The Impact of the Direct Teacher Feedback Strategy on the EFL Secondary Stage Students' Writing performance

By

Ismail Ibrahim Elshirbini Abdel Fattah Elashri

PhD researcher

Mansoura University

Faculty of Education

Department of curricula &Methods

English Section

2013

Abstract

This study aimed at developing some writing skills for second year secondary stage students through the direct teacher feedback strategy. Hence, the problem of the study was stated in the following statement: "The students at Al Azhar secondary schools are not good at writing. As a result their writing skills are weak. ". They need to be trained in the skill of writing and there is a dire need to use the direct feedback strategy.

The study adopted the experimental design, i.e., using an experimental group and a control group. The experimental group received the direct teacher feedback strategy instruction while the control group received traditional writing instruction. The direct teacher feedback strategy instruction was provided to the experimental group at Satamooni Al-Azhar Secondary Institute for Girls at Satamooni whereas the traditional writing instruction was provided to the control group at Roda Al-Azhar Secondary Institute for Girls at Roda; both institutes are located in Dakahlia Governorate. The instruction lasted for nine weeks for each group. The instruction took place in the second term of the academic year 2012/2013.

The following instruments were designed by the researcher: A Writing Performance Test, A Holistic Scoring Rubric, and An Analytic Scoring Rubric. The present study provided evidence for the effectiveness of using the direct teacher feedback strategy in developing students' writing performance. Further, the study highlighted the advantages of using the direct teacher feedback strategy in developing writing.

Review of Literature & Related Studies

(Feedback, writing skills)

Section one: feedback

Introduction

Significance of feedback

Types of feedback

Teacher Feedback

Teacher Direct correction

Teacher Indirect correction (coded-un coded)

CALL feedback in writing

Software programs

The net programs

On line programs (synchronous)

Off line programs (asynchronous)

The intranet programs

Section two: Writing skills

Introduction

Importance of writing

Difficulties and problems of writing

Section four: Related studies

The related studies of feedback strategies

The related studies of writing

Section one: feedback in writing

Significance of feedback in writing

The term feedback is used to describe the information that comes back from readers to the writer. Carmer et al (2008) explains that feedback is greater in face-to-face conversation than it is in written communication. They also see that the slower the feedback, the more useful it is to plan in advance what a written work is likely to mean to its readers. Feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and students about how students are doing relative to classroom learning goals. Brookhart (2008). Feedback is a crucial aspect in the writing process and that it plays a central role in learning this skill. There are three features of feedback advantages: firstly, Through feedback, learners come to distinguish for themselves whether they are performing well or not (Mi, 2009;Littleton,2011) .Secondly, When they are not performing well, however, further feedback helps them to take corrective action about their writing in order to improve it and reach an acceptable level of performance (Getchell, 2011).Thirdly, Feedback is not only intended to help them monitor their progress, but also encourages them to take another's view and adapt a message to it (Asiri, 1996). Another valuable feature of feedback is that it serves as a good indication of how EFL students are progressing in learning the written language and, therefore, assists the teachers in diagnosing and assessing their students' problematic areas (Hino 2006).

The best way to improve one's writing skills is to write, receive feedback from an instructor, revise based on the feedback, and then repeat the whole process as often as possible. Unfortunately, this puts an enormous

load on the classroom teacher, who is faced with reading and providing feedback for perhaps 30 essays or more every time a topic is assigned. As a result, teachers are not able to give writing assignments as often as they would wish.

Burstein (2004:27)

In addition, feedback is helpful in encouraging students not to consider what they write as a final product and in helping them to write multiple drafts and to revise their writing several times in order to produce a much improved piece of writing (Asiri, 1996;Russell&Spada,2006). Feedback can be adopted and benefited from in a teaching situation where rewriting is encouraged.

Panova&lyster (2002) explained that In the teacher's corrective feedback in writing classes it depends on the idea that if the teacher points out to a student errors or mistakes he has made and provides directly or indirectly, the correct form, the student will then understand the mistakes or errors he has done, learn from them, and their ability to write accurately will be improved. He also added that if teachers do not correct their students' errors "fossilization" will occur and it will become very difficult to eliminate these errors later.

With the absence of feedback, students can become dismotivated (Brookhart, 2008), and lose the sense of how they are doing and which aspects of their writing they should pay more attention to. Lee (2008) argues that their efforts may be misdirected and they may gain an inaccurate impression of their performance in the writing skill. Moreover, a lack of feedback may also create the assumption among students that they have communicated their meaning and, therefore, they do not perceive the need to revise the substance of their texts (Saito, 1994).

Types of feedback in writing

The types of feedback are many. Feedback can be classified according to the following: The performer(the provider) of feedback (teacher, peer, self and CALL Computer Assisted Language Learning), the timing of feedback (delayed and immediate feedback) and the form of feedback (direct and indirect feedback), the method of performance of feedback (oral and written feedback), the concentration on a specific item in feedback (grammar, spelling and etc), the stage of process writing feedback and the effect of feedback (feedback in revising, editing stages). For the purpose of this study, much attention will be given to two types of feedback .The first one is the teacher's written feedback and it has two types: Direct and Indirect feedback and the second type is the CALL feedback that contains software programs, internet programs. Concerning the first type of feedback, this study will deal with teacher direct, feedback and teacher indirect feedback. As for the second type of feedback, this study will deal with software program and intranet programs one for the teacher and the other for the student.

Teacher written feedback

Teachers' written feedback is the most widely used form of feedback that students receive on their written work. Different researchers (e.g., Danny and Randolph& Karen, 2010; Altena & Pica, 2010) have questioned the efficacy of this type of feedback. Teachers' written feedback, however, is a complex area, and several studies have dealt with it from different angles. Some studies (Getchell et al, 2011; Clement et al, 2010), for example, have investigated the methods (e.g., direct correction, the use of codes, etc.) teachers utilize to respond to their students' written work. Others (Peter, 2006; Blair, 2006) have examined the types of feedback (i.e., form vs. content) teachers perceive as being more effective. This

study will examine the effectiveness of a type of the teacher's written feedback.

The first type of the teacher's written feedback (Direct feedback)
Direct teacher feedback simply means that the teacher provides the students with the correct form of their errors or mistakes whether this feedback is provided orally or written. It shows them what is wrong and how it should be written, but it is clear that it leaves no work for them to do and chance for them to think what the errors and the mistakes are. Different researchers (Rymanowski and et. al, 2011; Ko and Hirvela, 2010) argue that direct teacher feedback is the least effective method of providing feedback on student errors and mistakes. Clements et al. (2010) suggest that direct methods in providing feedback do not tend to have results which are commensurate with the effort needed from the teachers to draw the students' attention to surface errors. This is because it doesn't give students an opportunity to think or to do anything. The present study studies this type of feedback.

