



**ENGLISH AS FOREIGN LANGUAGE (EFL)
POSTGRADUATE STUDENTS' PERSPECTIVES
TOWARDS TEACHERS' FEEDBACK ON WRITING**

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MASTER THESIS
ENGLISH LANGUAGE AND LITERATURE**

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Ghaith MAHDI titled "ENGLISH AS FOREIGN LANGUAGE (EFL) POSTGRADUATE STUDENTS' PERSPECTIVES TOWARDS TEACHERS' FEEDBACK ON WRITING" is fully adequate in scope and in quality as a thesis for the degree of Master of Science.

Assoc. Prof. Dr. Irfan TOSUNCUOĞLU
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This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language and Literature as a Master Degree thesis. June 22, 2021

<u>Examining Committee Members (Institutions)</u>	<u>Signature</u>
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The degree of Master of Science by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Prof. Dr. Hasan SOLMAZ
Director of the Institute of Graduate Programs

DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname: Ghaith MAHDI

Signature :

DEDICATION

To my Family ... with Love

FOREWORD

I extend my sincere thanks and appreciation to my esteemed Associate Prof. Dr. Irfan TOSUNCUOĞLU for his generosity in accepting the supervision of this research, for his patience, endurance, and encouragement for me, advising and guiding him, whether in the formative matters for research or content. Thanks go to the discussion committee. Also, I thank each of my professors and colleagues at the Faculty of Letters, Department of English Language and Literature; I always find those I consider my idol in dedication, sincerity, and humility. I thank everyone who helped me from near or far in preparing my master's thesis.

ABSTRACT

The present study aims to know students' writing upon acquiring a foreign language and their strategy in learning to write. Writing is critical in learning and knowing a foreign language. The present study aims to form practical solutions to some of the written problems that educated students face. The main objective of the thesis is to find the students' linguistic mistakes in acquiring a foreign language and encourage them to learn the language. The thesis contains the research methodology that the researcher followed in conducting the research. A quantitative research method with quantification and analysis variables in getting achieve results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer the question. The number of males was 39, and females were 39, and a total of 78 students. All students are postgraduate students at Karabuk University in Turkey. The results analysis of the questionnaire questions was SPSS program, then Microsoft 2007 and Microsoft Word 2016. The questionnaire contains nineteen questions for multiple choices, the five-option according to the Likert scale. Evaluations have been used to identify individual weaknesses and strengths for each student so that teachers can offer education services. Evaluation is essential as it promotes learning among students. The current study relates to the existence of many difficulties and errors in writing for postgraduate students. Some of them were good at writing, relied on themselves. We also note that the students are less confident in writing because they are weak and need to develop themselves and focus on grammar and vocabulary.

Keywords: Quantitative Approach, Foreign Language Writing, Corrective Feedback Writing, English as foreign Language Students, Questionnaire.

ÖZ (ABSTRACT IN TURKISH)

Bu çalışma, öğrencilerin bir yabancı dil edinimleri ve yazma stratejileri üzerine yazdıklarını öğrenmeyi amaçlamaktadır. Yabancı dil öğrenmek ve bilmek için yazmak çok önemlidir. Bu çalışma, öğrencilerin karşılaştığı bazı yazılı sorunlara pratik çözümler oluşturmayı amaçlamaktadır. Tezin temel amacı, öğrencilerin yabancı dil edinimindeki dilbilimsel hataları bulmak ve onları dili öğrenmeye teşvik etmektir. Tez, araştırmacının araştırmayı yürütürken izlediği araştırma metodolojisini içerir. Sonuçları elde etmek için ölçüm ve analiz değişkenleri ile nicel bir araştırma yöntemi. Soruyu cevaplamak için belirli istatistiksel teknikler kullanılarak sayısal verilerin kullanımını ve analizini içerir. 39 erkek, 39 kadın ve toplam 78 öğrenci vardı. Tüm öğrenciler Karabük Üniversitesinde öğrenim gören yüksek lisans öğrencileridir. Anket sorularının sonuçları SPSS, Microsoft Excel 2007 ve Microsoft Word 2016 ile değerlendirilmiştir. Anket, çoktan seçmeli on dokuz soru içerir, Likert ölçeğine göre beş seçenek vardır. Sonuçlar, katılımcıların yazılarını geliştirmek için dilbilgisi ve kelime dağarcığıyla ilgili yazılı düzeltici notlara ihtiyaç duyduklarını gösterdi. Değerlendirmeler, öğretmenlerin eğitim faaliyetlerini sağlayabilmesi için her öğrencinin bireysel güçlü ve zayıf yönlerini belirlemek için kullanıldı. Öğrenciler arasında öğrenmeyi geliştirdiği için değerlendirme ayrıca önemlidir. Mevcut çalışma, diğer yandan, lisansüstü öğrenciler için yazmada birçok zorluk içeren hataların varlığı ile ilgilidir. Bazı öğrencilerin yazma konusunda iyi olduğu ve kendilerine güvendiği, bunun yanı sıra bazı öğrencilerin de özgüvenlerinin yetersiz olduğundan dilbilgisi ve kelime bilgilerini geliştirmeleri gerektiği kanısı da saptanmıştır.

Anahtar Kelimeler: Nicel Yaklaşım, İkinci Dilde Yazma, Düzeltici Geri Bildirim Yazma, Yabancı Dil Olarak İngilizce, Anket.

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ABBREVIATIONS

SLA	: Second Language Acquisition
L1	: First Language
L2	: Second Language
ESL	: English as Second Language
EFL	: English as Foreign Language
CF	: Corrective Feedback
WCF	: Written Corrective Feedback
SCT	: Sociocultural Theory
AT	: Activity Theory
ZPD	: Zone of Proximal Development
CA	: Contrastive Analysis
SPSS	: Statistical Package for Social Sciences

SUBJECT OF THE RESEARCH

The thesis topic has aimed to English as foreign language (EFL) postgraduate students perspectives towards teachers' feedback on writing. Also, the thesis aims at the different directions students' corrective notes towards writing in a foreign language. These errors in writing also indicate the vital interests of each language teacher. Also, the thesis aims to know students' writing upon acquiring a foreign language, what strategy they follow in learning to write. Finally, the subject of the study aims to form practical solutions to some of the written problems that educated students face.

PURPOSE AND IMPORTANCE OF THE RESEARCH

The current study aims to learn how postgraduate students at Karabuk University develop their writing and their strategy in acquiring foreign language writing. Writing is of great importance in achieving the learning of foreign language writing. Also, this thesis aims to find language errors of the learners and limitations the strengths and weaknesses in foreign language writing.

METHOD OF THE RESEARCH

Data analysis approach consisting of quantitative research methods. Participants are 78 students, thirty-nine males, and thirty-nine females—participants of the current study English as foreign language teachers' postgraduate students' towards foreign language writing. Also, data collection instruments have been used in questionnaire questions—the questionnaire data in quantitative research methods. The student questionnaire has English as foreign language (EFL) postgraduate students perspectives towards teachers' feedback on writing. Participants are consisting of seventy-eight students ranging age them 24-61 years. The participants were of different nationalities, including Iraq, Egypt, Syria, Turkey, Yemen, and Palestine, at Karabuk University in Turkey.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

The current study concerns many difficulties and mistakes in writing for postgraduate students and emphasizes writing in academic study. This study also aims to reveal the most critical difficulties and errors in writing a foreign language and these common mistakes in writing that students make because of their lack of grammar, language, meanings, and writing.

SCOPE AND LIMITATIONS / DIFFICULTIES

The current study also implies that when students have corrective feedback written, they can use other sources to correct their errors. Although the present study was limited to conducting opinion students with seventy-eight EFL postgraduate students at Karabuk University in Turkey, the conclusions could likely contribute to English language acquisition/learning, especially writing skills.

CHAPTER ONE

INTRODUCTION

Writing is essential because it has widely used in working environments. Students cannot communicate well with professors, employers, colleagues, or just anyone else if they do not know how to express themselves in writing. In addition, a great deal of professional communication has been made in writing: suggestions, reports, appeals, preliminary interviews, emails, and more are part of a college student's daily life or a successful graduate.

Writing has a unique position in language education since it involves practicing and learning other three language skills, including listening, reading, and speaking. In addition, other skills such as metacognitive skills need to be mastered. Metacognition is essential in writing: because it helps students learn from their previous knowledge through a metacognitive focus. Learners need to set their objectives, plan them carefully, think about their layout and logic structure, revise. They must use the cognitive skill in writing; they need to analyze and synthesize their sources in a compact document. One of the best ways to attract students to write is to register as freely as possible at the start of the learning process and evoke a sense of creation. Creative writing can play an essential role in developing writing skills (Quoted in Blanka, 2013).

The response is feedback. It can consist of teachers, students, students, or computer programmers. Feedback on the strengths and weaknesses of students can and should focus. It can also be emotionally oriented. The input of teachers can also encourage critical thought by challenging the ideas of learners.

Peer feedback is an efficient way of encouraging self-confidence and self-directed learning. Feedback benefits both donors and recipients, in my opinion. Students should be able to identify their strengths and weaknesses to promote independent understanding. Since it is not an easy task to assess one's work critically, feedback on the work of others is a good beginning.

While the types and features of feedback that teachers give have commonly been reflected, there is a tendency to disregard teachers' general picture. Probably the reason why the effectiveness of grammar correction is under discussion (e.g., Ferris, 1999; Truscott, 1999). Teachers should consider the relationships between teachers and students and the total amount of feedback provided to ensure that the number of mistakes avoids learners.

Evaluations have also used to identify individual weaknesses and strengths for each student so that teachers can offer education or social services specialized in academic support. In addition, a wide range of individuals and groups, including teachers, district managers, universities, private enterprises, state education departments, and groups that include a combination of these individuals and institutions, are involved in the evaluation.

Evaluation is essential as it promotes learning among students (Brown,1990). Most students tend to concentrate their energies on the best or quickest way to pass their 'tests.' This knowledge enables us to manipulate the learning carried out through our evaluation strategies. For example, evaluation strategies that mainly focus on knowledge retrieval will probably promote superficial understanding. On the other hand, we are likely to achieve a higher level of student performance or achievement if we choose evaluation strategies that require critical thinking or creative problem resolution. Good evaluation can also help students become more efficient autonomous students (Darling-Hammond, 2006). As stated above, learning motivation and guidance is only one evaluation purpose. Well-developed evaluation strategies are also a vital component of the ongoing quality improvement processes at the lesson, course, and curricular level.

The judgments have integrated with other tasks in informal assessment, such as feedback from the lecturer on answering a question or feedback from the preceptor while performing a bedside procedure. Informal evaluation is used for formative feedback most often. As such, it is less dangerous and therefore less stressful for the student. Informal feedback, however, is likely to be very subjective or partial. Formal evaluation occurs when students are aware that the task they do is a written examination, for example, for evaluation purposes. Most formal assessment is also summative and has a more significant

impact on motivation, and is associated with increased stress. Due to their decision-making role, formal evaluations need to be conducted more reliably and validly than informal evaluations (McAlpine, 2002). The present study examines the students' general attitudes to errors and their input on the value and utility of language learning.

1.1. Background of the Study

Researchers have several different views as to whether corrective input on grammar in writing increases thesis alertness. This disparity has primarily been attributed to a review by Truscott (1996) that shows that an error correction in writing by students of L2 is not beneficial to student accuracy and even poses risks for students. However, unlike Truscott, more recent studies improve the case of the correction of grammar. For example, Ferris and Roberts (2001) discovered that students who automated their work after code marking or underlining their mistakes better checked their writings than those who automated their report but whose mistakes have not been kept. In addition, Ellis, Sheen, Murakami, and Takashima (2008) investigated the efficacy of corrective feedback with EFL students. Those students who received both concentrated and unfocused feedback was positively influenced and did better generate new texts than those who received no feedback.

There have also been several studies to explore how different types of input can improve the writing of grammar. Russell and Spada (2006) describe the kind of feedback as "a continuum between implicit and explicit feedback" (P. 137). The more explicit conditions give the correct answer or clarify the error. On the other hand, implicit feedback types may indicate an error (for example, underline) or display an error only (Russel & Spada, 2006). Chandler (2003) analyzed four types of remedial feedback; 1. immediate, 2- error focus, 3- error identification, 4- concentrate alone. He found that both direct correction and errors have merely improved students' writings in both evaluations and subsequently mentioned more than the two other forms. Bitchener (2008) also analyzed three records of corrective feedback and no feedback. He found that new works' accuracy improved more than immediate input and written and oral explanations, with

only written metalinguistic responses or direct fixes. Transparent feedback and written metalinguistic descriptions were also more effective than direct feedback.

Hyland and Hyland (2001) researchers have studied the input more specifically, besides researchers that examined the types of corrective feedback. The function of love, critique, and feedback on an example has been explored. He found that the teachers used confirmation in their remarks to alleviate the effect of concerns and proposals. He said that students did not understand their teachers' true meaning while teachers understood their comments indirectly.

Corrective feedback mainly concentrates on how effective corrections are and what kind of feedback allows students to enhance their accuracy. Yang and Yu (2006) compared motivation from teachers and peers and showed students using instructor-specific and peer-inputs to develop writing. Teacher feedback and peer feedback. He found that peer input helped ensure consistency without instruction from the instructor-teachers' role in deciding the use and the source of information affected the students' autonomy.

Students' and teachers' expectations regarding feedback and reviews play an essential role in evaluating students' and teachers' ability to use input and feedback generally. That is why students and teachers have been researched to analyze this subject by contrasting ideas of students and teachers in Colombia. The U.S. Schulz noted that grammar solution feedback is suitable for both cultures' pupils. The teachers from both cultures were enthusiastic about corrective grammar input. In another study, Chandler (2003) analyzed students' and teachers' attitudes and found that students prefer direct corrections, as they can use them quickly. Teachers liked this since they could reply with many drafts in the second quickest way. The errors were the fastest way to illustrate just a breeze for teachers, and students also wanted to stress that they enhanced their writing accuracy. Lee (2004) showed that students and teachers select and depend on teachers to make extensive bug feedback. Lee found that students and teachers can change their preferences in writing over time. Sakali (2007) reviewed student assumptions about input

over time. He has seen that students improve with time because of their writing experience and not because of their teacher feedback style.

While feedback is successful, students often repeat the same mistakes. This may be because they don't like the reviews they get. The teachers' views on feedback forms are also important since they can use them more effectively if they want their feedback. Students' expectations of the feedback style they receive are critical as their perceptions determine how much feedback they integrate into their writing. Students' and teachers' behaviors towards the various forms of feedback should be found to decide what feedback is preferable.

1.2. Statement of the Problem

There has been broad research about the effectiveness of various written input types, both explicit and implicit (Chandler, 2003; Bitchener, Young & Cameron, 2005; Bitchener, 2008; Ellis et al., 2008; Bitchener & Knoch, 2009). Furthermore, students and teachers have observed preferences for feedback or lack of feedback (Schulz, 2001; Lee, 2004; Sakali, 2007).

Nearly all students, particularly elderly students, have strong and determined opinions about how they teach. These beliefs have based on the experience of learning and the assumption that a particular style of teaching is their best way to learn. The students' premises are mediators in their classroom perception. Therefore, it is essential to carefully analyze the experiences of teachers and students of different forms of input in any context.

The current study problem is knowing how students develop their writing upon acquiring a foreign language, what strategy they follow in learning to write, and the aims to form practical solutions to some of the written problems students face. In addition, the study problem is knowing the linguistic mistakes of postgraduate students at Karabuk University in a foreign language writing.

1.3. Aim of the Study

Error is one of the essential methods used to respond to the writing of students. Written modifications to improve student writing skills have been extensively studied. The aim is also to examine the students' general attitudes to errors and their input on the value and utility of language learning. Also, the main objective of the thesis is to find the students' linguistic mistakes in acquiring a foreign language and encourage them to learn the language. The current study is looking for solutions and basic methods for learners to write a foreign language and what is the easiest way to acquire a foreign language.

1.4. Research Hypotheses

The current study concerns many difficulties and mistakes in writing for graduate students and emphasizes writing in academic study. This study also aims to reveal the most critical difficulties and errors in writing a foreign language and these common mistakes in writing that students make because of their lack of grammar, language, meanings, and writing.

1.5. Significance of the Study

The current study shows the possible criteria students take towards their writings in learning the foreign language writing. The goal is to determine the language trends as a foreign language towards students of graduate studies at Karabuk University towards second language learning. Also, the significance is to know how students develop their writing upon acquiring a foreign language, what strategy they follow in learning to write, and their difficulties language in learning a foreign language.

