique.

The second chapter dealt with practical part of the study. It began by representing the field of work and the research methodology of the present study, providing information about the research design and methods used. After that, it outlined the results of the obtained data through tables and figures, and then discussed the main research findings. Lastly, the chapter provided some suggestions and recommendations for EFL teachers and students to reduce writing errors, improve writing skill, and enhance their capabilities in writing

Additionally, as it is mentioned before, this study shed light also on three teacher's techniques (modelling, peer editing, and individualised feedback) which contribute in reducing students' errors and eventually developing their writing proficiency. By modelling, students are supposed to be provided with well-written models that contain good organisation of ideas and proper mechanics which help students have clear guidelines in their minds. Using Peer editing allows students to work in collaborative environments in that they can learn from each other, develop their critical thinking and self-assessment to identify and correct their common errors. On its part, individualised feedback offers guidance and addresses errors to help students know their writing weaknesses and needs in order to improve them.

## **Generale conclusion**

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After conducting an exploratory case study, and analysing the collected data. The findings revealed have provided confirmation of the three hypotheses. The research instruments results proved that the presence of mechanical errors significantly influences the quality and clarity of students' writing performance. Moreover, the finding showed that the most common errors found among the students are the grammatical and spelling errors. Furthermore, the third hypothesis was that teachers would have used different techniques to reduce writing errors among students such as peer editing, individualised feedback and modelling. The findings showed the significance of the different teacher's techniques in enhancing writing skill and helping students to reduce their errors. Each participant (teacher) provided the positive effects of certain techniques which s/he relies more on, and the challenges that can be faced when implementing the techniques, also they provided tips for other teachers so that they can implement them effectively. In addition to that, it is necessary for teachers to encourage his/her students to engage with different types of writing and activities. This can help them to be able to express their thoughts properly.

However, the size of the sample population in this research limits the generalizability of findings partly because only a small number of students responded to the questionnaire, and partly because some questions were skipped. Also, few students' assignments were collected for the errors analysis due to the absence of students during Ramadhan. Besides, some of the essays were not completed due to time constraints. Despite these limitations, the study comes up with significant findings and conclusions that would help in gaining deeper understanding and providing suggestions and recommendations as to the topic in question in that it achieves its objectives and contributes in gathering valuable knowledge about the students' writing errors and the teacher's techniques to reduce writing errors in particular and improve writing skill in general.

To enhance this study further, future research can explore different strategies and experiences for both teachers and students. Accordingly, the study suggests conducting research to explore the effectiveness of combining different teaching strategies and find out how teacher training programs can help teachers learn strategies and use technology to minimise students' writing errors. Further research can also explore a students' self-assessment to correct their own errors to improve their writing performance.

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## **APPENDICES**





## Appendices

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- b. No
  - c. Unsure
5. How would you describe the tone of your teacher's individualized feedback?
- a. Encouraging
  - b. Critical
  - c. Neutral
6. How does this tone impact your receptiveness and learning?
- .....

### **Part 2: Peer review**

Q1: Does your teacher encourage you to do peer editing in class?

- a. Yes
- b. No

Q2: Do you find peer editing activities helpful in identifying your own writing errors and areas for improvement?

- a. Yes
- b. No
- c. Unsure

Q3: How does your teacher facilitate and guide peer editing activities?

.....

Q4: In a peer review session, I feel most comfortable acting as:

- a. The one giving feedback
- b. The one receiving feedback
- c. Both equally
- d. Neither, I prefer not to participate

Q5: I believe the teacher should:

- a. provide clear guidelines and expectations
- b. facilitate discussions and resolve conflicts
- c. Offer additional feedback after peer review
- d. All of the above

### **Part 3: modeling:**

Q1: Does your teacher use modeling techniques to show you how to write effectively?

## Appendices

---

- a. Yes
- b. No

Q2: Do you believe that modeled writing examples are helpful in improving your writing? Explain why or why not.

.....

Q3: How does this technique help you identify and avoid writing errors?

.....

Q4: Have you noticed any improvements in your writing owing to this technique?

- a. Yes
- b. No

Q5: Analyzing modeled writing helps me learn and apply new writing techniques:

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

Q6: What do you suggest as techniques or ways to reduce your writing errors?

.....