The second type of the teacher's written feedback (Indirect Feedback)
In this type, there are two types of feedback coded indirect feedback and uncoded indirect feedback. As for the first type "coded indirect feedback", the teacher underlines the errors or mistakes for the students and then the teacher writes the symbol above the targeted error or mistake and then the teacher gives the composition to the student to think what the error is as this symbol helps the student to think. In the second type, the uncoded indirect feedback, the teacher underlines or circles the error or the mistake and the teacher doesn't write the correct answer or any symbols and the student thinks what the error is and corrects. In indirect feedback, teachers respond to their students' errors by using symbols and codes that indicate the location and type of error. Moser & Jasmine

(2010) see that this method is more effective than directly correcting the errors. Ko & Hirvela (2010) explained that making a learner try to discover the right form could be often instructive to both learner and teacher. This claim has been supported by Moser & Jasmine's (2010) study which found that the students who used an error code in revising their essays made significantly greater gains than those whose compositions were directly corrected by the instructor.

These symbols and codes, however, should be clear in order not to confuse the students. In addition, writing teachers should use them only after they have provided opportunities for the students to familiarize themselves with them, so as to be able to recognize and use them.

Ko & Hirvela (2010) points of view is that correcting students' errors, either directly or indirectly (i.e. using symbols and codes); teachers should be selective and not correct every mistake. They explained that correcting every mistake may result in students' adoption of negative attitudes toward writing and negative feelings about themselves as writers.

CALL feedback in writing

As computers have become widespread in schools, homes and business, a need for language learning has become urgent and the necessity of computer literacy has become very obvious (Cotos et. al, 2010). Language teachers have started to use new technologies as a new pedagogical tool in foreign language teaching. Introduction of new pedagogical tools does not reject, but includes programs and methods of pervious phase, representing in evitable innovation that gains acceptance slowly and unevenly. Multimedia computing, the internet, and the world wide web have provided an incredible boost to Computer-assisted language learning (CALL) applications, offering a wide variety of

educational programs, resources, software, journals, organizations, software tutories including all types of exercises for grammar drills, vocabulary, listening and pronunciation exercises and games. (Zhang& Reid, 2010; Burger et al 2007)

On line programs (synchronous) and the off line programs (asynchronous)

Synchronous Computer-Mediated Communication (SCMC)

Recent research in CALL has divided computer contribution to language learning in two different categories. In the first category, computers act as tutors, fulfilling almost the same role as teacher or other sources of information. The second type of computer mediated instruction conceives of the computer as a set of tools that facilitates language development. Some examples of these tools are word processing programs, databases, and CMC environments (Levy, 1997). In the case of CMC environments, the computer becomes an instrument which provides an area for human communication. Although the machine mediates interaction among individuals, every part of the conversation is produced by humans.

CMC is divided into real-time synchronous CMC, which includes chat rooms and computer networks; and asynchronous CMC, which does not occur in real-time and includes bulletin boards and electronic mail. In any case, both synchronous and asynchronous CMC are valid constructs for socioculturalists, given that computers are used as tools mediating human interaction, which is conducive to language development (Warschauer, 1999).

Synchronous computer-mediated communication (SCMC) is unique in its ability to merge characteristics of both speaking and writing. Through SCMC, individuals communicate by typing keyboard messages into the computer, and simultaneously interacting in real time, as done in oral communication. When individuals engage in SCMC, they are

communicating by reading and writing instead of by speaking and listening. It is this crossroads between the reflective nature of writing and the interactive characteristic of speaking that raises interesting possibilities for language acquisition. In fact, SCMC is viewed by some as a "potential cognitive amplifier" that can help develop both reflection and interaction (Warschauer 1997, p. 472). Thanks to SCMC, human communication can take place in a text-based form, which allows learners to naturally interact with others, while having the advantage of freezing, evaluating, editing, rewriting, and expanding their attention. Consequently, as Warschauer mentions, "students own interactions can now become a basis for epistemic engagement" (1997, p. 472).

The significance of text-based interaction has been underscored before in language learning research with the idea of paper-based dialogue journals (Arbon, 1990; Peyton, 1997). Dialogue journals emerged in the last twenty years as a language teaching strategy to support writing skills. This support evolves from the authenticity and natural interaction of partners engaging in a two-way, unedited, uncorrected written interaction (Peyton, 1997). One of the rationales behind dialogue journals is that "little children seem to intuitively understand the relationship between speeches and writing; writing is just written speech. However, by the time children are immersed in public education, the heavy constraints and focus on structure wipe out the purpose, process, and joy of writing" (Arbon, 1990).

Foreign language learners engaging in the process of writing have to deal with an even bigger list of formal guidelines, such as vocabulary, correct grammar, punctuation, unity, coherence, and conflicting writing styles. It is natural then, that language learners experience high anxiety levels and mental blocks when writing (Peyton, 1997). 11

Proponents of the dialogue journals recognize that this writing tool attempts to bridge the gap between writing and speaking, and that it "provides a natural

means by which [students] can move from a form they already know (oral communication) to a new skill, writing" (Arbon 1990, p. 14).

Connecting dialogue journals with SCMC, Warschauer (1997) proposes that the latter possesses all the advantages of the paper-based journals, and provides even more. He believes that when writing is shared on paper, the reader cannot easily edit the composition while simultaneously interacting with the writer, whereas SCMC can provide immediate feedback through interactions. He concludes that despite the fact that dialogue journals are quite useful for expression, they do not necessarily promote collaboration among learners, which is a key principle for SCT. Thus, thanks to its cooperative characteristic, "the computer mediator feature of online writing has finally unleashed the interactive power of text-based communication" (1997, p. 472).

A growing body of research has begun to illuminate an emerging relationship between types of corrective feedback and foreign language learning in face-to-face interaction (e.g., Ammar & Spada, 2006; Carroll, 2001; Ellis, Loewen & Erlam, 2006; Hino, 2006; Loewen & Nabei, 2007; Lyster, 2004; McDonough, 2005). With the tools of technology making their way into the L2 classroom, corrective feedback delivered via written synchronous computer-mediated communication (SCMC) holds particular promise for the learning of especially complex or low salient forms due to the visual saliency of certain forms during written interaction, the amount of processing and planning time afforded by synchronous chat, and the enduring as opposed to ephemeral nature of the turns. Despite the potential advantages of SCMC for facilitating the noticing and learning of these low salient and difficult forms, research on learning outcomes following computer-mediated corrective feedback is still limited (e.g., Loewen & Erlam, 2006; Sachs & Suh, 2007).