1.6. Research Methodology

The thesis contains the research methodology that the researcher followed in conducting the research. Data collection procedure, data collection instruments, questionnaire questions, research question, data analysis methods, participants and setting, a quantitative research method with quantification and analysis variables to achieve

results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions.

1.7. Limitation of the Study

The thesis has conducted on the participating students at Karabuk University in Turkey. The questionnaire questions were asked to postgraduate students toward foreign language writing, both males and females. The number of males was 39, and females were 39, and a total of 78 students. The researcher wanted to include a more significant number of participants in the thesis. Still, circumstances did not allow due to the critical conditions that the world is going through, which is the Coronavirus (Covid-19). All students are postgraduate students, and they have asked the questionnaire questions, then analysis in SPSS, then Excel, and the Word 2016.

CHAPTER TWO

REVIEW OF PREVIOUS STUDIES

The thesis focusing on students' feedback preferences displays divergent results. Regarding feedback types, some studies indicate that students prefer comments on content and ideas rather than on grammatical errors (Semke, 1984; Zamel, 1985). Other studies show that students demand feedback on their grammatical errors (Leki, 1991; Ashwell, 2000; Lee, 2005). Still, results indicate that students expect various types of feedback, including content-related, grammatical, and organizational aspects (Radecki & Swales, 1988; Ferris, 1995; Lee, 2005).

Most of the research in the field, on the other hand, meet on the ground that students and teachers need to agree on the helpful feedback types and strategies (Leki, 1991; Raimes, 1991; Saito, 1994; Diab, 2005; Plonsky & Mills, 2006). However, studies have also revealed that such a match in the preferences does not come naturally. When there is no prior investigation, pre-planning, or training, a game in students' and teachers' feedback preferences is almost circumstantial (Saito, 1994; Hyland, 1998; Diab, 2005; Montgomery & Baker, 2007). However, when students are included actively in defining the scope of feedback, the chance of meeting both students' and the institutions' needs may increase (Plonsky & Mills, 2006).

Moving from these discussions, it seems that adopting a strategy for feedback based on the outcomes of other learning contexts may not meet our students' specific needs. As Joughin (2008) states, when teachers expect students to understand the academic standards of the learning situation and try to improve their performance based on teachers' judgments on their current achievements through feedback, they may fail to consider that professional or academic standards are not always clear for students since these standards are derived from context-free theoretical perspectives. Therefore, rather than meeting the pre-specified learning and teaching standards, students may benefit more

from feedback that has based on the specific setting and the contextual constraints such as the linguistic, educational, socio-economic, and cultural background of the learners to suit their particular needs (Hamp-Lyons, 2001; Amrhein & Nassaji, 2010; Bailey & Garner, 2010). Since the way they receive feedback will determine students' course of action and the possible subsequent learning (Black & William, 1998), teachers need to acknowledge the importance of student involvement and place room for their needs and preferences (Hyland, 2010). There should be a dynamic interaction between the teacher and learners to communicate both parties' needs and conditions. A good number of studies suggest that students are eager to gain opportunities to voice their needs and to experiment with different feedback options (Leki, 1991; Master, 1995; William, 2001; Lee, 2007). The current study looks at perspectives students for their written corrective feedback at Karabuk University in Turkey. Also, in the present study, error correction is one essential method used to respond to writing skills. Written modifications to improve students writing skills have been extensively studied. The present study examines the students' general attitudes to errors and their input on the value and utility of language learning.

2.1. Feedback

Feedback has long considered to be essential for improving foreign language skills, both in terms of their learning ability and their motivation as a student. Feedback suits the work of a specific student with some explanations and suggestions. It means that teachers need to be precise in explaining the mistake in providing feedback to the students. Input in teaching should provide information directly on the learning process to help students understand what they have learned and learned.

Good feedback is one of the skills that teachers need to learn in an excellent formative evaluation. Vital feedback provides students with the knowledge they need to realize where they are and what they have to do next. Students may try and change themselves as they think and understand what to do, why, and how to fix it. In other words, they have been inspired to improve their capacity. By deciding on a particular type of feedback, a writer may emphasize, isolated, or combined with multiple aspects, the

form, material, discourse, punctuation, or any other language topic and written classroom context that feedback has a vital role in serving the multidimensional purpose.

It has a more significant pedagogical function, in addition to evaluation goals, by pointing out other text students write, encouraging students to explore the potential of the text and appreciate the writing meaning and have a sense of audience and an appreciation of the needs of the audiences for which they write (Hyland & Hyland, 2006). Corrective input is available in language learning and teaching. It includes certain forms of feedback that students will get. Corrective feedback is needed if students make learning mistakes. Also, teaching errors suggest what teachers need to learn (Corder, 1967). Written corrective input applies to different ways in which readers can respond by telling that any use in writing does not comply with target-language standards. Any reader, such as peers or mates, may provide written corrective input, but usually instructors in most language classrooms. Moreover, oral disciplinary information suggests corrections to repair ill types of language units. Teachers offer corrective guidance when students misuse the target language.

2.2. Written Corrective Feedback

Written Corrective Feedback is a standard occurrence in education and general learning. Fixed feedback is an area that links teachers' and second language acquisition researchers' concerns. Teachers prefer to reflect on whether to correct students' mistakes and when and how to fix them. Corder (1967) suggests that errors in the teaching perspective show what student also needs to understand. Usually, a student provides formal or informal feedback on their success on different assignments from an instructor or colleague (s). Corrective input typically concerns the linguistic aspect of writing. Corrective feedback is needed if students make learning mistakes. Written disciplinary information applies to readers' different ways by suggesting that any use in hand does not comply with target-language standards. Any reader, such as peers or mates, may provide written corrective input, but usually instructors in most language classrooms. Moreover, oral disciplinary information suggests corrections to repair ill types of language units. Teachers offer corrective guidance when students misuse the target language.

There are two ways to provide corrective feedback based: (1) explicit revised feedback, which is language instructor, interrupted utterance of students by metalinguistic clarification, and (2) implicit corrective feedback, which is a language professor interrupted report by providing some language feedback without any explanation of language. On other occasions, there are six forms of corrective feedback (Lyster & Ranta, 1997). It is a necessary correction, recasting, request for clarification, metalinguistic feedback, elicitation, and repeat. Ellis (2009), six types of corrective feedback are also available. Direct feedback, indirect feedback, metalinguistic feedback, feedback orientation, electronic feedback, and reformulation are all about this.

2.2.1. Written Corrective Feedback Classification

Some experts classify feedback into some categories. Ellis (2009) found six forms of corrective feedback in the classroom. Types of input found by Ellis are typically used in correcting the writing task. Lyster and Ranta (1997) also suggest that six categories of some experts classify feedback into some types. Ellis (2009) found six forms of corrective feedback in the classroom. Types of input found by Ellis have typically used in correcting the writing task. Whereas Lyster and Ranta (1997) also propose six forms of corrective feedback used in the classroom, which usually uses in giving oral feedback. For this analysis, the researcher will use Ellis's model in analyzing the results. Written corrective feedback (direct, indirect, metalinguistic corrective feedback, electronic feedback, focused and un-focused corrective feedback, and reformulation) has been classified (Ellis, 2008).

2.2.1.1. Direct versus indirect written corrective feedback

Teachers provide their students with two forms of written feedback: direct and indirect. Hartshorn, Evans, Merrill, Sudweeks, Strong-Krause, and Anderson (2010) illustrate that the incremental outcome of a structured approach to direct written input can be the correctness of English as second language writing. Students who receive corrections can understand their mistakes' proper structure (Falhasiri, Tavakoli & Hasiri, 2010). Should that use time professionally so students should not waste their time learning unsuitable reactions to more demanding levels because error correction is an operational

way of accuracy of written second language students from time to time (Beuningen, 2010). In comparison, students who receive direct modifications appear to be doing better than students who do not receive them. One research study found that in group A, respondents receiving immediate written answers such as addition, deletion, and substitution surpassed those receiving indirect replies as codes (Hashemnezhad& Mohamadnejad, 2012). On the other hand, students who receive no guidance often need to discover their errors alone. Rahimi (2009) says students need more time to improve their writing accuracy and correct mistakes in the absence of feedback.

Besides, it is undeniably vital to link direct corrective feedback to students' performance to improve their writing, particularly in grammar, by primary school students. Also, "direct feedback may take various forms, including crossing out unnecessary word, phrase, or morpheme; inserting a missing word or morpheme; or writing the correct word or form..." (Hyland& Hyland, 2006). According to Bitchener and Knoch (2009) shows that direct corrective input has often been well-defined as the instructor providing the above or nearly the linguistic inaccuracy with the correct linguistic form or structure. Some teachers assume that direct corrective feedback would allow students to recognize their mistakes in enough time. The straightforward correction technique might have been helpful when paired with another commentary (Guenette, 2007). Second language studies predicted that linguistic precision in ESL writing evaluation would be a significant factor.

In comparison, an immediate correction written with metalinguistic findings in earlier research was more effective because it allowed students to understand and facilitated learning (Sheen, 2010). The instructor corrected the student in more than 45% of cases explicitly and presented the correct form for the student (Hyland & Hyland, 2006). Students can quickly understand the correct spelling and shape of such rules through direct corrective input. As a result, learners should understand the proper structure of their errors, and the instructor does not always expect the correction of errors to succeed (Falhasiri et al., 2010). Second language learning novices typically appreciate the luxury of providing more detailed corrective input. As a foreign language, many

intermediate English students may benefit from comprehensive feedback on errors in their written structure (Lawley, 2004).

On the other hand, many studies compare feedback of various kinds if that feedback is more successful. One of the classes shows that receiving direct input or clear input from teachers is not operational because of the student's involvement. The evidence suggests that if the students receive clear corrective guidance, they do not discover their mistakes. Second-language teachers typically prefer direct and metalinguistic explanations to give novices a good understanding of grammatical laws. More transparent and thorough feedback seems to work better, for example, by offering immediate correction with metalinguistic description (Kim, 2009). Zobl (1995) proposes one of the non-effects of metalinguistic information, where students go beyond the explicit information given. Previous evidence suggests that exact metalinguistic comment works better for some forms and enhanced inter-language inaccuracies than others (Falhasiri et al., 2010). Furthermore, who received indirect feedback regarding their writing on accuracy recognition and codes, indicated a more substantial increase in the development of new written materials. Given this proof, students with indirect feedback can be shown to perform more accurately in writing.

While several research studies examined the efficacy of several kinds of written feedback in student writing, little attention has been given to the overall consistency of all forms of corrective feedback in the teacher and student literature. This thesis focuses primarily on understanding the perspective of written input on target language writing production from students. The proposed study may be helpful for potential teachers to be more informed of the efficacy of written information from teachers in improving students' writing. According to Farrokhi and Sattarpour (2012), note that even skilled L2 students may further increase their mastery of linguistic features, which continue to appear as defects in their written texts by providing written feedback.

2.2.1.2 Focused of Written Corrective Feedback

Written corrections may also be given widely or intensively. For example, teachers can either correct all or most of the students' mistakes (unfocused or detailed written corrective feedback) or choose some particular errors (focused or selective written corrective feedback) at a time. Ellis (2009) states that "processing corrections are likely to be more difficult in unfocused corrective feedback as the learner is required to attend to a variety of errors and thus is unlikely to be able to reflect much on each error" (p. 102). Thus, oriented or selective WCF is more productive as students need to concentrate only on one mistake before they grasp the essence of that mistake and, therefore, learn the correct type. As discussed earlier, potentially, students can have trouble processing too much information from feedback. Students with a low level of L2 skills might need a higher cognitive load level to process new knowledge (WCF from the teacher). They must also equate it with the current data in the long-term memory to make the required information operational. On the other hand, L2 (advanced learners) students can incorporate and internalize WCF feedback (Bitchener & Storch 2016).

A considerable amount of research has been done to assess the impacts of the non-content (Van Beuningen, et. al.,2012) and based reviews on the student writing performances (Bitchener, 2008; Bitchener & Knoch, 2008, 2009, 2010). However, if each method has been analyzed separately, it would not be possible to draw reliable conclusions. Studies comparing oriented or unfocused feedback may be of greater significance for validating each feedback form's efficacy and its practical function in improving L2 accuracy. In a study by Ellis, Sheen, Murakami, and Takashima (2008) of 49 male Japanese intermediate EFL University students, the focused approach was more successful than the non-focused one. The students had direct error correction for English articles in the focus group, while the WCF group had all the error categories and English items. It has been found that the two groups surpassed but were equally successful, the control group (no feedback provided). However, a study of 80 ESL learners by Sheen, Wright, and Moldawa (2009) shows that unfocused WCF in one grammatical (English) category and four grammatical (articles, copula, regular, irregular past, and predispositions) types were less successful than centered WCF. Unlike Ellis et al. (2008),

these findings showed that the selective method of providing WCF was more successful than the comprehensive approach. But as the researchers acknowledged, the lack of consistency in the provision of a complete WCF was a weakness of this study, as inevitable mistakes have been corrected while others have overlooked. Sheen et al. (2009) confirmed the experimental studies results (Farrokhi & Sattarpour, 2012). who investigated 60 advanced L2 students. The oriented WCF community outperformed the group concerning the correct usage of English posts.

2.2.1.3. Metalinguistic of written Corrective Feedback

The teacher provides metalinguistic written Corrective Feedback with a metalinguistic indication of the mistake's existence. It means whether an instructor is attempting to rectify all or most of the student's errors, choosing one or two particular forms of the error to remedy. This feedback is divided into two groups, a) unfocused remedial input and b) corrective feedback.

2.2.1.4. Electronic of written Corrective Feedback

Electronic of written Corrective Feedback is when the instructor gives an error and a hyperlink to a matching file, which provides fair use examples. It includes email input to students on their work, feedback provided by electronic notes on essays, projects/folios or other, through blogs and wikis, and online games/activities.

2.2.1.5. Reformulation of written Corrective Feedback

Reformulation of written Corrective Feedback involves the rework of the students' entire text to render the language as indigenous as possible while retaining its original material intact.

2.3. The Importance of Written Corrective Feedback

This chapter has discussed the argument about WCF use and its influential role in developing students' ability to improve their writing based on two leading theoretical perspectives: cognitive and sociocultural.

2.3.1. Cognitive Perspectives on Written Corrective Feedback

When students receive written corrective input, researchers have explored several cognitive data processing problems. These studies sought to understand these mental processes and how they lead to L2 development. They have also intended to explore how cognitive processes could lead to student writing skills' long-term development. Two forms of language knowledge are widely accepted: explicit and implicit. Students must actively research the language elements with detailed knowledge, although tacit knowledge does not require students to be aware of the language because it has automatically been used. It is unclear if who can convert explicit knowledge into implicit knowledge through multiple target language use. Krashen (1985) concluded that conversion is not possible from explicitly to implicitly. However, some interactionists confirmed the probability of such modification since students would immediately use the language (Ellis, 2005). Printed rather than oral feedback offers students two critical advantages: 1. "the permanence of time" and 2. "the additional time that learners have to think about what and how they write" (Bitchener & Storch, 2016, p.11). These benefits will help student authors spend significant time noticing and understanding WCF clear information from their teachers. This knowledge is transformed into implicit experience in practice as students internalize the linguistic information presented in a written input. The first question, though, is how this process can happen. This can be explained in two models relating to learning skills: Anderson's model and McLaughlin's model for processing information.

Skill Acquisition Theories primarily refer to the progress from an aware linguistic input process to a less regulated (automatic process through which students enter the procedural level. About Anderson's model, Anderson (1983) pointed out that the process of conversion went through three phases: from the "declarative" to the "association" to the "selfless" degree. Without practice, learners cannot switch from one stage to another. However, DeKeyser (1998) noted that students could effectively practice through contextualized exercises, which will aid in the processing and storing of declarative information in the long term. Then the mechanism would possibly become

more entrenched after repeating practices (practice). The information has preserved in the long-term memory as units that can be easily retrieved when appropriate. The process of comparison between existing data (such as student writing results) and new knowledge (such as WCF, given by the teachers to the students) has been stored in the long-term memory (Bitchener & Storch 2016).