**Thankyou**

**Appendix B:**

*The Teachers' Semi-Structured Interview Questions*

Q1: Do you believe that addressing errors in students' compositions is important for improving students' proficiency level?

- a. Yes
  - b. No
    - ❖ If yes, how?
- .....

Q2: When dealing with your students' writing errors, what technique do you often use?

- a. individualized feedback
- b. Peer editing
- c. Modeling
- d. Other techniques

Q3: Do you prioritize specific types of errors in your feedback?

- a. Yes
  - b. No
    - ❖ If yes, would you please specify which ones
- .....

Q4: Do you collaborate with colleagues to discuss error reduction techniques among your students?

- a. Yes
  - b. No
    - ❖ If yes, what conclusions did you reach after collaboration
- .....

Q5: Based on your teaching experience, what are the common mechanical errors made by your students in their compositions?

- a. Spelling errors
- b. Grammar errors

c. Punctuation

Q6: Are there other types of errors that pose greater challenges?

- a. Yes
  - b. No
    - ❖ If yes, please identify them
- .....

**Modeling technique:**

Q1: would you please explain in what way you implement it

.....

Q2: Have you noticed any positive changes in students' writing skills after incorporating modeling techniques?

- a. Yes
  - b. No
    - ❖ if yes, would you please give more details
- .....

Q 3: What suggestions/tips can you offer to teachers who want to use modeling?

.....

**Individualized feedback:**

Q1: Do you use individualized feedback as a strategy to help students overcome their writing errors?

- a. Yes
  - b. No
    - ❖ If yes, would you explain more
- .....

Q2: How do you personalize feedback for each student's writing?

- a. Provide specific comments on each student's writing
- b. Offer individual conferences to discuss their work
- c. Others

Q3: Do you have any strategies for helping students understand and correct common writing errors?

.....

**Peer editing technique:**

Q1: Do you use peer editing as a strategy to help students overcome their writing errors?

- a. Yes
- b. No
  - ❖ If yes, would you please explain more

.....

Q2: How do you pair students for peer editing sessions?

According to:

- a. Skill levels
- b. personality
- c. other factors

Q3: How do you encourage students to implement the feedback they receive during peer editing?

- a. Reinforce the purpose
- b. Provide support
- c. Offering individualized help
- d. Others

Q 4: What suggestions/tips can you offer to teachers who want to use peer editing?

.....

Q5: On which base you have chosen X technique? And what makes you not use Y technique?

.....

### Appendix C: Corpus Analyses

#### ➤ Grammatical Errors

- Concerning the possible impression, he facilitate our life such as in education, health, economy ... he give us information maybe that we have never learn about it, we can extract

Furthermore, even though a.i has ~~its own~~ those advantages. But it coming to the world at a rapid pace, and developing through time. That ~~as~~ one day it might take humans for jobs and they did be replaced. Also for the educational side being used to cheat in exams, or to do students homeworks

to its clearest components" (p. 290).

It is mean, when it comes to writing, simplicity and clarity are key, by using straightforward language and organizing

- As a conclusion the (AI) invention is something new in our life, and our world but, he contain as any invention positive and a negative side from it, and it's depend on the person how he use it, and of what he use it.

#### ➤ Spelling Errors:

Artificial intelligence can ~~change~~ effect life if ~~not~~ used responsibly. There are concerns about privacy, job displacement due to automation, jobs being replaced by

in many fields. Specially the AI is one of the most useful in our daily life. In our society our new generation ~~know~~ the AI we use it at least once in the day for each member of the family, we use it in science, cooking, studying in many things. So ~~the~~ what are the main important

negative impression, to make the person very ed the mind of human to think or to create. The

### ➤ Punctuation Errors:

...ing up every, problems, concerning even  
caring, it users alot of time. ~~Colleges~~ Students  
in college for example are using it, to do their  
research in a consize and preaize way. What  
to mention that it is also being used in the field

Clarity ensures that the intended message is easily understood without ambiguity or confusion. Zinsser (1980 P 290) notes that "the secret of good writing is to strip every sentence its cleanest components every word

AI is changing the world in various ways, in the first hand we have the positive side including Improved health care, and enhancing safety and security, Personalization, positive environmental impact, transport and even continued advances health care, improved human - machine interaction, increased collaboration.