The intranet programs

Intranet is the generic term for a collection of private computer networks within an organization. An intranet uses network technologies as a tool to facilitate communication between people or workgroups to improve the data sharing capability and overall knowledge base of an organization's employees.

An intranet is also a private [network](#) that is contained within an [enterprise](#). It may consist of many interlinked local area networks and also use leased lines in the wide area network. Typically, an intranet includes connections through one or more [gateway](#) computers to the outside Internet. The main purpose of an intranet is to share company information and computing resources among employees. An intranet can also be used to facilitate working in groups and for teleconferences.

The purpose of an intranet is to create a computer network that can service the needs of a company by keeping it private, secure and affordable. An Intranet generally means an internal network, and its functions resemble the Internet. In fact, many people choose to think of an intranet as a company's own personal Internet, where data can be exchanged and communication is kept secure using encryption technology.

Section two: Writing skill

Introduction:

Writing is one of man's most useful inheritances from the past. It makes it possible for men to communicate with each other across great distances. It also enables men to leave records of their accomplishments for future generations. Writing can cause war or bring about peace; sentence a man to prison; elect a president; please, anger, or frighten millions of people;

or simply give information. All this it accomplishes by means of a few signs that can be marked on paper and carried anywhere. Writing is of great importance because it makes information lasting and easily portable. Writing is linked to learning in many ways. Writing influences thinking and encourages creative thinking. Writing helps one learn different ways to develop one's thoughts. Accordingly, writing enhances learning in many ways, as Risinger (1987) states that writing enhances learning in several ways. Writing can be looked at from various perspectives. According to Boughy (1997), writing is considered as a tool for the creation of ideas and the consolidation of the linguistic system by using it for communicative objectives in an interactive way. From this perspective, writing implies the successful transmission of ideas from an addresser to an addressee via a text and this exchange of information becomes a powerful means to motivate and encourage the development of the language skills.

Writing speaks for the writer; it represents his thinking. It can never be any better than the writer. If he does not think in a clear and organized manner, he will not write effectively. If he does not know enough about his subject, his writing will show his ignorance.

Experienced writers prepare for the task of writing. They gather information, often outlining their facts and ideas. They look up doubtful points in an encyclopedia or other reference book. The more difficult and important the communication, the more necessary is this preliminary thinking and organizing. A personal letter may require little planning or preparation, but a business letter may require a great deal. Writing a book may take years of thinking and of gathering information. Agreeing with the previous perspective, writing is communicating thoughts and feelings through written rather than spoken language. Hence, writing is a powerful

instrument of communication that allows writers to grow personally and affect a change in the world (Saskatchewan Education, 1997).

The marks on paper are unimportant in themselves. They are important for what they represent and for the job they do. That job is to help people communicate with each other. To communicate means to share information, experiences, and emotions. Something in one person's mind is put into written symbols so that another can share it. Perhaps it appears in the form of a poem which is to be read and enjoyed by many people. Perhaps it is only a boy's note to a girl, in which he is asking for a date.

On the other hand, Bello (1997a) points out that writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. Dyson and Freedman (1990) elaborate on this perspective by viewing writing as consisting of several processes- planning, transcribing text, reviewing- that do not occur in any fixed order. Thought in writing is not linear but jumps from process to process in an organized way largely determined by the individual writer's goals. If the processes of writing are recursive, any classroom structures that demand that all students plan, write and revise in fixed order are likely to run into difficulty. Writers need flexibility and they need time to allow the subprocesses to cycle back on each other. Looked at from another perspective, Zamel (1987, cited in Ahmed, 2003) views writing as the process of exploring one's thought and learning from the act of writing itself what these thoughts are.

Difficulties and problems of writing:

There are general steps for writing these steps should be in the mind of the writer to overcome the problems and the difficulties of writing. First step toward writing that communicates, therefore, is to have something to say and to understand very clearly what it is. The second step is to

understand the background and ability of the audience being addressed. The third step is to select the words that will effectively bridge the gap between the writer and this audience.

It is important to think of the reader because words often do not mean exactly the same thing to him that they do to the writer. When a person writes birthday greetings to his mother or father or to a friend, he is not likely to be misunderstood. However, in writing a job application, a statement of belief, or the draft of a new law, it is wise to think very carefully about what the words used may mean to other people.

For various reasons writing usually appears a difficult task. Students try to write the composition all at once: ideas do not get a chance to form .Tribble (1996) claims that writing can be an extremely daunting task when the main focus of a writing task is the final product from the very beginning. The need to produce a coherent and well-written text can be a great source of stress to the writer if the intervening stages in the process of creating this text are overlooked. Furthermore, Cerbin (2001) argues that in many classes students are expected to write well, but are not taught to do so. Courses do not try to develop students' writing: they simply require it and students are left to use whatever strategies and competencies they have. Actually, unless students are given feedback and helped with their composing processes, they will not get better by simply writing a lot. Mooney (2004) expressed a similar view that students should understand that writing has an explicit structure and process in order to empower them to become good writers. Many students see writing as a magical act, when in fact there is a specific structure and process.

The frequent lack of a clear purpose or audience for writing resulting from the artificial nature of many EFL writing assignments, makes writing difficult for the students. This will make students lose interest in

writing (Berkenkotter, 2000). Moreover, incomplete understanding of the subject matter makes writing difficult. Cerbin (2001) points out that the students often have to write about topics that are unfamiliar to them. Thus, it is very common that their writing lacks coherence and structure, reflecting their fragmented understanding of the topic, not necessarily their incompetence as writers.

Writing has little to do with spelling and grammar, but is more about ideas, emotions and finding a way to express oneself. Most students are never taught to see writing this way (Mooney, 2004). Unfortunately, what is emphasized at an early age with writing is not ideas or creativity, but one's ability to master the technical elements like handwriting and spelling Cerbin (2001) notes that students perceive writing as a chore rather than as a meaningful learning experience. Consequently, students are more likely to be interested in their work when they have some control over the selection of the topic and the work has an authentic purpose beyond getting a grade.

Some of the problems are teacher-centered rather than student-centered. According to Fulwiler (2000), vague explained directions on a writing assignment; exam questions which make false assumptions about what students know or should know.

In addition, the students' task in completing a writing assignment is made yet more difficult by the lack of provision for practice of the writing skill in class. Writing often becomes a low priority for the teacher when time and syllabus constraints come to the fore (Holmes, 2003).