2.3.2. Sociocultural Perspectives on Written Corrective Feedback

The results of the efficacy of WCF based on the *Sociocultural Theory* (SCT) and other theories derived from this theoretical model (for instance, *Activity Theory* (AT)) have been explained in several studies. One of the key constructs in SCT closely linked to WCF and used to interpret how and why successful WCF encourages L2 growth is the *Zone of Proximal Development* (ZPD) scaffolding. The interaction between the expert (a professor who provides the WCF) and the beginner (a student who receives the WCF in writing) is essential from the perspective of SCT to advance the production of accuracy in the writing output of students. Growth happens if teachers offer meaningful support to students. To make support successful, teachers should recognize students' current development level and assist their actual capabilities (ZPD). Vygotsky (1978) defined ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86). Scaffolding, which is a related term of ZPD, allows less competent people (learners) to carry out the required task by being helped by more qualified people (teachers), Lindqvist (2012) has reported. Scaffolding is steadily decreased and eventually eliminated if students achieve the potential growth level and complete the assignment. No particular form or technique of WCF is most productive in WCF respect from an SCT perspective because WCF activities have matched with student ZPD. Since the current performance levels differ, teachers have to provide each student with appropriate WCF based on their ability to obtain the assistance (feedback). Over time, students will switch from being supervised to being self-regulated and will be able to correct their own mistakes (Bitchener & Storch, 2016).

2.4. Theoretical Framework

Second Language Acquisition theorists and scientists have given different opinions on the position and treatment of errors in the last several decades. Some strongly believe that errors interfere with the development of a second language and should be entirely removed. Other errors are beneficial because they shed light on the current state of students' learning and their role in developing the target language. Obtain an informed knowledge of this subject, various points of view should be taken into account, as illustrated below.

2.4.1. Early Perspectives on Error and Corrective Feedback in SLA

Since the middle of the 20th century, the study of learner errors and error management, strongly influenced by linguistic perspectives, has been a key motive in SLA science. This point also discusses the issues related to error function and CF for L2 learning and acquisition, such as *Contrastive Analysis*, *Error Analysis*, and *Monitor Model*.

Contrastive Analysis (CA) 's theoretical basis was comfortability, a prevalent method in SLA in the 1950s and 1960s. Behaviorist beliefs suggest that L2 learning has inevitably been designed to build target-like habits and learner mistakes that hinder such new patterns. Based on a behavioral view, CA also concluded that the critical cause of errors comes from the first language of learners L1. Therefore, it mainly included predicting and clarifying learner errors by comparing L1 with L2 to recognize similarities and differences. Thus, it was pedagogically believed that students make mistakes and help teachers avoid mistakes in learning. However, empirical evidence (Selinker, 1969) did not always validate CA and soon doubted its validity as a panacea for all ills. Simultaneously, generative accounts described by Chomsky's (1959) belief got the upper hand in linguistics. This approach centered on the imaginative essence of language and on illustrating the origins of learner errors.

Early scholars (Corder, 1967) seemed to have shown more significant concern about studying errors themselves. Still, they later started to investigate the possible impact

of CF on L2 literacy and growth. Most, if not all, researchers were inspired by the Krashen (1985) monitor model of five hypotheses. The first Theory is that of "acquisition and learning" and considers the two forms of information mutually exclusive. In Krashen's, the former awareness is intuitively conscious, while the latter is consciously aware of it.

For this reason, he saw no role in the promotion of acquired information for both specific instructions and CF. The second hypothesis, the control hypothesis, however, indicates that information is a monitor for remediation of the developed system performance and therefore implies a minimal CF role in learning." The natural order theory notes that linguistic characteristics or laws of the target language have been acquired in a predictable order that cannot be altered except with the corrective feedback intervention or formal training. In his crucial component of overall Theory, the Input Hypothesis, Krashen believed that the exposure to comprehensible input alone leads to the language's learning and does not necessitate corrective feedback or formal guidance. This hypothesis is related to the final; idea of who cannot process that information if the philter is large. Krashen also noted that corrective feedback could prevent L2 development as students' confidence is generally thought to strike and stimulate the affective philter. In general, Krashen play a corrective feedback role in acquisition, but he acknowledged that corrective feedback could play a role as editor in training.

In short, it would be fair to infer that the position of errors and corrective feedback in these early years has been seriously compromised when extrapolating from the perspective mentioned above. However, the pendulum has since started to move in the opposite direction. In recent years, additional viewpoints from cognitive to socio-cultural have been considered in discussing corrective feedback.

2.4.2. Recent Perspectives on Error and Corrective Feedback in SLA

Over the last two decades, comprehensive research in language learning has stressed corrective feedback cognitive and sociocultural importance. These two research lines rely on various compelling reasons in their stated and implicated inclusion of the

correctional feedback position in the *Second Language Acquisition* process. We need to explore these perspectives before dealing with the empirical study, namely, the theory of production, competence-based theory, theory of interaction, and *Sociocultural Theory*.

Pienemann (1998) and his colleagues (Pienemann & Johnston, 1987; Pienemann, 1998; Pienemann, Di Biase & Kawaguchi, 2005) have drawn up the *Processability Theory* that a language processor has restricted to L2 learner cognitive ability to understand and to generate language and that such *hierarchically* ordered constraints result in various stages of L2 development. Much empirical evidence has so far supported these arguments (Johnston, 1985; Pienemann & Mackey, 1993) and confirmed a predictable buying order. It appears that the typical sequence of development is well attested and controversial, but of course, what remains controversial is the role of corrective feedback or teaching in linguistic development. Pienemann (2007) points out that formal training, interaction, or corrective feedback cannot modify the natural order, known as the hypothesis of teaching ability. Dyson (2010) studied linguistic advances in reply to corrective feedback on writing to attest to these points and found that corrective feedback encouraged progress but did not cause students to skip stages. In a term, *processability theory* is not difficult to infer that corrective feedback is efficient only when limited to possible constraints.

The work of Anderson (1983), McLaughlin (1987, 1990), and DeKeyser is best represented by skill-based theory (2003,2007). The view was above all applicable to the development of all complex cognitive skills (e.g., arithmetic, etc.) and applied, as theory claims, to language learning. The general theory is that learning skills are a phase of creation from controlled to automated processing. The first draw on declarative knowledge and the latter on procedural knowledge and that learners go from controlled to automated practice processing. Two significant functions for corrective feedback in language learning exist in this regard. Second, corrective feedback builds declarative knowledge of students and allows students to track incorrect information to make sure mistakes do not become procedural knowledge and automatic (Polio, 2012). Second, to some degree, corrective feedback encourages learners to turn them into procedural knowledge, allowing students to practice the language (Bitchener, 2012).

The interaction method reflects language learning through input, output, and feedback, all during interaction (Gass& Mackey, 2006). Of all methods that discuss corrective feedback function, whether direct or indirect, the approach to business is possibly the one in which corrective feedback has been extensively studied. Interaction study assumes that language learning is induced by “demands of contact and explores the relationship between communication and acquisition and the intermediary mechanisms (observation, attention)” (Gass, 2003). In this regard, corrective feedback, which comes from contact, may assume two roles in language acquisition. Corrective feedback offers negative proof that learners need to grasp what is unacceptable in the course of interaction in the target language. Can see this need to acquire the language in content-based and immersive educational settings where students may gain language. After several years of full-day exposure to positive evidence of target language, they do not perform highly in several aspects of grammar (Bitchener, 2012). Therefore, positive evidence alone is not sufficient for acquisition. For students to track and change their negative performance, evidence given by corrective feedback or grammatical guidance is essential.

Furthermore, corrective feedback focuses learners on language types and promotes L2 intake. Schmidt (1990, 1994) says that learners note a difference between their current state of knowledge and the target language while obtaining corrective feedback. If this difference has been acknowledged, students can willingly catch up, and this phase of internalization allows corrective feedback to have been translated to "intake." He adds that the amount of attention a student pays to corrective feedback will dictate how well it has been taken into account. All in all, corrective feedback acts as a catalyst for L2 acquisition from the point of view of Interactionists.

Sociocultural theory, mainly based on Vygotsky's work (1978, 1981), approaches corrective feedback from a particular perspective. It takes the view that mental tasks, including language learning, are mediated by social interactions between learners and more professional colleagues. Language learning happens within the proximal student development zone (PDZ), which is the state between existing and future levels of students. Students can use the L2 autonomously or, in sociocultural terms, self-regulated with support from other ZPD regulations (including scaffolding or corrective feedback).

Therefore, society's theory assumes that corrective feedback can only make use of L2 learning if it aligns with the ZDP of students. Thus, the present work addresses the students' perspectives on the written corrective feedback they are seeking.

CHAPTER THREE

Methodology

3.1. Introduction

This chapter contains the methodology for research, which the results followed. The research methods and techniques used for collecting data are described in this chapter. This chapter includes data collection procedure, data collection instruments, questionnaire, research questions, participants and setting, data analysis methods, and quantitative research.

3.2. Data Collection Procedure

A quantitative approach deals with quantifications and analysis variables in getting achieve results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions. Participants are 78 students, among them thirty-nine males and thirty-nine females. In this present study, the phenomenon of the corrective feedback provided by teachers on their students' foreign language writing and analyzed. The present study also examines the students' general attitudes to errors and their input on the value and utility of language learning.

3.3. Data Collection Instruments

After choosing the thesis topic, the researcher read many sources and learned about the students' tendencies towards foreign language writing. The researcher also selected the study samples, and the application of the samples was about postgraduate students at Karabuk University in Turkey. The participants were of different nationalities, including Iraq, Egypt, Syria, Turkey, Yemen, and Palestine. The researcher also asked the questionnaire questions after relying on a review of the literature. The number of males was 39, and females were 39, and a total of 78 students. All students are postgraduate students at Karabuk University in Turkey. The results analysis of the questionnaire questions was SPSS program, then Microsoft

Excel and Microsoft Word 2016. The reliability rate was 0.82, and this percentage was through the SPSS program.

3.4. Questionnaire

The student questionnaire has intended to elicit students' stances and preferences concerning the written corrective feedback of their teachers. A modified version of the instrument used a questionnaire (Lee, 2004). Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing solutions. It is the simplest way to obtain quantitative data and quickly offers much data for the researchers. A questionnaire is merely a list of mimeographed or printed questions completed by a respondent to provide his opinion. Structured questions are questions in which specific, predetermined, and concrete questions exist. The questions have been submitted to all responders in precisely the exact phrasing and the same order. An adequately structured questionnaire specifies all questions and responses and minimizes observations in answering words.

The literature review of the research was taken into account when the questions were structured to ensure the questionnaire's validity and reliability. The questionnaire contains nineteen questions for multiple choices according to the five-option Likert scale. Students must choose one unique answer for each of these questions.

3.5. Research Questions

1. What are the possible requirement to improve the foreign language writing of students?
2. What are the fields in which they have problems in foreign language writing?
3. Is there any impact or effect on the students' difficulties in foreign language writing?

3.6. Data Analysis Methods

The present study has using a data analysis approach consisting of a quantitative approach. SPSS Statistics, and then Microsoft Excel 2007 analyzed collected data. The data percentage have later organized in Microsoft word 2016. The quantitative data have been analyzed based on participants' answers.

3.7. Participants and Setting

Table 1. Participating Students.

Gender	Male	Female	Total
Number	39	39	78

Table 2. Participants' nationalities.

Conturie s	Turkey	Syria	Iraq	Yemen	Egypt	Palestine	Total
Male	11	7	12	5	3	1	39
Female	8	10	14	3	2	2	39
Total	19	17	26	8	5	3	78

Students participating in these questionnaire questions are graduate students at Karabuk University in Turkey. They were of different nationalities and were from Iraq, Egypt, Palestine, Yemen, Syria and Turkey. The number of participating students was 78 male and female students, 39 males and 39 females, as shown in the above table 3.1. Also, table 3.2 shows the nationalities of the questionnaire participants. The age group of the participating students, i.e. males and females, ranged from 24 to 61 years.

3.8. Quantitative Research

A quantitative research method deals with quantification and analysis variables in getting achieve results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions. Williams (2011) describes the research methodology as the holistic steps used by researchers in their research (p.14). Quantitative approach methods explain the problem or phenomenon by numerically collecting data and analyzing them using mathematical methods, in particular statistics. Also, numerical data are collected and analyzed by statistical methods in quantitative research.

"Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to [to] support or refute alternative knowledge claims" (Williams, 2011). Moreover, Williams (2011), quantitative research begins with a problem statement, the generation of hypotheses or research issues, literature review, and quantitative data analysis. The current study collected quantitative data to make the analysis more comprehensive. Furthermore, this study is extensive in which study utilizes quantitative research methods.

3.9. Summary

This chapter discusses research data produces, research data instruments, questionnaires, research questions, data analysis methods, participants and setting, and quantitative research. Data analysis approach consisting of quantitative research methods. Participants are 78 students, among them thirty-nine males and thirty-nine females. Participants of the current study English as foreign language teachers' postgraduate students' towards foreign language writing. All participants' students at Karabuk University in Turkey. Also, data collection instruments have been used in questionnaire questions-the questionnaire data in quantitative research methods. The student questionnaire has intended to elicit students' stances and preferences concerning their teachers' written corrective feedback. The questionnaire contains nineteen questions for multiple choices following the five-option according to Likert scale.

Participants are consisting of seventy-eight students ranging age them 24-61 years. The participants were of different nationalities, including Iraq, Egypt, Syria, Turkey, Yemen, and Palestine, at Karabuk University in Turkey. Among, seventy students are males were thirty-nine, and females were thirty-nine. Students study English in general (reading, listening, speaking, and writing, focusing on other skills and language aspects). Also, the current study, using a data analysis approach consisting of quantitative research methods. SPSS Statistics and Microsoft Excel 2007 analyzed collected data. The data percentage have later organized in Microsoft word 2010.

CHAPTER FOUR

FINDINGS AND ANALYSIS

4.1. Introduction

The questionnaire will be discussed, analyzed, and interpreted in this chapter. Tables and pie chart displays the results—used SPSS program and Microsoft Excel 2007 to analyze collected data. The data percentage have later organized in Microsoft word 2016. It describes the scope, focus, and type of written corrective feedback, resulting from the quantitative analysis of the written corrective feedback. The quantitative data have been analyzed based on participants' answers. The questionnaire contains nineteen questions for multiple choices following the five-option according to the Likert scale. Students must choose one unique solution for each of these questions.

4.2. Results of Question One: Feel Confident About Ability to Write

Table 3. Summary Response to Question one.

	Case Processing Summary					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q1	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 4. Response to Question one.

Crosstab

Options		Count					Total
		Q1					
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	2	3	6	14	14	39
	Female	7	5	10	12	5	39
Total		9	8	16	26	19	78
Percent		11.5	10.3	20.5	33.3	24.4	100.0

Table 4. shows that a percentage was distributed according to the options much; it represents 33.3%, and the sexes have divided into fourteen males and twelve females. Their answer indicated their ability and confidence in second language writing. The second option was very strong, which received a 24.4% percentage where were fourteen males and five females. The third option was rather, who received a percentage of 20.5% and has distributed between six males and ten females, and these were semi-light or medium. The fourth option, not at all, received a ratio of 11.5% and was distributed between two males and seven females. The vote indicates that they do not have the ability and confidence to foreign language writing. The fifth option, a little; and this option got a percentage of 10.3%, distributed it among three males and five females, and they had little ability to write confidence. This question demonstrates students' knowledge of and confidence in foreign language writing.

Table 5. Chi-Square Tests Question One.

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	8.695 ^a	4	.069
Likelihood Ratio	9.051	4	.060
Linear-by-Linear Association	7.929	1	.005
N of Valid Cases	78		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 4.00.

The table above shows the results of the Chi-Square test. Chi-square test value 8.695a. The significance value was 5. The first table shows the relationship between confidence in writing and gender in the study sample, as the study sample was less than 0.069. Based on the preceding, we accept the zero hypothesis in this question. Writing confidence and gender are independent variables and reject the alternative hypothesis. The next figure shows this result.