➤ Capitalization Errors:

The use of a.i has increased recently due to capability of solving problems, collecting data saving it users alot of time. ~~Colleges~~ Students in college have examples using it to do their

First of all, The positive impact is the global one efficiency and automation enhances the repetitive tasks, this not only saves time but also allows humans to focus on more creative and complex endeavors, fostering

more simpler use keeping doctors diagnose ~~users~~ diseases quicker recommending cool stuff based on our interest. it can enhance safety by predicting and preventing

## الملخص

من الشائع أن يرتكب العديد من طلاب اللغة الانجليزية كلغة أجنبية أخطاء في كتاباتهم. ركزت الأهداف الرئيسية لهذه الدراسة على دراسة التقنيات التي يستخدمها المعلمون لتقليل الأخطاء الكتابية لدى الطلاب، بالإضافة الى تحديد الأخطاء الميكانيكية الشائعة بين الطلاب. ولتحقيق الأهداف المذكورة سابقا أجريت دراسة حالة استكشافية بجامعة تلمسان مع طلاب السنة الثالثة ليسانس في قسم اللغة الانجليزية. استخدم الباحث ثلاث أدوات بما في ذلك الاستبيان والمقابلة لفهم التقنيات الثلاثة التي يستخدمها معلمو CWP بشكل أفضل (النمذجة، مراجعة الأقران وملاحظات فردية) وكذلك تم تحليل عينات كتابة الطلاب لتحديد الأخطاء الميكانيكية الأكثر شيوعا. أظهرت نتائج هذه الدراسة أن التقنية الأكثر استخداما من قبل المعلمين هي الملاحظات الفردية. بالإضافة إلى ذلك، تعد الأخطاء النحوية والإملائية من الأخطاء الشائعة بين طلاب السنة الثالثة. ويختتم البحث بتقديم اقتراحات وتوصيات عملية للمعلمين لتطبيق تقنيات معينة، وللطلاب لتقليل أخطائهم وتصحيحها.

**الكلمات المفتاحية** الكتابة، لغة أجنبية، الأخطاء الميكانيكية، النمذجة، مراجعة الأقران، ملاحظات فردية.

## Résumé

Il est courant que de nombreux étudiants en anglais langue étrangère (EFL) commettent des erreurs dans leur écriture. Les objectifs centraux de cette étude étaient axés sur l'étude des techniques utilisées par les enseignants pour minimiser les erreurs d'écriture des élèves, ainsi que sur l'identification des erreurs mécaniques courantes parmi les étudiants. Pour atteindre les objectifs énoncés précédemment, une étude de cas exploratoire a été menée à l'université de Tlemcen auprès des étudiants de L3 du département d'anglais. Le chercheur a utilisé trois instruments comprenant un questionnaire et une interview pour mieux comprendre les trois techniques employées par les enseignants du CWP (modélisation, révision par les pairs et feedback individualisée), analysant également des échantillons d'écriture des étudiants pour identifier leurs erreurs mécaniques les plus courantes. Les résultats de cette étude ont montré que la technique la plus utilisée par les enseignants est le feedback individualisé. De plus, les fautes de grammaire et d'orthographe sont les erreurs courantes chez les étudiants de L3. La recherche se termine en donnant des suggestions et des recommandations pratiques aux enseignants pour mettre en œuvre certaines techniques et aux étudiants pour réduire et corriger leurs erreurs.

**Les Mots Clés :** écriture, langue étrangère, erreurs mécanique, modalisation, révisions par les pairs, feedback individualisée.

## Summary

It is common for many English Foreign language (EFL) students to make errors in their writing. The central objectives of this study focus on investigating teacher's techniques to minimise students' writing errors, and also identify the common mechanical errors among them. To achieve these objectives, an exploratory case study was conducted at the university of Tlemcen with L3 students of the Department of English. The researchers have used three instruments which involve questionnaires and interviews to gain insights about the three techniques employed by Comprehension and Written Production (CWP) teachers, namely modelling, peer-editing and individualised feedback, in addition to analysing some students' essays and paragraphs to identify their most common mechanical errors. The findings of this study showed that the technique used most by teachers is individualised feedback and that grammatical and spelling errors are the common errors among L3 students. Based on these findings practical suggestions and recommendations for teachers to implement certain techniques, and for students to reduce and correct their errors are put forward.

**Key words:** writing, foreign language, mechanical errors, modeling, peer editing, individualized feedback.