Students are taught to dumb down writing. Students lose their authentic writing voice in school because they silence their writing in fear of making mistakes. Mooney (2004) mentions that:

Most students have a huge discrepancy between their verbal skills and their writing ability. They have words in their minds that they could never

spell. But in school, correct spelling is valued more than getting one's true vocabulary on the page. As a result, many Students do not write what is actually in their minds, but dumb-downed versions so they do not make mistakes. Over time, students learn that this dumb-downed version is all they can do, and so they stop trying to write what is in their heads and lose their voice as writers (para. 4).

The problem of deficiencies in student writing or student underachievement in writing can be attributed to many factors: one, students have a poor attitude towards writing in addition to attitudes from previous writing failure experiences (Cumberworth & Hunt, 1998; Buhrke and others, 2002); two, students are unmotivated to use the writing process and lack a cognitive awareness of the purpose for the writing process (Cumberworth & Hunt, 1998); three, reluctant writers experience difficulties due to the following factors: spelling and handwriting problems; poor mechanical skills; or a fear of exposing their feelings (Pierce and others, 1997); four, inadequate teacher training and reliance on ineffective past practices, daily time constraints, as well as a lack of immediate and positive feedback (Adams and others, 1996); and five, an insistence by many teachers that writing be accomplished in a silent, non-interactive environment (Accomando and others, 1996).

Hence writers must always ask what kind of experience their readers have had and which words will convey their intended meanings. Sometimes a few words of additional explanation are needed. Often an example helps. At times it is better to use different words. In face-to-face conversation it is possible to sense that a person does not understand and thus one can explain a statement. However, in writing for the mass media—that is, for television, newspapers, books, magazines, and radio—it is essential to be very careful. Many people are reached, and it takes a long time to find out if they understand.

Thus, it is evident that writing appears to be difficult for a lot of reasons: on the part of the student, the teacher or the instruction. So, efforts should be exerted to tackle these difficulties.

Section Three: Related Studies

First, Studies Related to Teacher's Feedback

Katia et al (2011) studied Brazilian English as foreign language teachers' beliefs about grammar-based feedback on writing. The study mentioned that many studies researched the effect of teacher corrective feedback and a few studies concentrated on the beliefs about written corrective feedback. Therefore, this study aimed at investigating Brazilian EFL teachers' beliefs about grammar-based feedback on writing and the extent to which their beliefs are related to their perceived classroom practice. Fifteen Brazilian EFL teachers answered a five-point Likrt scale survey. Results of the study suggest that Brazilian teachers tend to believe that form-focused correction in a recommendable instructional approach. In addition, the qualitative analysis of the teachers' perception of classroom practice implied that their pedagogical decisions are likely to be shaped by beliefs and contextual facts.

Clements et al (2010) explored using feedback to enhance student writing. This study described teacher feedback provided during student-teacher writing conferences to explore how to meet the diverse writing levels of students in a kindergarten class room at a rural primary school in the south eastern United States. This study was based on the constructivist theory emphasizing the guidance and social interaction needed for students at the emergent witting level. The guiding research question for this study examined how the feedback from the kindergarten teacher during a writing conference enhances student writing. This qualitative case study, through an analysis of them including message

quality, praise, phonemic awareness, and concepts of print, used a descriptive narrative to describe the response the kindergarten teacher to five student participants about the drawing and writing of students during a writing conference, examined student interviews, and examined student writing samples using a rating scale. The results showed that language plays an important part in writing development as students discussed writing with the teacher and answer questions during writing conferences, verbalized their understanding of writing through student interviews, and applied their language through writing samples. The implications for positive social change include a better understanding of conferencing with beginning writers for teachers, its effect on the writing process of beginning writers and the potential for teachers to create literate student who will be successful writers across the curriculum and in their future workplace.

Randolph &Karen (2010) examined the effects of weekly teacher feedback on the state writing test and competency test for eighth grade English students in a small rural Georgia middle school. The researcher focused on the effects of stronger student-teacher class room relationships on student learning as reflected on state tests. The researcher met with each English student every week in the context of a small group from the beginning of the school year until the state writing test.th results revealed that stronger student-teacher relationships alone did not improve state test scores. The researcher's conclusion was that the combination of relevance, rigor, and relationships in the context of high goals is what will most likely improve student learning and state test scores.

Hawthrone & Rice (2010) examined the effect of the delivery method of teacher feedback on elementary students' writings upon the writing self-efficacy and dispositions of young students. The participants in the study were third grade students from a public elementary school in the south

eastern United States. Data were collected to measure two affective domains of writing, self- efficacy and dispositions. During a nine-week study in which a comparison group had teacher feedback written on a separate rubric sheet and a treatment group had feedback written directly on their papers both based on the six Traits of writing. Results showed that no significant differences were found between the comparison and treatment groups, by gender, or by skill level; however significant differences by teacher were observed on the writing self efficacy scale. Results also proved teachers with practical applications for the class room as well as address gaps in current writing research.

Du et al (2009) examined the relative effects of three correctional feedback approaches focusing on mechanics an grammar on overall writing performance of students with witting difficulties. Twenty eight students in grades 4-8,71% with learning disabilities and 20% with other high incidence disabilities, who had Individualized Education Program (IEP) goals in writing, were randomly assigned to one of three conditions: correction only, correction Write Again, and Correction + Explanation + Write Again. Participants witting performance on the pre-and post test was measured using three scoring procedures: Correct minus incorrect word sequences, percentage of correct word sequences, and quality rating. Further examination was conducted on changes in error patterns from pre-to post test. Results have implications for providing one-on-one correctional feedback about errors in mechanics and grammar through writing tasks for better writing.

Storch & Wigglesworth (2009) studied the effects of Pair and individual writing on fluency, complexity and accuracy. The performances of the individuals (N = 48) and the pairs (N = 48) were compared on detailed discourse analytic measures of fluency, complexity and accuracy. This

comparison revealed that collaboration impacted positively on accuracy, but did not affect fluency and complexity.

Hartshorn (2008) studied the effect of corrective feedback on ESL writing accuracy. The purpose of this study was to test the effect of one approach to writing pedagogy on second-language (l2) writing accuracy. This study used two groups of l2 writers who were learning English as a second language: a control group ($n = 19$) who were taught with traditional process writing methods and an experimental group ($n = 28$) who were taught with an innovative approach to l2 writing pedagogy. The methodology for the treatment group was designed to improve l2 writing accuracy by raising the linguistic awareness of the learners through error correction. Central to the instructional methodology were four essential characteristics of error correction including feedback that was manageable, meaningful, timely, and constant. The treatment included having students write a 10-minute composition each day, and having teachers provide students with coded feedback on their daily writing. The analysis of the data suggested that the treatment improved mechanical accuracy, lexical accuracy, and certain categories of grammatical accuracy.