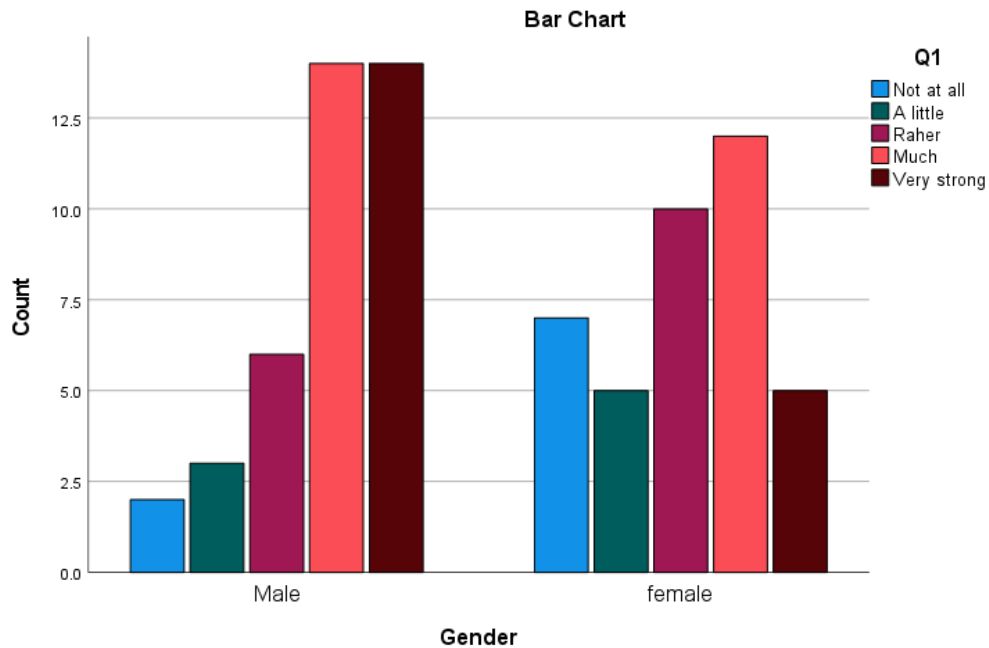


Figure 1. Response to Question one.

4.3. Results of Question Two: Effectively Plan a Large Writing Assignment

Table 6. Summary Response to Question Two.

Case Processing Summary

		Cases			
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 7. Chi-Square Tests Response to Question two.

Crosstab

Count

Options		Q2					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	2	4	4	21	8	39
	Female	4	4	10	15	6	39
Total		6	8	14	36	14	78
Percent		7.7	10.3	17.9	46.2	17.9	100.0

The first option was much, which had a ratio of 46.2% and who was distributed between gender, so twenty-one males and fifteen females, and indicates excellent writing and planning ability. The second option was very strong, which had a ratio of 17.9% and was assigned to eight males and six females. The choice is considered highly qualified and able to write and plan for any topic that works of importance. The third option was rather, got a percentage of 17.9% and distributed between four males and ten females, indicates their average ability to complete the task. The fourth option was a little, got a percentage of 10.3% who was distributed between four males and four females, and their ability so light due they were unable to complete the task. Finally, the fifth option was not at all; it received a percentage of 7.7% distributed between two males and four females, indicating they are unable to write any task or plan for any topic. This question demonstrates that the ability to complete the job, write and plan, and distribute in disparate proportions results from each student's skills and capabilities.

Table 8. Chi-Square Tests Response to Question Two.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.524 ^a	4	.340
Likelihood Ratio	4.628	4	.328
Linear-by-Linear Association	1.951	1	.162
N of Valid Cases	78		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 3.00.

The above table shows the results of the Chi-Square test. Chi-square test value 4.524a. The significance value was 5. The first table shows the relationship between effective plan in writing and gender in the study sample, as the study sample was less than 0.340. Based on the preceding, we accept the zero hypothesis in this question. Writing effective plan and gender are independent variables and reject the alternative hypothesis. The next figure shows this result.

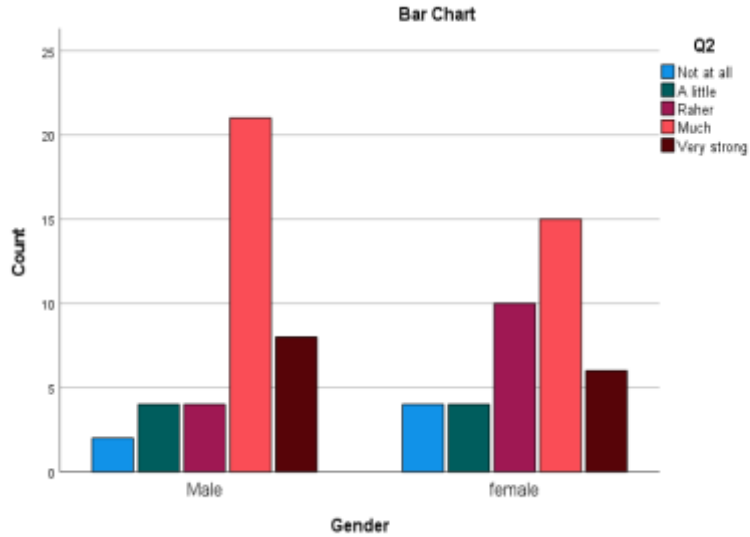


Figure 2. Response to Question Two.

4.3. Results of Question Three: Write First Drafts Without Stopping to Correct or Rethink

Table 9. Summary Response to Question Three.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent	
	78	100.0%	0	0.0%	78	100.0%	

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 10. Response to Question Three.

Crosstab

Count

Options		Q3					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	4	11	10	12	2	39
	Female	4	13	9	7	6	39
Total		8	24	19	19	8	78
Percent		10.3	30.8	24.4	24.4	10.3	100.0

The first option was a little, got a percentage of 30.8% distributed between gender, eleven males and thirteen females, and indicates their little ability to write and nor repeat draft. The second option was rather, received a percentage of 24.4% who was ten males and nine females, and this group indicates an ability, but moderate ability in writing a draft. The third option was much, got a percentage of 24.4% who was twelve males and seven females, and indicates a strong ability to write the draft. The fourth option represents very strong and received 10.3%, which was distributed between two males and six females and indicated works on ability and high ability not to repeat the draft. Finally, the fifth option represents not at all, got a percentage of 10.3% who was distributed four males and four females, indicates they could not write draft correctly.

Table 11. Chi-Square Tests Response to Question Three.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.535 ^a	4	.473
Likelihood Ratio	3.644	4	.456
Linear-by-Linear Association	.009	1	.923
N of Valid Cases	78		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 4.00.

The table above shows the results of the Chi-Square test. Chi-square test value 3.535a. The significance value was 5. The first table shows the relationship between write drafts without stopping to correct and gender in the study sample, as the study sample was less than 0.473. Based on the preceding, we accept the zero hypothesis in this question. The next figure shows this result.

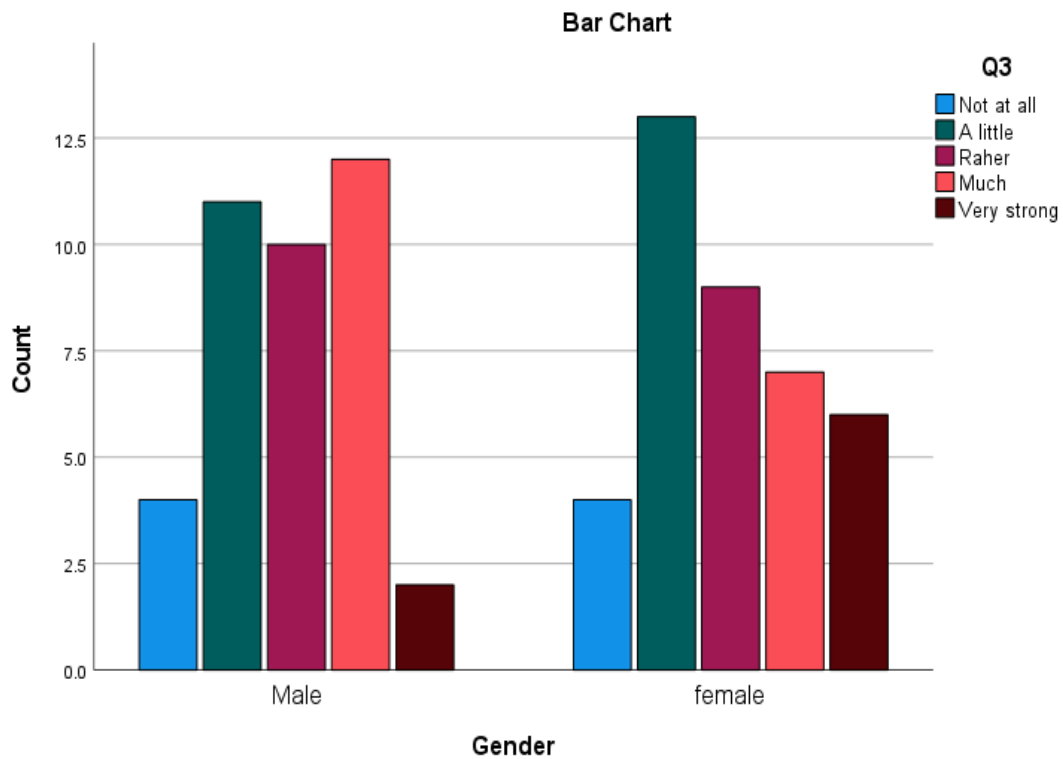


Figure 3. Response to Question Three.

4.5. Results of Question Four: Write Effective Sentences and Paragraphs, Using Correct Grammar, Punctuation and Spelling.

Table 12. Summary Response to Question Four.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q4	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 13. Response to Question Four.

Crosstab

Count

Options		Q4					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	2	6	9	13	9	39
	Female	3	6	5	17	8	39
Total		5	12	14	30	17	78
Percent		6.2	15.4	17.9	38.5	21.8	100.0

The first option was much, got a percentage of 38.5% and distributed between thirteen males and seventeen females, and indicates that ability to write phrases, work influencing and use correct grammar, punctuation, and spelling. The second option was very strong, which received 21.8%, which was distributed between sexes, got nine males and eight females, indicates very high ability, use of phrases, and followed the correct rules, punctuation, and spelling. The third option was rather, who got 17.9% who was distributed by gender and got nine males and five females. Who considered this option to have medium capabilities in writing sentences and phrases and using grammar, punctuation, and spelling. The fourth option was a little and got 15.4% who got six males and six females. This option indicates a low ability and weak ability to write phrases and sentences and a lack of correct grammar, punctuation, and spelling. The fifth option was not at all, got a percentage of 6.2% divided between gender, and share two males and three females. This option cannot write phrases and sentences and correct grammar, punctuation, and spelling. We find it necessary to give great importance to the ability to learn and benefit and the mental and mental capacity and its impact on students' ability to foreign language writing.

Table 14. Chi-Square Tests Response to Question Four.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.935 ^a	4	.748
Likelihood Ratio	1.954	4	.744
Linear-by-Linear Association	.000	1	1.000
N of Valid Cases	78		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.50.

The table above shows the results of the Chi-Square test. Chi-square test value 1.935a. The significance value was 5. The first table shows the relationship between write effective sentences and paragraphs, using correct grammar, punctuation, and spelling. and gender in the study sample, as the study sample was less than 0.748. Based on the preceding, we accept the zero hypothesis in this question. write effective sentences and paragraphs, using correct grammar, punctuation, and spelling. and gender are independent variables and reject the alternative hypothesis. The next figure shows this result.

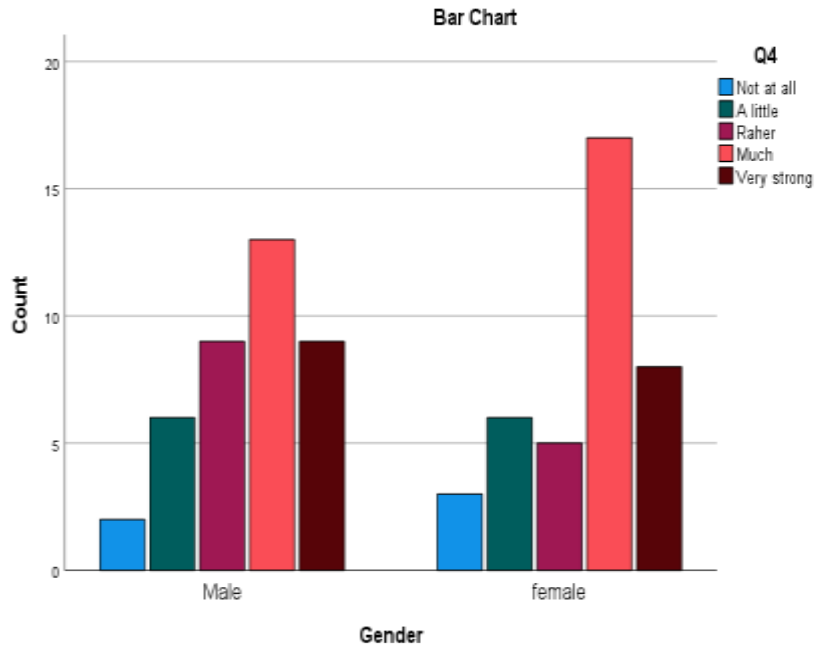


Figure 4. Response to Question Four.

4.6. Results of Question Five: Use a Well-Defined Structure (Introduction, Body and Conclusion)

Table 15. Summary Response to Question Five.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q5	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 16. Response to Question Five.

Crosstab

Options		Count					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	2	0	8	15	16	39
	Female	3	2	4	21	12	39
Total		5	2	12	36	28	78
Percent		6.2	2.6	15.4	46.2	35.9	100.0

The first option was much, received 46.2%, divided between fifteen males and twenty-one females. This option had a good ability in writing structures coming from the introduction, body, and conclusion. The second option was very strong and obtained 35.9 %, which was distributed between sixteen males and twelve females. This option has the high ability and distinct writing ability in extracting texts from the introduction, body, and conclusion. Rather, the third option got a percentage of 15.4%, distributed between eight males and four females. This option has a high ability and medium writing ability in taking out texts from the introduction, body, and conclusion. The fourth option was not at all. It obtained a percentage of 6.2%, distributed between two males and three females, and this percentage is unable to write an exact text according to the reported structure. The fifth option was a little, a ratio of 2.6%, divided between sexes, and the share of zero males and females two. This option acts as an absolute lack of knowledge of the basic structure of any scriptural text. We can deduct from this question, which is similar to the previous one in terms of the possibility that it depends on personal ability, interview, and knowledge messages to examine the resulting methods in foreign language writing.

Table 17. Chi-Square Tests Response to Question Five.

Chi-Square Tests			Asymptotic Significance (2- sided)
	Value	df	
Pearson Chi-Square	4.905 ^a	3	.179
Likelihood Ratio	5.710	3	.127
Linear-by-Linear Association	.342	1	.559
N of Valid Cases	78		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.00.

The table above shows the results of the Chi-Square test. Chi-square test value 4.905a. The significance value was 5. The first table shows the relationship between use structure introduction, body, and conclusion and gender in the study sample, as the study sample was less than 0.179. Based on the preceding, we accept the zero hypothesis in this question. Use structure introduction, body, conclusion, and gender are independent variables and reject the alternative hypothesis. The next figure shows this result.

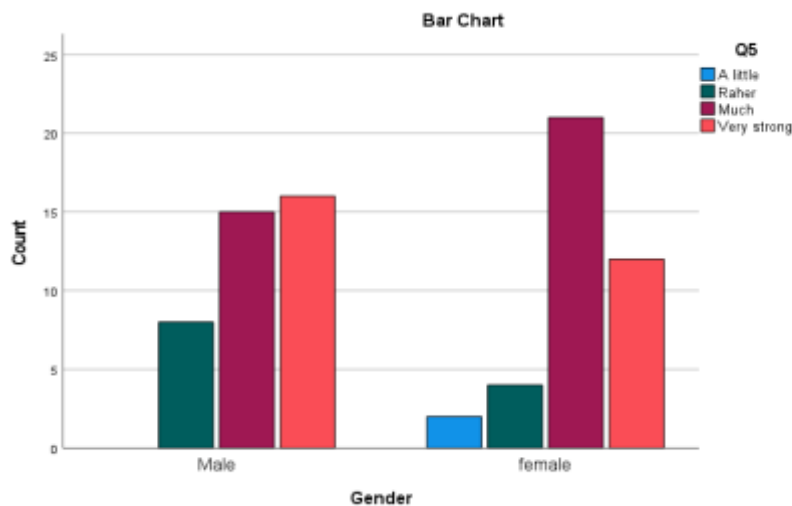


Figure 5. Response to Question Five.

4.7. Results of Question Six: Revise writing to make it clear, correct and consistent

Table 18. Summary Response to Question Six.

Case Processing Summary

		Cases			
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent
78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 19. Response to Question Six.

Crosstab

Count

Q6

Options		Not at all	A little	Rather	Much	Very strong	Total
Gender	Male	2	2	4	14	17	39
	Female	0	0	4	24	11	39
Total		2	2	8	38	28	78
Percent		2.6	2.6	10.3	48.7	35.9	100.0

The first option was much, got a percentage of 48.7% and distributed between fourteen males and twenty-four females. This option does not have sufficient ability to write from the first time, and they need to review and amend to correct their phrases. The second option was very strong. It got a percentage of 35.9% and distributed between seventeen males and eleven females. This option cannot write and amend, and the rest of the review always tries to reach an acceptable result. The third option was rather, obtained

a percentage of 10.4% and distributed between four males and four females. This option has an average ability to review writing and amendment to ensure its correctness. The fourth option was a little, had a percentage of 2.6%, and was divided between two males and zero females, and this option can write and not be modified. The fifth option was not at all, got a percentage of 2.6%, distributed between two males and zero females. This option believes that all the sample in the question has a high ability to write without modification, which indicates a powerful potential. This question demonstrates that a ratio of 48.7% is the highest in terms of the ability to write and to make sure of its correctness due to the high power they have in foreign language writing.

Table 20. Chi-Square Tests Response to Question Six.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.917 ^a	4	.095
Likelihood Ratio	9.504	4	.050
Linear-by-Linear Association	.260	1	.610
N of Valid Cases	78		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 1.00.

The table above shows the results of the Chi-Square test. Chi-square test value 7.917a. The significance value was 5. The first table shows the relationship revise writing to make it clear, correct, and consistent and gender in the study sample, as the study sample was less than 0.95. Based on the preceding, we accept the zero hypothesis in this question. The next figure shows this result.

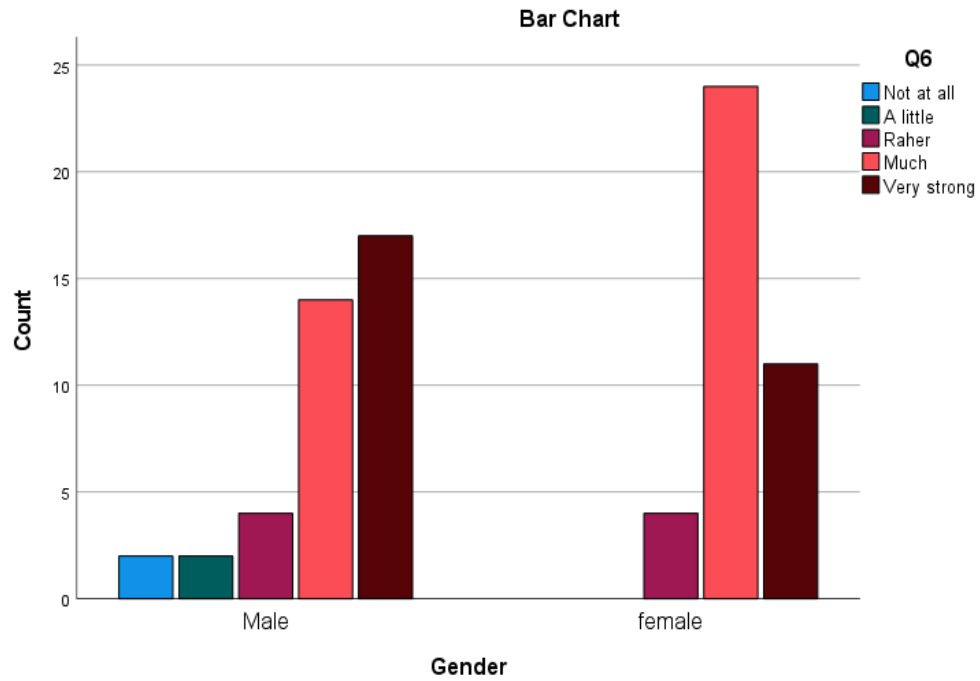


Figure 6. Response to Question Six.

4.8. Results of Question Seven: when writing, accurately give credit for ideas and facts from other people

Table 21. Summary Response to Question Seven

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q7	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 22. Response to Question Seven.

Crosstab

Count

Q7

Options		Not at all	A little	Rather	Much	Very strong	Total
Gender	Male	1	7	7	14	10	39
	Female	3	6	9	17	4	39
Total		4	13	16	31	14	78
Percent		5.1	16.7	20.5	39.7	17.9	100.0

The first option was much, got a percentage of 39.7%, and males were fourteen and seventeen females. This group never tries to hide the credit for the author of the idea in writing. Rather, the second option got a percentage of 20.5%, and males were seven and nine females. This option gives credit to the owner of the idea but something misleading and ambiguous. The third option was very strong, got a ratio of 17.9%, and the percentage of males was ten and females were four. This option always tries to shed light on the owner of the idea and the merit to indicate the academic and realistic author of the concept in writing. The fourth option was a little, got a ratio of 16.7%, and the percentage of males were seven and six females, and this option is always indifferent or given the right to the owner of the first idea when writing. The fifth option was not at all, got a percentage of 5.1%, and males were one and three females. This question demonstrates, according to the distributed percentages, accurately credit for ideas and facts from the people.

Table 23. Chi-Square Tests Response to Question Seven.

Chi-Square Tests		Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square		4.189 ^a	4	.381
Likelihood Ratio		4.322	4	.364
Linear-by-Linear Association		1.458	1	.227
N of Valid Cases		78		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.00.

The table above shows the results of the Chi-Square test. The Chi-square test value was 4.189a. The significance value was 0.381. The first table shows when writing, accurately give credit for ideas and facts from other people and gender in the study sample, as the study sample was less than 5. Based on the preceding, we accept the zero hypothesis in this question. When writing, accurately give credit for ideas and facts from other people, and gender is the independent variable and rejects the alternative view. The next figure shows this result.

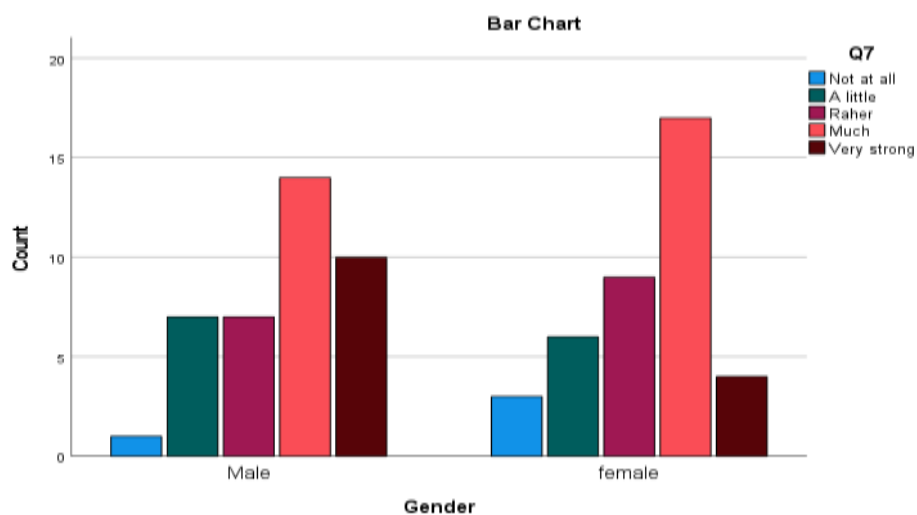


Figure 7. Response to Question Seven.

4.9. Results of Question Eight: Give almost equal attention to both the language (e.g. spelling, grammar, and vocabulary) and the content (e.g. ideas, organization).

Table 24. Summary Response to Question Eight.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q8	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 25. Response to Question Eight.

Crosstab

Count

Options		Q8					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	0	3	3	18	15	39
	Female	1	8	5	16	9	39
Total		1	11	8	34	24	78
Percent		1.3	14.1	10.3	43.6	30.8	100.0

The first option was much, received a rate of 43.6%, distributed between eighteen males and sixteen females, as this option gives evident and nearly equal attention to spelling, grammar, and vocabulary and the content of ideas and the organization of the language. The second option was very strong, obtained a rate of 30.8%, and distributed

between fifteen males and nine females. This option supports very high interest in spelling, grammar, vocabulary, and content such as organization and ideas. The third option was a little, got a rate of 14.1% and divided between three males and eight females, as this option does not give a clear interest in either language or content. The fourth option was rather, had a rate of 10.3% and distributed between three males and five females, as this option gives a state of interest, but in a superficial way to the subject, language and content. The fifth option was not at all, got a rate of 1.3%, distributed between zero males and one female, as this option shows a lack of interest in the subject of language and content. We conclude from this question according to proportions that the first and second options give approximately equal attention to both language (dictation, grammar, and vocabulary) and content (ideas and organization) in learning the second language.

Table 26. Chi-Square Tests Response to Question Eight.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.390 ^a	4	.250
Likelihood Ratio	5.884	4	.208
Linear-by-Linear Association	5.185	1	.023
N of Valid Cases	78		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .50.

The table above shows the results of the Chi-Square test. The Chi-square test value was 5.390a. The significance value was 0.250. The first table shows equal attention to both the language, e.g., spelling, grammar, vocabulary, and the content, e.g., ideas, organization, and gender in the study sample, as the study sample was less than 5. Based on the preceding, we accept the zero hypothesis in this question. Equal attention to both

the language, e.g., spelling, grammar, and vocabulary, and the content, e.g., ideas, organization, and gender, are independent variables and reject the alternative hypothesis. The next figure shows this result.

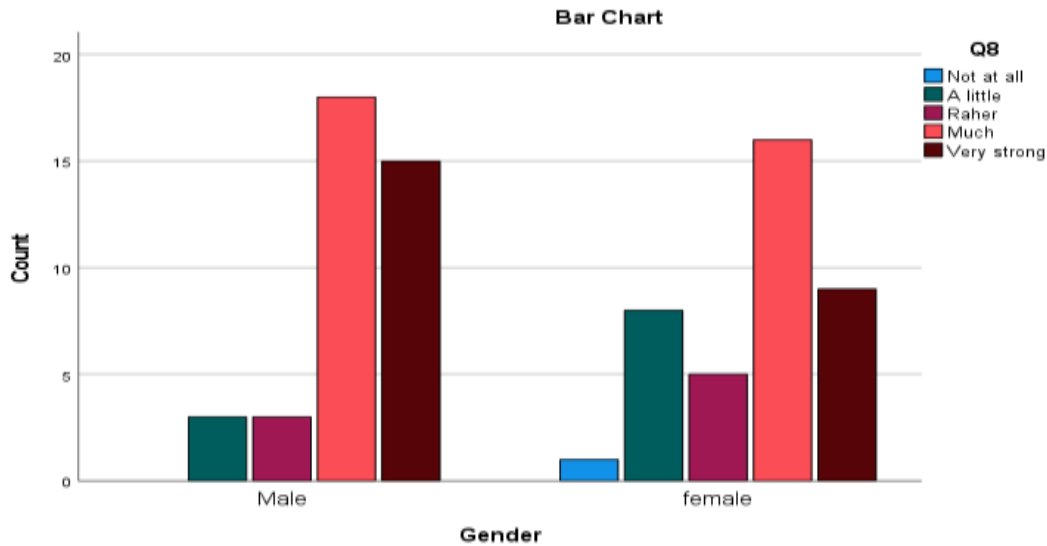


Figure 8. Response to Question Eight.

4.10. Results of Question nine: Enjoy writing?

Table 27. Summary Response to Question Nine.

	Case Processing Summary					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q9	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 28. Response to Question Nine.

Crosstab

Count

Options		Q9					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	2	3	5	13	16	39
	Female	3	4	4	13	15	39
Total		5	7	9	26	31	78
Percent		6.2	9.0	11.5	33.3	39.7	100.0

The first option was very strong, got a percentage of 39.7%, and distributed between sixteen males and fifteen females, as this option gives a clear impression of how much they enjoy writing. The second option was much, received a rate of 33.3% and was divided between thirteen males and thirteen females, as this option also confirmed their enjoyment in writing. The third option was rather, obtained a percentage of 11.5% and was distributed between five males and four females, where this option gives a moderate impression in terms of listening in writing. The fourth option was a little, had a rate of 9%, and was divided between two males and two females, as this option did not enjoy writing not at all. The fifth option was not at all, got a percentage of 6.2%, and was divided between two males and two females, as this option is always without interest in writing. According to proportions, we can deduct from this question that two options higher are the most enjoyable for second language writing.

Table 29. Chi-Square Tests Response to Question Nine.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.486 ^a	4	.975
Likelihood Ratio	.488	4	.975
Linear-by-Linear Association	.220	1	.639
N of Valid Cases	78		

a. 6 cells (60.0%) have expected count less than 5. The minimum expected count is 2.50.

The table above shows the results of the Chi-Square test. The Chi-square test value was .486a. The significance value was 0.975. The first table shows enjoy writing and gender in the study sample, as the study sample was less than 5. Based on the preceding, we accept the zero hypothesis in this question. Enjoy writing and gender are independent variables and reject the alternative hypothesis. The next figure shows this result.

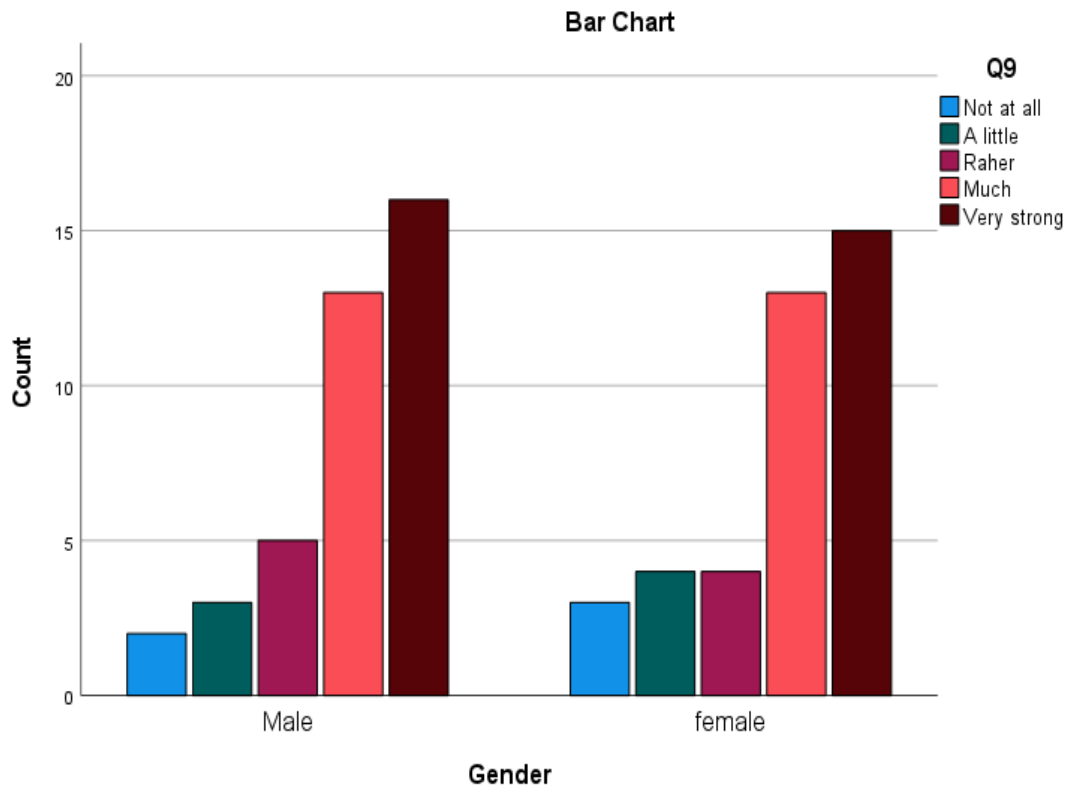


Figure 9. Response to Question Nine.

4.11. Results of Question ten: Do you think yourself as a writer?

Table 30. Summary Response to Question Ten.

	Case Processing Summary					
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q10	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 31. Response to Question Ten.

Crosstab

Count

Options		Q10					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	1	3	15	13	7	39
	Female	3	8	13	6	9	39
Total		4	11	28	19	16	78
Percent		5.1	14.1	35.9	24.4	20.5	100.0

Rather, the first option obtained a percentage of 35.9% and was distributed between fifteen males and thirteen females, where this option gives a clear impression of the few possibilities they have and describes himself as a writer. The second option was much, received a rate of 24.2% and was divided between thirteen males and six females, as this option gave an impression of themselves that they have the ability as a writer. The third option was very strong, received a rate of 20.5%, and was distributed between seven males and seven females. This charity gives its owner the most emphatic answer that they carry a writer's capacity within them. The fourth option was a little, got a rate of 14.1%, and was distributed between three males and eight females, as this option thinks she has the ability but is not sure of the validity of this ability as a writer. The fifth option was not at all, got a rate of 5.1% and was divided between one male and three females, as this option does not believe that they can be a writer. We conclude from this question, and the type of answers obtained that the second and third options are the two most secure options they have to be like a writer in writing the foreign language.