Lee& Schallert (2008) studied constructing trust between a writing teacher and student through feedback and revision cycles in an EFL writing classroom. Their goal was to model the role played by the relationship between a writing teacher and the students in the feedback and revision cycle they experienced in English as a foreign language context. Participants include a nonnative teacher of English and fourteen students enrolled in the English writing class in a Korean university. Data came from formal, informal and text-based interviews; semester-long class room observations; and students draft with teacher comments. Findings showed that caring was enacted in complex and reciprocal ways, influenced by interwoven factors from the greater society, the course, the

teacher, and the student. Students' level of trust in the teacher's English ability, teaching practices, and written feedback, as much as the teacher's trust in particular students based on how they revised their drafts, played a great role in the development of a caring relationship between them.

Monte-Sano, Chauncey (2008) explored the practices of two high school teachers of U.S. history and their students' performance on evidence-based history essays over 7 months. Data include pre- and posttest essays, interviews, observations, teacher feedback, assignments, and readings. Qualitative and quantitative comparisons of 42 students' work show that one class improved in writing evidence-based history essays whereas the other did not. Qualitative analyses of the teachers' practices suggest that different opportunities to learn to read, write, and think historically are not equally valuable. In particular, the following qualities of instruction support students' development in writing evidence-based historical essays: approaching history as evidence-based interpretation; reading historical texts and considering them as interpretations; supporting reading comprehension and historical thinking; asking students to develop interpretations and support them with evidence; and using direct instruction, guided practice, independent practice, and feedback to teach evidence-based writing. The act of writing alone is not sufficient for growth in evidence-based historical writing.

Artman (2007) explained teacher-student conferences thatwhile students are writing, the teacher circulates throughout the classroom, conducting conferences. During such a conference, the teacher spends only a few moments with each student, asking questions or building needed scaffolds so that students can continue their writing.

VanDeWeghe, Rick (2005) explored Process Teaching and Content Feedback on Students' Drafts .This study analyzed the type of written feedback and asked how the teachers' written commentaries influenced

the quality of students' final drafts. The feedback was considered either content level or surface level. Content-level feedback included "comments to delete, reorganize, or add information, as well as questions intended to challenge students' thinking, while surface-level feedback included "all edits and comments that pertained to grammar, punctuation, spelling, or format. The quality of writing was determined by using standards based scales measuring content, organization, and mechanics.

With regard to the type of feedback students received, researchers found that teachers provided only surface-level feedback 58 percent of the time and both surface- and content-level feedback 34 percent of the time (8 percent received no feedback). Most attention was given to writing conventions. Interestingly, even though the revisions did show improvement in writing conventions, that improvement was not considered significant. However, since the students' writing did show some improvement, the researchers then examined whether and to what extent the improvements could be tied to teacher feedback.

It is no surprise that students who received surface-level feedback improved somewhat in writing conventions. The authors write, Students appear to respond to the type of feedback they receive, and when they are asked to standardize their writing rather than to develop it, that is precisely what they do.

At the same time, however, students who received content-level feedback increased significantly their written fluency (i.e., length). But why did students only improve their fluency? Why not, for example, more improvement in elaboration or exemplification? To answer this question, the researchers looked more closely at the nature of content-level feedback. Not all content-level feedback is equal, they point out. Requests for clarifying information, for example, only required that students reword sentences for clarity or specify pronoun usage, both

relatively simple revisions to make. In contrast, content-level feedback that was text specific and provided students with at least some guidance for how to revise rather than simply clarify their work; italics in original) produced revisions that showed additional engagement with the subject matter as well as growth in terms of sophistication.

An example of such successful content-level feedback appears in a vignette where a student analyzed a Maya Angelou poem and drafted a response to it. In her feedback, the teacher wrote text-specific comments with direct guidance: You need four paragraphs. Quote poem and explain. Connect poem with outside world. While we might not like this teacher's authoritarian tone or the lack of genuine reader-based inquiry (e.g., "I don't see how this connects with the outside world; can you help me see that connection?"), we nonetheless see the nugget of specific guidance in the teacher's feedback. Importantly, this feedback led to substantive revision by the student, thus underscoring the point that there is a willingness on the part of student writers to develop their essays when asked to do so.

Though many teachers purport to "teach the writing process" or self-identify as "process teachers," the results of this research suggest that, at least in the area of feedback on student compositions, many process teachers continue to focus on the surface features of language use, some to the exclusion of content. The authors write, We doubt that the old 'product' approach with its emphasis on error correction could reliably be distinguished from the particular 'process' approaches implemented by most of our 11 instructors on the basis of these data. Given the small sample used as the basis for this study, we cannot draw the conclusion that such limited feedback strategies are widespread, but there is reason to suspect that is the case when we hear so many stories of students whose

definition of revision is limited to surface-level corrections. They must have learned that somewhere.

This research and replicated studies that may follow make a good case for renewed attention to literacy instruction reform aimed at helping teachers support student revision across drafts. "Reform programs seeking to improve students' academic literacy skills should include a substantive focus on helping teachers improve the quality of their feedback on student writings. Some of the following practices, for example, might become staples in site-based professional development workshops and study groups.

Chandler (2003) examined whether feedback in the form of underling errors could help students improve their writing accuracy and whether the effects would last over one semester. The results showed that the accuracy of students writing improved if they are required to correct their errors than if they aren't.

Ferris and Roberts (2001) examined the effect of the indirect teacher feedback among university student writers in terms of the percentage of errors they could revise when they self-edited their texts across the three feedback conditions:(a)errors marked with codes (b)errors underlined with no codes and(c) no feedback at all. Results showed that there are clear effects for feedback groups versus the non-feedback groups.

Lucy (2001) examined the effect of differential feedback (corrections, commentaries, and a combination of the two) on the journal writing accuracy of minority- and majority- language students being educated in the same classrooms. Journal writing samples were collected from 112 fifth grade students over 4 months. Results of the study showed that writing accuracy of both minority- and majority- language students has been improved by the different types of feedback.

THE PILOT STUDY

The Pilot Study

The researcher conducted a pilot study to determine the most common mistakes that students of secondary stage make during writing. The researcher offered five paragraphs to the students to write about .These paragraphs are:

1-Pullotion

2-Reading

3-The computer

4-Tourism

After writing the paragraphs, the researcher corrected the paragraphs and counted the sentences, and then the researcher determined the most common mistakes as follows:

Table (1) shows the most common mistakes in writing

MISTAKES	GRAMMAR MISTAKES	SPELLING MISTAKES	AGREEMENT MISTAKES	PUNCTATION MISTAKES
702	210	134	151	207
PERCENTAGE	% 29.91	% 19.08	% 21.509	% 29.48
THE MEAN	2.1	1.34	1.51	2.07

Another pilot study was conducted to determine students' performance in writing composition. The pilot study included 23 students' first term

marks of second year secondary stage students control in Elsatmooni institute for girls) table (1) below show the results.

Results indicated that the sample's mean scores on the writing were below the average score .This shows that the students had a relatively low achievement level in the section of writing. Comparing the mean score in English test components, it was evident that their performance level in writing was weak.

Table (2) shows the students' achievement in writing

Components	Dialogue	Situation	Vocabulary	Structure	Comprehension	Reader	Writing	Translation	Total
Test marks	3	1.5	3	2	4	2	2	2.5	20
mean	2.21	.5	2.478	.2826	2.652	.3043	.521	1.847	10.78
percentage	66.52%	33.3%	74.34	14.13	66.30%	15.21%	26.08%	73.91%	53.913

Results in the table above indicate that students' achievement in writing was one of the lowest skills among test items. Hence, investigation is needed.

The results of the above table indicate that the students' achievement in writing is low (26%).This shows that the students lack the necessary skills to handle writing. Hence, it is rather essential to study this problem and find a proper remedy.

THE STATEMENT OF THE PROBLEM

The students at secondary schools are not good at writing. As a result their writing skills are weak. They need to be trained in the skill of

writing and there is a dire need to use the teacher's direct feedback strategy.

RESEARCH QUESTIONS

The research included the following questions:

    1. What are the writing sub skills that second year secondary stage students have to acquire?

    2. What are the proposed the teacher's direct feedback strategy activities for teaching these sub skills?

    3. What is the effectiveness of using the proposed the teacher's direct feedback strategy activities in developing writing performance of second year secondary stage students?

PURPOSE OF THE STUDY

The present study aimed at:

- Presenting the teacher's direct feedback strategy to develop the writing performance of EFL secondary schools students.

-presenting a teacher's guide for teaching the writing skill using the teacher's direct feedback strategy for secondary stage.

SIGNIFICANCE OF THE STUDY:

The present study will contribute to:

1- Show English language instructors how to use the teacher's direct feedback strategy in teaching and learning the writing skills of the foreign language.

2- Presenting new techniques for teachers of EFL in teaching grammatical structures in writing.

3- Pave the way for other studies in Egypt to use these strategies to enhance/improve students' performance in other specializations and fields of study.

LIMITATION OF THE STUDY

This study is limited to:

     1. A sample of second year secondary stage students

     2. The sample of students was limited to two groups - experimental and control - of second year secondary stage students

     3. The writing skills of second year secondary students during the second term

     4. Some the teacher's direct feedback strategy activities that suit the objectives of the writing skills according to the course of the second term.

HYPOTHESES OF THE STUDY

The study verified the following hypotheses:

1. There are statistically significant differences between the mean scores of the experimental group students and that of the control group students on the writing performance post- test favoring the experimental group.

2. There are statistically significant differences between the mean scores of the experimental group students on the writing performance pre-and post-test favoring the post-test scores.

3. There are no statistically significant differences between the mean scores of the control group students on the writing performance pre-and post-test.

METHODS

Sample:

This study contained two classes from two different institutes (Satamooni institute for girls and Roda institute for girls) .The first one worked as experimental group studying through a genre-based approach, and the other group worked as a control group studying through the traditional method.

Tools of the study:

The following instruments were used:

1. A Writing Performance Test for second term (prepared by the researcher).

2. A Holistic Scoring Rubric (HSR) (prepared by the researcher).

3. An Analytic Scoring Rubric (ASR) (prepared by the researcher).

Design:
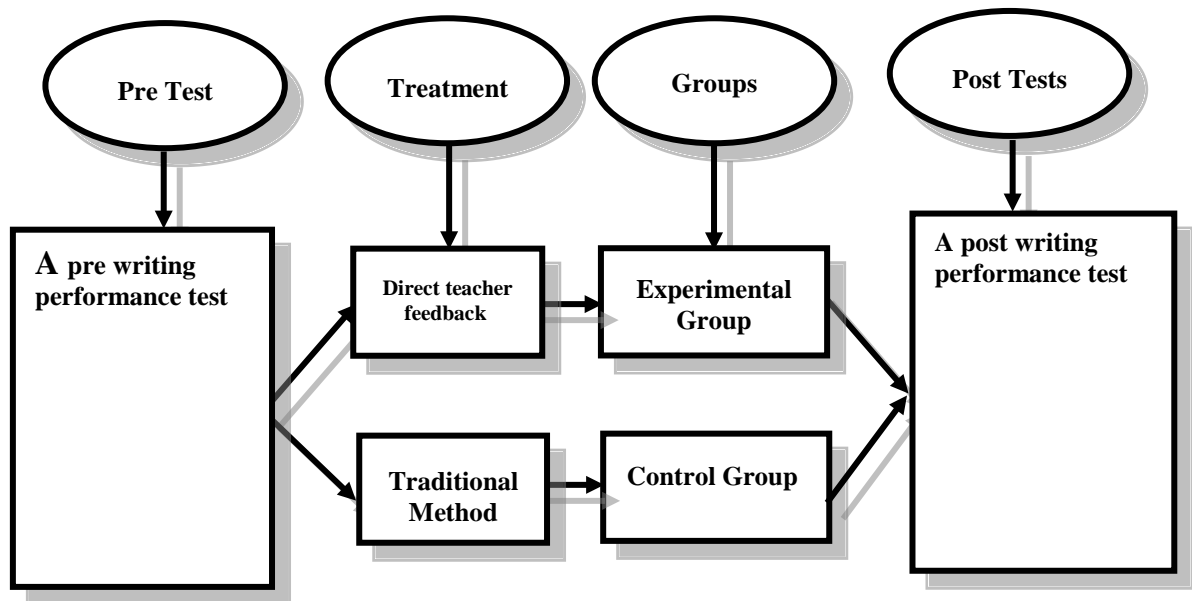
The will adopt the quasi-experimental design as follows:

Figure (1): The Experimental Design

Procedures

1. Preparing a list of the writing skills for the secondary stage through.

   a. Studying the literature related to the writing skills for the secondary stage.

b. The objectives of teaching English as a foreign language (TEFL) for the secondary stage.

2. Studying the literature related to the teacher's direct feedback strategy activities to design the teacher's direct feedback strategy activities that suit the writing skills of second year secondary.

3. Preparing a Teacher's Guide that contains the teacher's direct feedback strategy activities and how they can be taught.

4. Selecting the sample and dividing it into two groups: experimental and control. The experimental group was trained on using the teacher's direct feedback strategy activities and the control group was taught in the traditional way.