Table 32. Chi-Square Tests Response to Question Ten.

Chi-Square Tests		Asymptotic	
	Value	df	Significance (2-sided)
Pearson Chi-Square	6.245 ^a	4	.182
Likelihood Ratio	6.439	4	.169
Linear-by-Linear Association	1.467	1	.226
N of Valid Cases	78		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.00.

The table above shows the results of the Chi-Square test. The Chi-square test value was 6.245a. The significance value was 0.128. The first table shows think yourself as a writer and gender in the study sample, as the study sample was less than 5. Based on the preceding, we accept the zero hypothesis in this question. Think of yourself as a writer and gender are independent variables and reject the alternative hypothesis. The next figure shows this result.

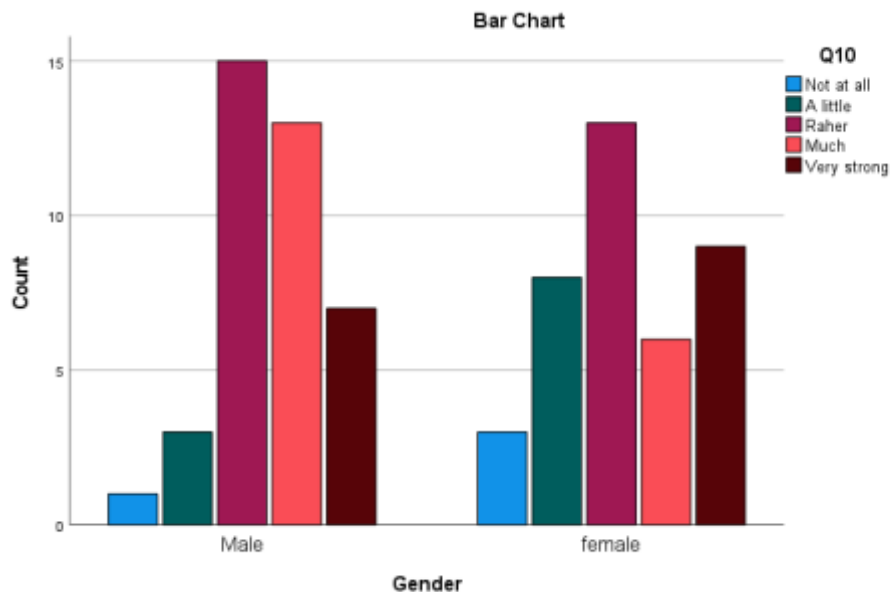


Figure 10. Response to Question Ten.

4.12. Results of Question eleven: On a topic of interest to you, can you generate lots of words fairly quickly and freely?

Table 33. Summary Response to Question Elven.

	Case Processing Summary					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q11	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 34. Response to Question Elven.

Options		Crosstab					Total
		Q11					
Count		Not at all	A little	Rather	Much	Very strong	
Gender	Male	0	5	8	17	9	39
	Female	1	8	10	15	5	39
Total		1	13	18	32	14	78
Percent		1.3	16.7	23.1	41.0	17.9	100.0

The first option was much, got a percentage of 41% and was distributed between seventeen males and fifteen females, as this option can write since she has many words stored and completely free. The second option was rather, got a percentage of 23.1% and was distributed between eight males and ten females, as this option has the ability, but a few things, and that comes from the small number of words and the ability to use these words. The third option was very strong, got a rate of 17.9%, and was distributed between

nine males and five females, as this option has the ability, potential, and speed to create words as a result of the power and reward they possess. The fourth option was a little, had a rate of 16.7%, and was divided between five males and eight females, as this option was unable to construct words reasonably quickly. The fifth option was not at all, got a percentage of 1.3%, and was distributed between zero males and one female, as this option is unable to construct words. We conclude from this applied question that the distributed proportional potential proves the possibility and ability of each opportunity to generate names as quickly and freely as possible, resulting from the knowledge and personal capabilities in foreign language writing.

Table 35. Chi-Square Tests Response to Question Elven.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.182 ^a	4	.528
Likelihood Ratio	3.592	4	.464
Linear-by-Linear Association	2.810	1	.094
N of Valid Cases	78		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is .50.

The table above shows the results of the Chi-Square test. The Chi-square test value was 3.182a. The significance value was 0.528. The first table shows the topic of interest to you, generates lots of words fairly quickly and freely, and gender in the study sample, as the study sample was less than 5. Based on the preceding, we accept the zero hypothesis in this question. The topic of interest to you generate lots of words fairly quickly and freely, and gender is the independent variable and rejects the alternative hypothesis. The next figure shows this result.

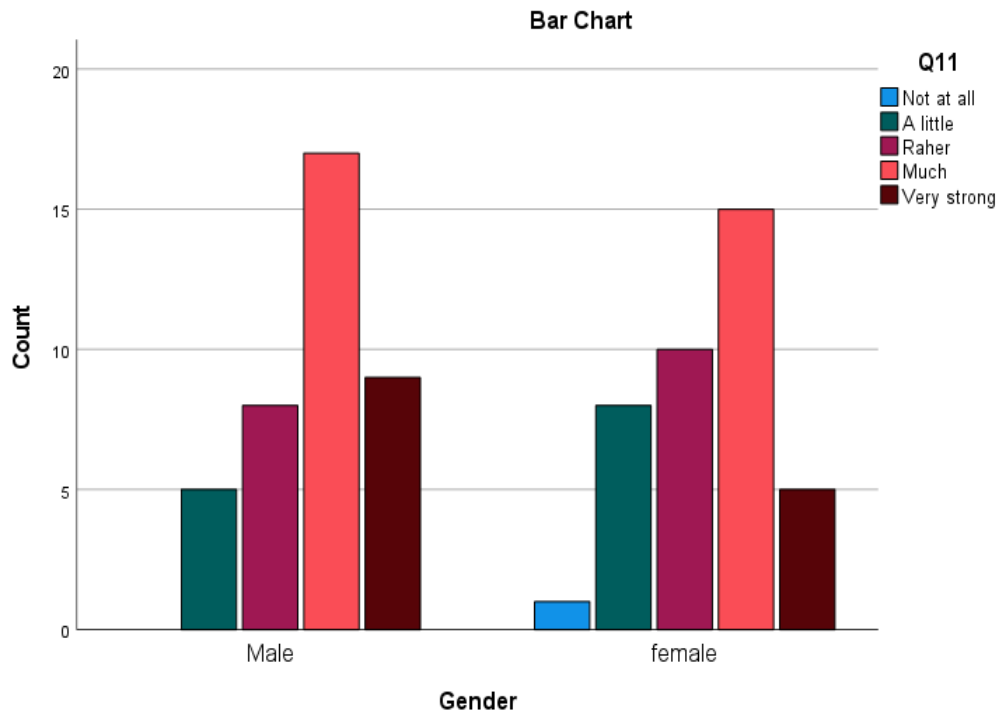


Figure 11. Response to Question Elven.

4.13. Results of Question Twelve: Again, on a topic of interest to you, can you come up with ideas or insights you had thought of before?

Table 36. Summary Response to Question Twelve

	Case Processing Summary					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q12	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 37. Response to Question Twelve.

Crosstab

Options		Q12					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	1	5	8	19	6	39
	Female	4	6	10	13	6	39
Total		5	11	18	32	12	78
Percent		6.2	14.1	23.1	41.0	15.4	100.0

The first option was much, got a rate of 41%, and was distributed between nineteen males and thirteen females, as this group can benefit from their ideas and make them a picture and narrate another topic. Rather, the second option obtained a percentage of 23.1% and was distributed between eight males and ten females. This group has the ability but with a simple ability not to recall and narrate its thoughts. The third option was very strong, got 15.4%, and was distributed between six males and six females. This group has a high potential for extracting narrations and ideas through their intellectual stock. The fourth option was a little, got a rate of 14.1%, and was distributed between five males and six females, where this group, according to the percentage shown, can draw ideas and narrate, but with effortless ability. The fifth option was not at all, got a rate of 6.2%, and was divided between one male and four females, as this group is unable to extract ideas and narrate. We conclude from this question that quantitative inventory of information caused the possibility of removing pictures and telling the result of this amount of ideas that could be a catalyst for second language writing.

Table 38. Chi-Square Tests Response to Question Twelve.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.238 ^a	4	.519
Likelihood Ratio	3.373	4	.497
Linear-by-Linear Association	1.751	1	.186
N of Valid Cases	78		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.50.

The table above shows the results of the Chi-Square test. The Chi-square test value was 3.238a. The significance value was 0.519. The first table shows that you come up with ideas or insights you had thought and gender in the study sample, as the study sample was less than 5. Based on the preceding, we accept the zero hypothesis in this question. Come up with ideas or insights you had thought about, and gender are independent variables and reject the alternative hypothesis. The next figure shows this result.

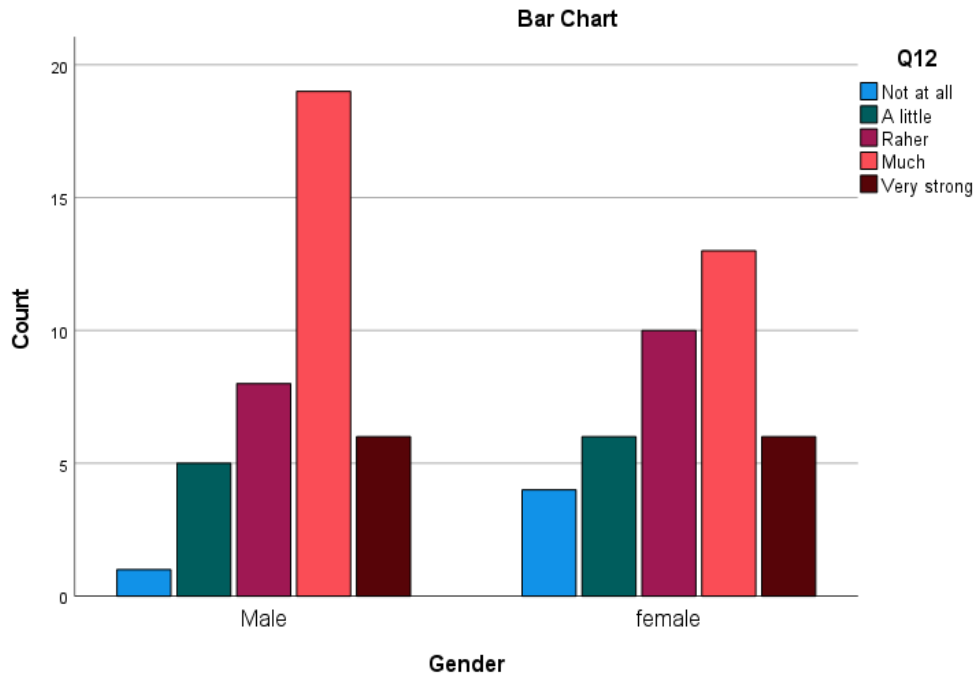


Figure 12. Response to Question Twelve.

4.14. Results of Question Thirteen: Can you make your sentence clear-so-they are clear to readers on first reading?

Table 39. Summary Response to Question Thirteen.

	Case Processing Summary					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q13	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 40. Response to Question Thirteen.

Crosstab

Count

Options		Q13					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	0	2	8	12	17	39
	Female	2	4	4	15	14	39
Total		2	6	12	27	31	78
Percent		2.6	7.7	15.4	34.6	39.7	100.0

The first option was very strong, got a rate of 39.7%, and was distributed between seventeen males and fourteen females, as owners of this option can make their formulas for the sentence understandable from the first time. The second option was much, received a rate of 34.6%, distributed between twelve males and fifteen females, as this option could clarify their sentences from the first time. Rather, the third option obtained a percentage of 15.4%, distributed between eight males and four females. This option has the ability, but it is always unclear and possible to combine them with repetition. The fourth option was a little, got a rate of 7.7%, and was distributed between two males and two females, as the owners of this option have minimal capabilities, and delivering the sentence from the first time is very difficult. The fifth option was not at all, got a percentage of 2.6%, and was distributed between zero males and two females, as this option is consistently unable to deliver the sentence from the first time. We find that through this question, we conclude a common denominator between the problems and the type of answers obtained, wholly on the student's intellectual stock and his ability in foreign language writing.

Table 41. Chi-Square Tests Response to Question Thirteen.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.624 ^a	4	.328
Likelihood Ratio	5.436	4	.245
Linear-by-Linear Association	.941	1	.332
N of Valid Cases	78		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.00.

The table above shows the results of the Chi-Square test. The Chi-square test value was 4.624a. The significance value was 0.328. The first table shows where to make your sentence clear-so-they are clear to readers on first reading and gender in the study sample, as the study sample was less than 5. Based on the preceding, we accept the zero hypothesis in this question. Make your sentence clear-so-they are clear to readers on first reading, and gender is the independent variable and reject the alternative hypothesis. The next figure shows this result.

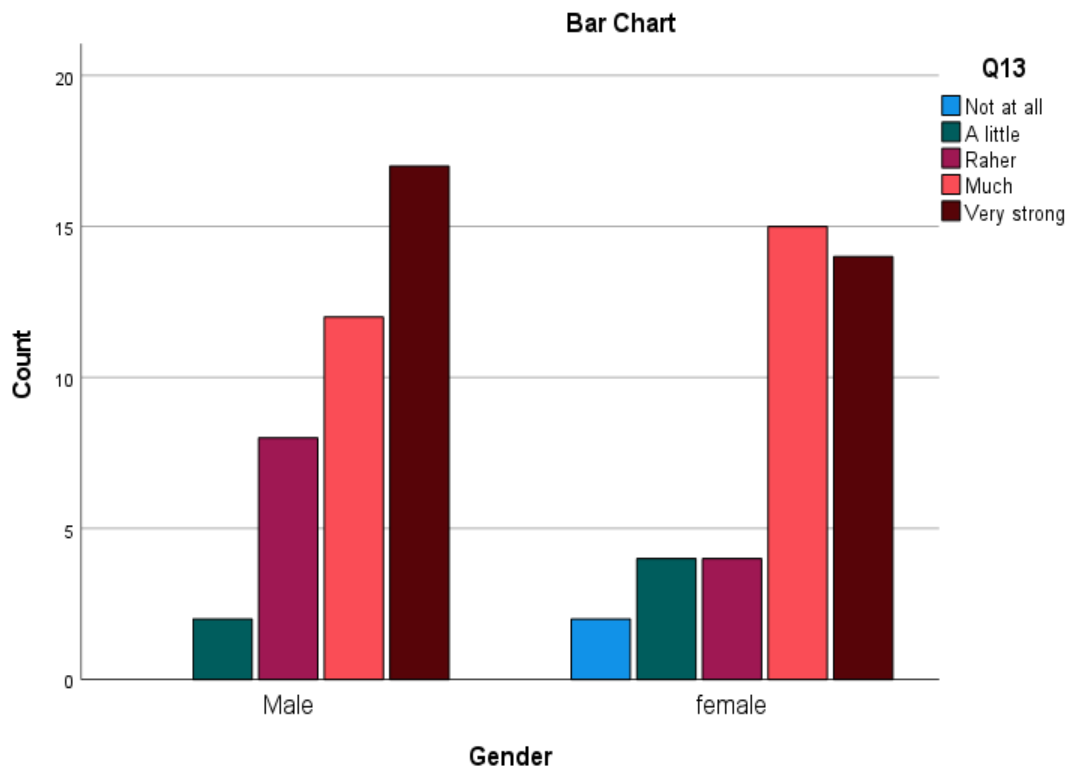


Figure 13. Response to Question Thirteen.

4.15. Results of Question Fourteen: Can you get your sentences lively?

Table 42. Summary Response to Question Fourteen.

	Case Processing Summary					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q14	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 43. Response to Question Fourteen.

Crosstab

Options		Q14					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	2	6	9	16	6	39
	Female	5	5	10	12	7	39
Total		7	11	19	28	13	78
Percent		9.0	14.1	24.4	35.9	16.7	100.0

The first option was much, got a rate of 35.9% and was distributed between sixteen males and twelve females, as the owners of this option can make their sentence vital and compelling. Rather, the second option obtained a percentage of 24.4% and was distributed between nine males and ten females, as this option could form their group, but it was not effective. The third option was very strong, obtained a rate of 16.7%, and was distributed between six males and seven females. Through their answer, we find that they have the ability and competence to make their sentences very practical and vital. The fourth option was a little, got a rate of 14.1%, and was distributed between six males and five females; as owners of this option, we find that their sentence is always unknown and incomprehensible. The fifth option was not at all. It got a percentage of 9% and was distributed between two males and two females, as this option is always basically unable to communicate an idea by proposing their sentence. It is evident from this question that the ability to have your sentence be vital and effective on a solid cultural basis and informative, especially in second language writing.