5. Preparing a pre-post test (for second term) to measure the performance of the sample in the writing skills in English as a foreign language (EFL).

6. Submitting both the pre-post writing performance test to a group of jurors for validity.

7. Measuring the reliability of the test.

8. Preparing an HSR and an ASR based on the writing skills of second year secondary stage students.

9. Submitting both rubrics to a group of jurors for validity.

10. Administering the attitude scale to the two groups: experimental and control.

11. Administering the pre-writing performance test to the two groups: experimental and control.

12. The researcher trained the experimental group on using the teacher's direct feedback strategy activities.

13. Administering the writing performance post-test to measure the effectiveness of the experiment.

14. Analyzing the data statistically.

15. Reporting results, conclusions and suggesting recommendations.

Definitions of Terms

Feedback

Keh (1990) defined feedback as "input from a reader to a writer with the effect of providing information to the writer for revision. In other words, it is the comments, questions, and suggestions a reader gives a writer to produce reader based prose as opposed to writer based prose."

Lamberg (1980) defined it as "information on performance which affects subsequent performance by influencing students' attention to particular matters so that those matters undergo a change in the subsequent performance."

According to Freedman (1987) feedback "includes all reaction to writing, formal or informal, written or oral, from teacher or peer, to a draft or final version."

Feedback is operationally defined as:

"Information or input provided by the EFL instructor and the computer that causes changes in the learner's writing performance."

Teacher Feedback

Grabe and Kaplon (1996) defined it as:

"A conversation about writer's ideas, structures, successes, and difficulties"

The Operational Definition of the Teacher Feedback:

It is a conversation between the teacher and the student, a group of students and the whole class about students' writing; including topics, ideas, sequence, structure, grammar, spelling and punctuation according to the stages of writing providing the student with reinforcement and feedback.

Writing subskills:

Writing subskills are specific abilities that help writers put their thoughts into words in a meaningful form and to mentally interact with the message. (Gudschinsky, 1999, p. 50)

Design of the Study:

   The present study adopts the experimental design, in terms of using four experimental groups and another control group. Five classes were randomly selected to represent the experimental group (direct teacher feedback group) and the control group. The experimental group students received training on the four different strategies of feedback and were taught writing subskills through strategy of feedback activities. On the other hand, the control group students were taught writing subskills through the traditional method. A writing pre-post test was given to the five groups before and after the experiment.

Subjects of the study and research setting:

   Subjects in the present study were second year secondary stage female students. Two classes were randomly selected from two different Al-Azhar institutes in the academic year 2012-2013.

   The experimental group consisted of one class of second year secondary stage students at Satamooni Al-Azhar Secondary Institute for Girls at Satamooni and El mostaamara Alazhr secondary institute for girls. The control group consisted of 39 second year secondary stage students at Satamooni Al-Azhar Secondary Institute for Girls at Satamooni. All the institutes are located in Dakahlia Governorate. Students' age in all the groups ranged from 15 to 16 years old. All the students have started learning EFL in the fourth year in the Primary Stage and Arabic is their mother tongue.

   Throughout the duration of the experiment, the researcher taught the

experimental group through the direct teacher feedback in order to develop their writing subskills. On the other hand, the control group received the traditional method by their regular classroom teacher which included the following steps:

1. The teacher assigns a topic for writing from Student's Book (Hello! 7) to write on.

2. The students are provided with either notes or questions to answer.

3. Students are provided by one or two models of feedback to correct weekly.

It was decided that the researcher should teach the four experimental groups for two reasons:

- To have better control over the study variables.

- To make sure that the different feedback strategies were being carried effectively.

The researcher taught the four experimental groups himself because he could have a better control over the study variables.

Holistic scores of the writing pre-test for the control group and the experimental groups:

To control variables before implementing the experiment, the results of the writing pre-test were subjected to statistical treatment to find whether there were statistically significant differences between the five groups (the control group and the four experimental groups) in terms of the overall writing performance. Consequently, t-test for independent homogenous groups was used to compare the mean scores of the five groups, as shown in Table (3).

Table (3)

T-test results of the writing pre-test comparing both control and the first experimental group (Direct teacher feedback) in overall writing performance according to holistic scoring

Table (3) shows that there were no statistically significant differences between the mean scores of the control and the experimental group on the writing pre-test in overall writing performance according to holistic scoring, t value (1.84419) is not statistically significant at ($\alpha \leq .05$) level. As a result, the two groups are homogenous at the beginning of the experiment according to holistic scores.

Group	N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of Means		
					t value	df	Sig.(2-tailed)
Control	39	4.7949	2.3190	.3713			
First Experimental group	40	3.875	2.112	.33393	1.84419	77	.072

Table (4)

T-test results of the writing pre-test comparing both control and the experimental group in overall writing performance according to holistic scoring

| Group | N | Mean | Std. Deviation | Std. Error Mean | t-test for Equality of Means | | |
					t value	df	Sig.(2-tailed)
Control	39	4.7949	2.3190	.3713			
The Experimental group	40	7.625	6.07	.33393	1.827	77	.072

Table (4) shows that there were no statistically significant differences between the mean scores of the control and the four experimental groups on the writing pre-test in overall writing performance according to holistic scoring, t value (1.827) is not statistically significant at ($\alpha \leq .05$) level. As a result, the five groups are homogenous at the beginning of the experiment according to holistic scores.

Tools of the study:

Writing performance pre-post test *(See Appendix A)*

 Purpose:

 This test was used to measure second year secondary stage students' writing subskills. It was used as a pre-post test. It was used as a pre test to make sure that students of the five groups were at the same writing level before starting the experiment; as a post-test to determine the

effectiveness of using the feedback strategies in developing the writing subskills of second year secondary stage students. The test was constructed in the light of the following:

Reviewing related literature concerning language tests, especially writing tests

The writing subskills of second year secondary stage students *(See Appendix G)*

Second year secondary examination specification 2011-2012 by the Ministry of Education (MOE) and the supreme sector of Alzhr institutes

The topics of composition in "Hello! 7"

Writing in EFL

Description:

The final version of the test consisted of three writing tasks on given topics that are familiar to the students: a friendly letter, a descriptive paragraph and an argumentative paragraph. Students were given written helping points to help them. The writing tasks included in the test were unseen by the students to determine students' actual writing subskills. The students were asked to write three different kinds of compositions and different kinds of writing require different kinds of skills *(See Appendix G for a list of the writing subskills for second year secondary stage students).* Time allowed for the whole test is about 60 minutes and each topic takes up about 20 minutes. Students are required to write not less than 10 sentences on each topic.

Test Validity:

To measure the test content validity, the test was given to a jury of EFL professors, associate professors, lecturers and teachers of English as A foreign language (No. 16) to respond to some criteria for validating the test.