Table 44. Chi-Square Tests Response to Question Fourteen.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.078 ^a	4	.721
Likelihood Ratio	2.122	4	.713
Linear-by-Linear Association	.447	1	.504
N of Valid Cases	78		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.50.

The table above shows the results of the Chi-Square test. The Chi-square test value was 2.078a. The significance value was 0.721. The first table shows where you get your sentences lively and gender in the study sample, as the study sample was less than 5. Based on the preceding, we accept the zero hypothesis in this question. Get your sentences lively, and gender are independent variables and reject the alternative hypothesis. The next figure shows this result.

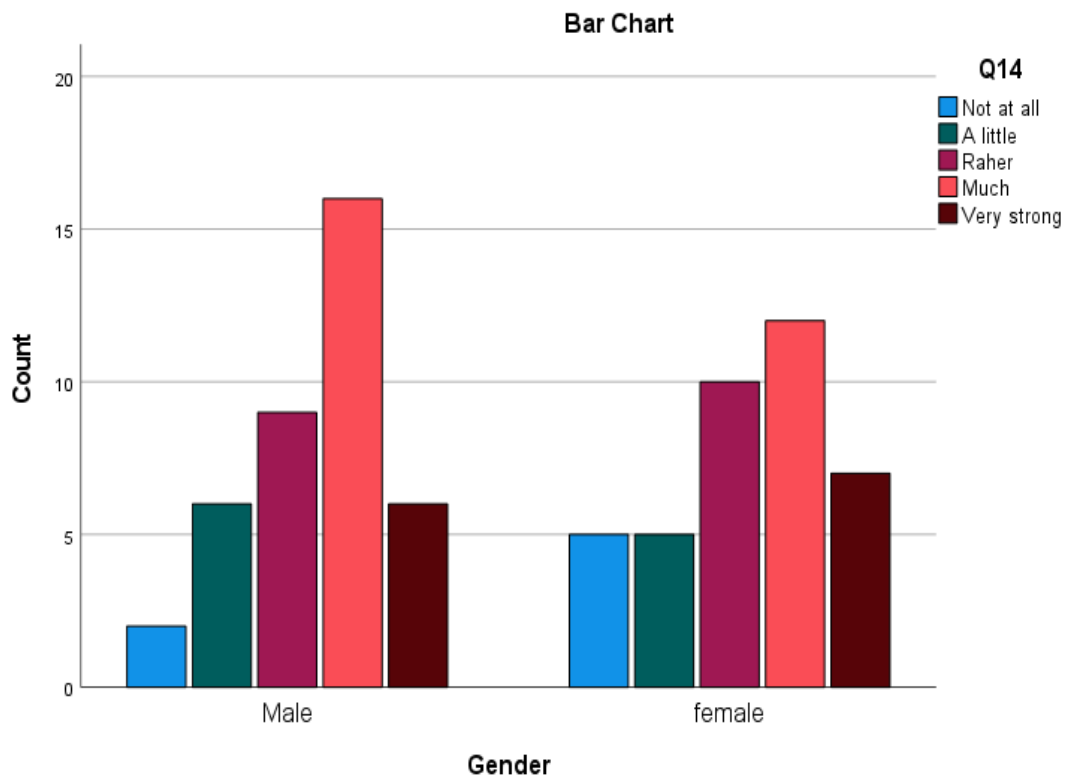


Figure 14. Response to Question Fourteen.

4.16. Results of Question Fifteen: Can you get rid of most mistakes in grammar, spelling, punctuation, and so on?

Table 45. Summary Response to Question Fifteen.

	Case Processing Summary					
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q15	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 46. Response to Question Fifteen.

Crosstab

Count		Q15					Total
		Not at all	A little	Rather	Much	Very strong	
Options	Male	3	6	5	18	7	39
	Female	1	7	8	18	5	39
Total		4	13	13	36	12	78
Percent		5.1	16.7	16.7	46.2	15.4	100.0

The first option was much, received a percentage of 46.2%, distributed between eighteen males and eighteen females, and this group can eliminate linguistic and grammatical errors and punctuation marks and everything related to writing. The second option was rather, obtained a percentage of 16.7% and was distributed between five males and eight females, as this group has the ability. Still, there are several things in getting rid of linguistic and grammatical errors and marks for numbering in writing matters. The third option was a little, got the rate of 16.7% and was distributed between six males and seven females, as this group, according to a percentage, had a straightforward thing in knowing how to write correctness. The fourth option was very strong, obtained 15.4%, and was distributed between seven males and five females. We find through this ratio that the group has the full ability to get rid of any language and grammatical problem. The fifth option was not at all, got a rate of 5.1%, and was distributed between three males and one female. This group does not have any ability or ability to correct errors. We find that it is necessary to clarify that mental ability and mental capabilities are a significant reason for students' foreign language writing.

Table 47. Chi-Square Tests Response to Question Fifteen.

Chi-Square Tests		Asymptotic	
	Value	df	Significance (2-sided)
Pearson Chi-Square	2.103 ^a	4	.717
Likelihood Ratio	2.157	4	.707
Linear-by-Linear Association	.011	1	.918
N of Valid Cases	78		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.00.

The table above shows the results of the Chi-Square test. The Chi-square test value was 2.103a. The significance value was 0.717. The first table shows that get rid of most mistakes in grammar, spelling, punctuation, and gender in the study sample, as the study sample was less than 5. Based on the preceding, we accept the zero hypothesis in this question. Getting rid of most grammar, spelling, punctuation, and gender mistakes are independent variables and reject the alternative hypothesis. The next figure shows this result.

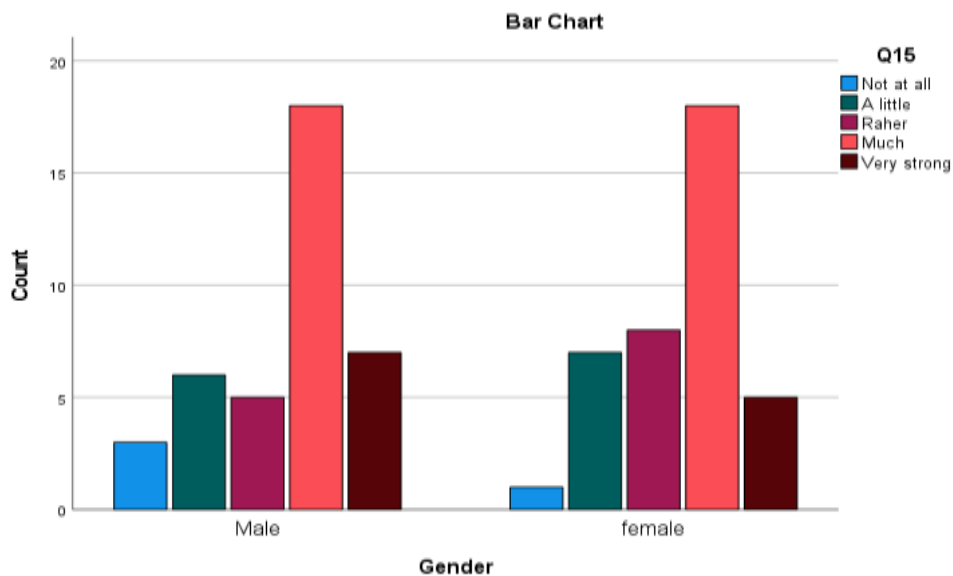


Figure 15. Response to Question Fifteen.

4.17. Results of Question Sixteen: Can you give a detailed account of what was going on when you were writing: the thought and feelings that go through your mind and the things that happen in the text?

Table 48. Summary Response to Question Sixteen.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q16	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 49. Response to Question Sixteen.

Crosstab

Count

Options		Q16					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	1	6	6	19	7	39
	female	7	8	9	11	4	39
Total		8	14	15	30	11	78
Percent		10.3	17.9	19.2	38.5	14.1	100.0

The first option was much and received 38.5%, distributed between nineteen males and eleven females. This option is diverse in terms of the ability to provide an accurate description of what happens during writing, including thoughts and feelings in their minds and giving a picture of what is happening in the text. Rather, the second option obtained a percentage of 19.2% and was distributed between six males and nine females. This option has the basics in the description, but its delivery is difficult for them. Who

cannot describe thoughts on their minds? The third option was a little, got a rate of 17.9%, and was divided between six males and eight females, as this option is unable to describe what is happening while writing. The fourth option was very strong, obtained 14.1%, and was distributed between seven males and four females. We find through this ratio that the group has the high ability and capabilities to give an accurate description of what is happening in writing and visualize ideas and feelings and embody them through the text. The fifth option was not at all, got a rate of 10.3%, and was distributed between one male and seven females. This group cannot convey or provide any description that occurs during writing, including thoughts and feelings. We conclude from this question that foreign language writing is mental connectors and individual abilities to delve into the text and visualize all thoughts and feelings.

Table 50. Chi-Square Tests Response to Question Sixteen.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.337 ^a	4	.080
Likelihood Ratio	8.941	4	.063
Linear-by-Linear Association	6.801	1	.009
N of Valid Cases	78		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 4.00.

The table above shows the results of the Chi-Square test. The Chi-square test value was 8.337a. The significance value was 0.80. The first table shows a detailed account of what was going on when you were writing off the thought and feelings that go through your mind and what happens in the text and gender in the study sample, as the study sample was less than 5. Based on the preceding, we accept the zero hypothesis in this

question. This question demonstrates that foreign language writing is a mental connector and individual ability to delve into the text and visualize all thoughts and feelings. The next figure shows this result.

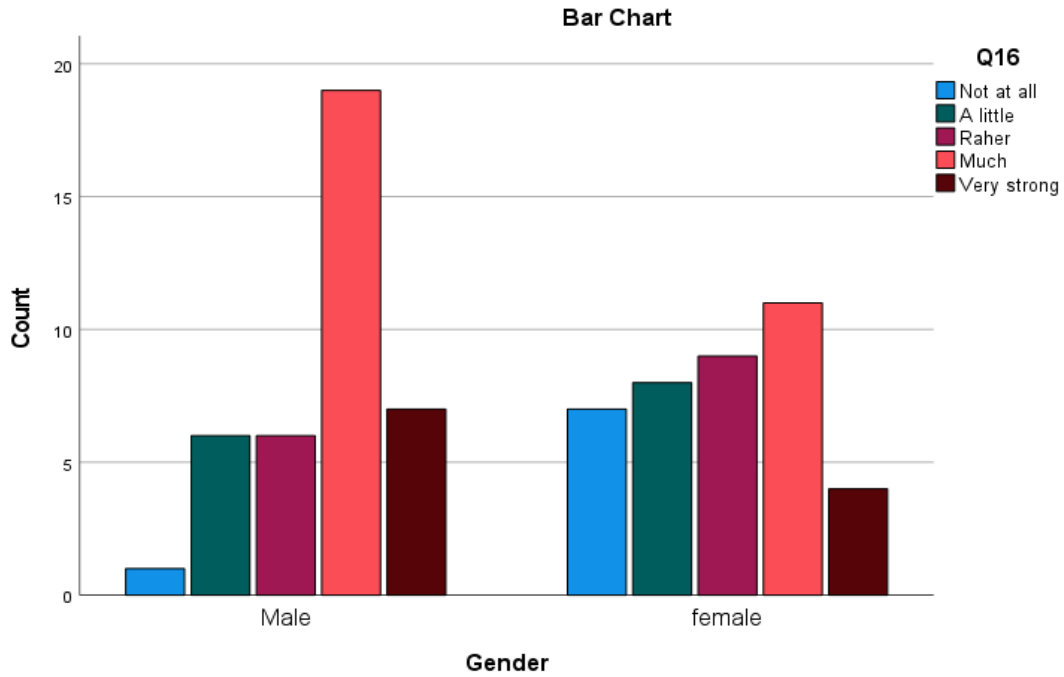


Figure 16. Response to Question Sixteen.

4.18. Results of Question Seventeen: Can you make changes in the way you go about writing based on those things you noticed?

Table 51. Summary Response to Question Seventeen.

	Case Processing Summary					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q17	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 52. Response to Question Seventeen.

Crosstab

Count

Options		Q17					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	0	5	8	22	4	39
	Female	1	8	8	14	8	39
Total		1	13	16	36	12	78
Percent		1.3	16.7	20.5	46.2	15.4	100.0

The first option was much, received a percentage of 46.2%, distributed between twenty-two males and fourteen females, and this group can change when writing based on developments through text. Rather, the second option obtained a percentage of 20.5% and was distributed between eight males and eight females. This group had an effortless ability to try to change the course of writing in the event of new developments in writing. The third option was a little got a percentage of 16.7% and was divided between five males and eight females, as this group is few because they do not have writing ability. They can change the text according to developments. The fourth option was very strong, obtained 15.4%, and was distributed between four males and eight females. We find through this percentage that the group has high capacity and writing capabilities that qualify it to change the text by writing according to the developments in the text through writing. The fifth option was not at all, got a percentage of 1.3%, and was distributed between zero males and one female. This group is unable to make changes in the text through writing. We conclude from this question that we give a clear picture of the individual capabilities and the ability to use the foreign language in writing the text. And some sentences have changed as a result of developments.

Table 53. Chi-Square Tests Response to Question Seventeen.

Chi-Square Tests		Asymptotic	
	Value	df	Significance (2-sided)
Pearson Chi-Square	4.803 ^a	4	.308
Likelihood Ratio	5.237	4	.264
Linear-by-Linear Association	.329	1	.566
N of Valid Cases	78		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is .50.

The above table shows the results of the Chi-Square test. The Chi-square test value was 4.803a. The significance value was 0.308. The first table shows that you make changes in the way you go about writing based on those you noticed and gender in the study sample, as the study sample was less than 5. We accept the zero hypothesis in this question. The next figure shows this result.

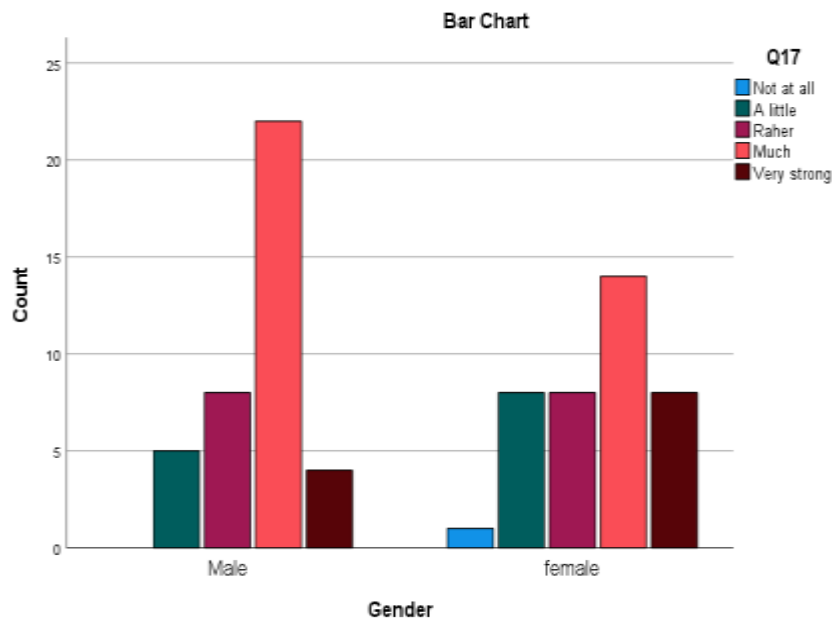


Figure 17. Response to Question Seventeen.

4.19. Results of Question Eighteen: Do you notice problems in your writing and figure out what the causes are?

Table 54. Summary Response to Question Eighteen.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q18	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 55. Response to Question Eighteen.

Crosstab

Count

Options		Q18					Total
		Not at all	A little	Rather	Much	Very strong	
Gender	Male	3	7	10	14	5	39
	Female	6	6	9	13	5	39
Total		9	13	19	27	10	78
Percent		11.5	16.7	24.4	34.6	12.8	100.0

The first option was much, got a rate of 34.6%, distributed between fourteen males and fourteen females, and this group can know the problems, the income of writing, and the reasons that led to these problems. Rather, the second option obtained a percentage of 24.4% and was distributed between ten males and eight females, as this group because its simple ability to know the problems, but knowing reasons may be ambiguous for them. The third option was a little, got a rate of 16.7%, and was distributed between seven males and six females, as this group with few capabilities is unaware of

neither the problems nor the causes that caused the problem. The fourth option was very strong, obtained 12.8%, and was distributed between five males and five females. We find through this percentage that the group has the high ability and capabilities in noticing the most straightforward problems and knowing the causes that caused the problem. The fifth option was not at all, got a rate of 11.5%, and was distributed between three males and six females. This group is considered the least classified, and its ability to know problems and causes is impossible. We can conclude that individual capabilities and differences have a primary reason for noticing problems and causes when second language writing.

Table 56. Chi-Square Tests Response to Question Eighteen.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	1.167 ^a	4	.884
Likelihood Ratio	1.186	4	.880
Linear-by-Linear Association	.315	1	.574
N of Valid Cases	78		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 4.50.

The above table shows the results of the Chi-Square test. The Chi-square test value was 1.167a. The significance value was 0.884. The first table shows noticeable problems in writing and gender in the study sample, as the study sample was less than 5. We accept the zero hypothesis in this question. The next figure shows this result.

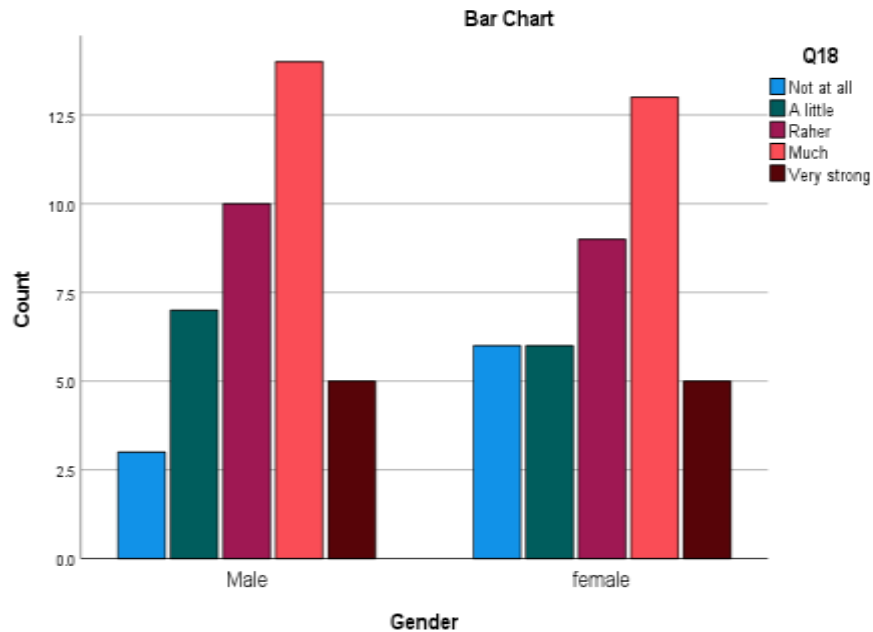


Figure 18. Response to Question Eighteen.

4.20. Results of Question Nineteen: Do you face any problem while building an argument?

Table 57. Summary Response to Question Nineteen.

	Case Processing Summary					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * Q19	78	100.0%	0	0.0%	78	100.0%

The table above shows the number of participants 78 and missing values and percentages, and there are no missing percentages.

Table 58. Response to Question Nineteen.

Crosstab

Count		Q19					Total
		Not at all	A little	Rather	Much	Very strong	
Options	Male	4	18	5	7	5	39
	Female	5	10	13	6	5	39
Total		9	28	18	13	10	78
Percent		11.5	35.9	23.1	16.7	12.8	100.0

The first option was a little, got a percentage of 35.9% and was divided between eighteen males and ten females. This group is unable to derive an argument due to the weak writing ability. Rather, the second option obtained a percentage of 23.1% and was distributed between five males and thirteen females. This group has the capabilities but is very simple in formulating a reasonable argument through writing. The third option was much, got a percentage of 16.1%, and was distributed between seven males and six females. As this group, by choosing them through this option, we can build a reasonable argument in writing without any problems. The fourth option was very strong, obtained 12.8%, and was distributed between five males and five females. We find through this ratio that the group has high ability and capabilities in drafting and does not face any problem when concluding a solid argument in writing. The fifth option was not at all, got a percentage of 11.5%, and was distributed between four males and five females. This group does not have any ability to write and has a fundamental problem in formulating a reasonable argument.

Table 59. Chi-Square Tests Response to Question Nineteen.

Chi-Square Tests			Asymptotic Significance (2- sided)
	Value	df	
Pearson Chi-Square	6.029 ^a	4	.197
Likelihood Ratio	6.189	4	.185
Linear-by-Linear Association	.215	1	.643
N of Valid Cases	78		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 4.50.

The above table shows the results of the Chi-Square test. The Chi-square test value was 6.029a. The significance value was 0.197. The first table shows the value and the study sample, as the study sample was less than 5. Based on the preceding, we accept the zero hypothesis in this question. The next figure shows this result.

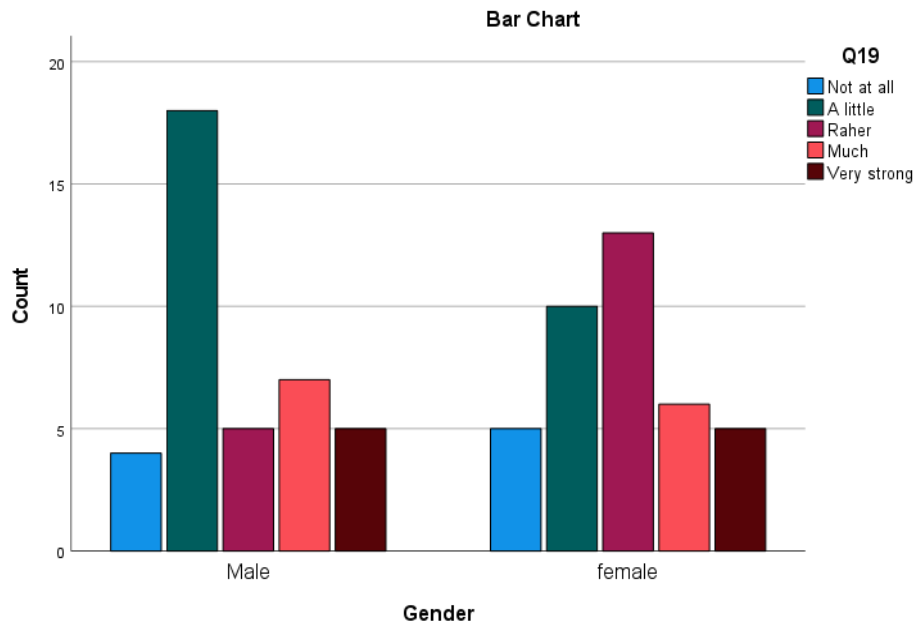


Figure 19. Response to Question Nineteen.

The present study aims to know how students develop their writing upon acquiring a foreign language, what strategy they follow in learning to writing, and their difficulties. Because writing is critical in learning and knowing a foreign language, also, this chapter discusses the questionnaire questions on graduate students at Karabuk University. The questionnaire contains nineteenth question for multiple choices following the five-option Likert scale. SPSS analyzed the results, then Microsoft Excel, and then Word 2016. We will discuss these questions' results in the next chapter.

CHAPTER FIVE

DISCUSSION

This chapter discussed analyzed question questionnaires, which we brought up to Postgraduate students. Table and pie chart displays the results—used *SPSS Statistics and Microsoft Excel 2007* to analyze collected data. The data percentage have later organized in Microsoft word 2016. It describes the scope, focus, and type of written corrective feedback, results of the quantitative analysis of the written corrective feedback. The quantitative data have been analyzed based on participants' answers. The questionnaire contains nineteenth question for multiple choices following the five-option Likert scale.

The first question (*feel confident about ability to write*), measures knowledge of the students' ability and confidence in second language writing. There are differences among males and females, while males are higher than the percentage of females in knowledgeability and confidence in second language writing. The second question (*effectively plan a large writing assignment*), that the ability to complete the job, write and plan, and distributed in disparate proportions as a result of each student's skills and capabilities, while are the percentage of males higher than the percentage of females in effectively plan a significant writing assignment. Third question (*write first drafts without stopping to correct or rethink*), clarify students' writing abilities due to the linguistic background and ability to write the draft without correcting or rewriting it. At the same time, are the percentage of females higher than the percentage of males. Fourth question (*Write effective sentences and paragraphs, using correct grammar, punctuation, and spelling*), the ratio of males more elevated than the percentage of females. We find it necessary to give great importance to learning and benefit and the mental and mental capacity and its impact on students' ability to second language writing: fifth question *use a well-defined structure (introduction, body, and conclusion)*, percentage of males higher than females. We can deduce that it depends on personal ability, interview, and knowledge messages to

examine the resulting methods in second language writing. In the sixth question (*revise writing to make it clear, correct, and consistent*), we find that through this question percentage of females higher than the percentage of males that they are the highest in terms of the ability to write and not to modify it, and to make sure of its correctness as a result of the high and high power they have in second language writing. The seventh question (*when writing, accurately give credit for ideas and facts from other people*), the percentage of females higher than the percentage of males. We conclude that according to the distributed rates, the first and third options were low in providing the right and credit with great accuracy to the owner of the facts and ideas others use to learn to write the second language.

Eighth question *give almost equal attention to both the language (e.g. spelling, grammar, and vocabulary) and the content (e.g. ideas, organization)*, while are percentage of males higher than percentage of females. We conclude from this question according to proportions among males and females and give approximately equal attention to both language (dictation, grammar, and vocabulary) and content (ideas and organization) in learning the second language. Ninth question (*enjoy writing?*), the percentage of males higher than percentage of females are the most enjoyable for second language writing. Tenth question (*do you think yourself as a writer?*), the percentage of males higher than percentage of females. We conclude from this question that males most secure females they have to be like a writer in writing the second language. Eleventh question (*on a topic of interest to you, can you generate lots of words fairly quickly and freely?*), the percentage of males higher than percentage of females. We conclude from this applied question that the distributed proportional potential proves the possibility and ability of each opportunity to generate names as quickly and freely as possible, resulting from the knowledge and personal capabilities in second language writing. Twelfth question (*again, on a topic of interest to you, can you come up with ideas or insights you had thought of before?*), the percentage of males higher than percentage of females. We conclude from this question that quantitative inventory of information caused the possibility of removing

pictures and telling the result of this number of ideas that could be a catalyst for second language writing.

Thirteenth question (*can you make your sentence clear-so-they are clear to readers on first reading?*), the percentage of males higher than the percentage of females. We find that through this question, we conclude a common denominator between the problems and the type of answers obtained, wholly on the student's intellectual stock and his ability in second language writing. Fourteenth question (*can you get your sentences lively?*), the percentage of males higher than the percentage of females. We find that through this question, it is evident from this question that the ability to have your sentence be vital and effective on a solid cultural basis and informative, especially in second language writing. Fifteenth question (*can you get rid of most mistakes in grammar, spelling, punctuation, and so on?*), the percentage of males higher than the percentage of females. We find that it is necessary to clarify that mental ability and mental capabilities are a significant reason for students' second language writing. Sixteenth question (*can you give a detailed account of what was going on when you were writing: the thought and feelings that go through your mind and the things that happen in the text?*), the percentage of males higher than the percentage of females. We conclude from this question that second language writing is mental connectors and individual abilities to delve into the text and visualize all thoughts and feelings. Seventeenth question (*can you make changes in the way you go about writing based on those things you noticed?*), the percentage of males higher than the percentage of females. We conclude from this question that we give a clear picture of the individual capabilities and use the second language in writing the text. And some sentences have changed as a result of developments. Eighteenth question (*Do you notice problems in your writing and figure out what the causes are?*), the percentage of males higher than the percentage of females. We can conclude that individual capabilities and differences have a primary reason for noticing problems and causes when second language writing. Nineteenth question (*Do you face any problem while building an argument?*), the percentage of males higher than the

percentage of females. This question does not have any ability to write and has a fundamental problem in formulating a reasonable argument.

As for the research questions that have previously asked, the first question was, *what is the possible requirement to improve the foreign language writing of students?* Students' needs to improve writing in the second language are reading a lot of grammar, memorizing many meanings, listening daily and continuously, and writing daily to improve their writing. The second question, *what are the fields in which they have problems in foreign language writing?* They also face writing problems because they do not have vocabulary and grammar. Finally, the third question, *Is there any impact or effect on the students' difficulties in foreign language writing?* Also, there are influences and difficulties on the students because writing requires a long time and continuous effort to come out well.

CONCLUSION

Writing is an essential skill in acquiring a foreign language, and It is necessary because the learner enhances the grammatical structures and develops vocabulary. This study was conducted on postgraduate students at Karabuk University in Turkey and proved at the beginning that students need a long time and continuous effort to develop their writing skills. Therefore, more time should be devoted to them so that they can write well and effectively. Writing skills can be developed when given more significant time to practice writing (Ismail, 2011).

The present study aims to know students' writing upon acquiring a foreign language and their strategy in learning to write. Because writing is critical in learning and understanding a foreign language. This study aims to form practical solutions to some of the written problems that educated students face. The main objective of the thesis is to find the students' linguistic mistakes in acquiring a foreign language and encourage them to learn the language.

Dixson et al. (2002) and Hinkle (2006) believe that writing is a very complex process and proves difficult for many foreign language learners, despite its complexity and difficulties, as writing is essential in learning a foreign language. Farris (2002) highlights that the most difficult part of language art is writing.

It can be seen from the results of the current study that the learners have problems writing. However, some of them were good at writing, relied on themselves. We also note that the students are less confident in writing because they are weak and need to develop themselves and focus on grammar and vocabulary. Therefore, postgraduate students with less confidence need to establish themselves to write permanently. We encourage that the learners rely on themselves and gain their creativity in writing, and they will have sufficient ability to obtain a high level of confidence in writing. The results showed all participants involved in the current study value and required regular corrective feedback due to grammar, orthography, vocabulary, and writing problems. All participants believe that they must correct their errors entirely because they think that corrective feedback

from their teachers is essential for improving their writing skills. Through results, we conclude that the ratio of males is better than females on second language writing. The participants were of different nationalities, including Iraq, Egypt, Syria, Turkey, Yemen, and Palestine. The statistical significance between the nationalities was close to each other in terms of their responses because writing is the most difficult part of learning a foreign language.

The study indicates that students with different levels of competence are aware of their written level and areas of weakness in writing. Thus, teachers should consider the perspectives of their students. The teachers should also pay attention specifically in writing to the individual differences relating to the student level in the second language. Also, corrective written feedback in the teaching-learning process is considered an effective constituent. Therefore, teachers should not see corrective feedback as a challenging job. Instead, through written corrective feedback on their writing, they should regard it as a means of communication between them and their students.

This study also implies that when students have corrective feedback, they can use other sources to correct their errors. Although the current study was limited to conducting opinion students with seventy-eight EFL postgraduate students at Karabuk University in Turkey, the conclusions could likely contribute to English language acquisition/learning, especially writing skills.

Future studies can include a broader sample using other data collection methods to provide extensive information on students' views about their writing.

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CURRICULUM VITAE

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APPENDIX 1

In English writing class...		Not at all	A little	rather	much	Very strong
1	I feel confident about my ability to write.					
2	I can effectively plan a large writing assignment.					
3	I write first drafts without stopping to correct or rethink my writing.					
4	I write effective sentences and paragraphs, using correct grammar, punctuation, and spelling.					
5	I use a well-defined structure (introduction, body, and conclusion) in my writing, as appropriate.					
6	I revise my writing to make it clear, correct, and consistent.					
7	When writing, I accurately give credit for ideas and facts from other people.					
8	I give almost equal attention to both the language (e.g. spelling, grammar, vocabulary) and the content (e.g. ideas, organization).					
9	Do you enjoy writing?					
10	Do you think yourself as a writer?					
11	On a <i>topic of interest to you</i> , can you generate lots of words fairly quickly and freely?					
12	Again on a topic of interest to you, can you come up with ideas or insights you had thought of before?					
13	Can you make your sentence clear-so they are					

	clear to readers on first reading?					
14	Can you get your sentences lively?					
15	Can you get rid of <i>most</i> mistakes in grammar, spelling, punctuation, and so on?					
16	Can you give a <i>detailed</i> account of what was going on when you were writing: the thought and feelings that go through your mind and the things that happen in the text?					
17	Can you make changes in the way you go about writing based on those things you noticed?					
18	Do you notice problems in your writing and figure out what the causes are?					
19	Do you face any problem while building an argument?					