The test proved to be valid as the jury approved most of the criteria and suggested some modifications.

Test reliability:

   To measure the amount of internal consistency for the test, Cronbach's alpha was used. Cronbach's alpha provides a measure of the extent to which the items on a test, each of which could be thought of as a mini-test, provide consistent information with regard to students' mastery of the domain. In this way, Cronbach's alpha is often considered a measure of item homogeneity. Cronbach's alpha ranges from 0 to 1.00, with values close to 1.00 indicating high consistency.

   In order to estimate alpha coefficient for the test, an SPSS programme (standard version 13) was used. The value of alpha coefficient was .8573, indicating a high value to assert the reliability of the test.

Test administration:

The pre-test was administered to the four experimental groups and the control groups on February 19th, 2012. The post-test was administered to the five groups on April19th, 2012. The pre-test and the post-test were in the second term of the academic year 2011 – 2012.

Scoring:

One mode of scoring rubric was used to assess students' writing in the pre-post test: Holistic scoring rubric (it was prepared by the researcher) (See Appendices D). In order to avoid scoring bias, three raters (English language secondary teachers) participated in the scoring of the writing performance test. The researcher made sure that the raters understood the rubric and how to use it correctly. In addition, the researcher did not interfere with their task. (The pre-post test, the names of the raters and their positions are in Appendix B).

Holistic scoring rubric (HSR) *(See Appendix C)*

  A rubric is used as a scoring scale for assessing students' writing skills.

Rubric validity:

Measuring the rubric validity, the rubric was given to a jury of EFL professors, associate professors and lecturers (N 16) to respond to some criteria for validating the rubric.

The rubric proved to be valid as the jury approved most of the criteria and suggested some modifications.

Rubric instructions:

Teachers read the compositions for a general impression and, according to this impression, award a numerical score. All components of the composition – grammar, mechanics, organization, word choice, purpose, writer's process, content and syntax and presentation - affect the teacher's response, but none of them is specifically identified or directly addressed using a checklist. Holistic scoring is conducted by three teachers who independently read students' papers, each assigning a score of zero through five. No teacher knows the score assigned to a given paper by another teacher. The rubric needs to be discussed with students beforehand. There are no comments or corrections made on any of the papers.

See Appendix (C) for a questionnaire of the HSR

The experiment

The experiment (Direct Teacher Feedback)

The experiment took place in El Mostaamara secondary institute for girls from 19th February to 18th April 2012. The researcher taught only two days in this institute. They were Monday and Wednesday.

During the 9-week implementation period, students were introduced to Direct Teacher's Feedback strategy activities.

Description of the details of the experiment week-by-week:

Week 1(Monday 20th Feb 2012&Wdensday 22nd Feb 2012):

Administering student pre writing attitude scale to the first experimental group (teacher direct feedback) and the control group in order to determine their attitudes towards writing before the experiment

Administering writing pre-test to the first experimental group and the control group in order to determine their levels of writing subskills before the experiment

Collecting students' answers to the pre-test and assess them using the holistic rubric (See Appendices C).

Week 2(Monday 27th Feb 2012&Wdensday 29th Feb 2012):

Introducing and modeling of Direct Teacher Feedback activities to the first experimental group in ElMostaamara Institute for girls

Explaining to the students that the direct teacher feedback may be immediate or delayed and it may be for one student, two students or to the whole class.

Introducing and modeling of the rubric

Week 3 (Monday 5th March 2012&Wdensday 7thMarch 2012):

Practicing writing skills

Writing topic one: A friendly letter

Presenting the teacher's direct feedback as follows:

Instructions:

The teacher told students to follow the writing process stages

The teacher told students to begin writing the letter

The teacher went around the class and provided the students with Direct Teacher feedback at any stage of process writing stages.

The teacher underlined the mistakes or the errors to the students.

The teacher held different conferences with the students.

The teacher wrote the correct answers to students in their notebooks immediately or after the writing period.

The teacher gave feedback to one student only (teacher-student writing conference) or a group of students.

The Direct Teacher Feedback was presented at any stage of the process writing.

In the prewriting stage, the students utilized the invention activity of brainstorming as a whole class to gather information about the topic; and activity of arrangement of graphic organizers (a format of a friendly letter) to organize their thoughts and ideas. (See Appendix F).

Students who were provided with enough feedback (feedback in the revising or the editing stage) were asked by the teacher to write their final drafts following the feedback given to them by the teacher in conferences held with them.

5. Publishing students' Letters:

Students made clean copies of their friendly letters. Then they published their letters by posting them on a pocket bulletin board. In addition, the best letters were collected in a class book entitled "Friendly Letters". The book has an attractive cover showing pictures of envelops. The book was dedicated to the institute library for other classes and visitors to see.

A celebrating writing moment! Distributing gifts, related to writing such as pen and pencils, to distinguished students in the Honour List posted up in the classroom.

Week 4 (Monday 12th March 2012&Wdensday 14th March 2012):

Practising writing subskills

Writing topic two: Your Goal in the Future

In an effort to teach paragraph writing in a meaningful context, each student wrote about her own goal in the future on the topic "Your Goal in the Future"

Presenting the Direct Teacher Feedback as follows:

The teacher underlined the mistakes or the errors of the students.

The teacher wrote the correct answers for students in their notebooks immediately or after the writing period.

The Direct Teacher's Feedback was presented at any stage of the process writing

In the prewriting stage, the students utilized the invention activity of free writing to gather information about the topic; and activity of arrangement of graphic organizers (Facts Chart 3) to organize their thoughts and ideas. The teacher told students to write their final copies of compositions after they followed the Direct Teacher's Feedback.

Publishing students' compositions:

Students made clean copies of their descriptions of their own goals. Then they published their compositions by posting them on a pocket bulletin board. In addition, the best compositions were collected in a class book entitled "Our Future Goals". The book has an attractive cover displaying a picture of famous scientists (Dr Zewil, Dr Magdi Yacob etc………..). The book was dedicated to the institute library for other classes and visitors to see.

A celebrating writing moment! Distributing gifts, related to writing such as pen and pencils, to distinguished students in the Honour List posted up in the classroom

Week 5(Monday 19th March 2012&Wdensday 21st March 2012):

Author's chair:

An "author's chair" is a special seat a student sits in to share her work in the first and the second paragraph. The idea is to have students take turns sitting in the author's chair to read their work and respond to their classmates' questions and suggestions after the Direct Teacher Feedback and the students wrote their final drafts. A special time and place is allotted to writers who wish to share their final products with an audience. In fact, the students expressed their happiness after they had

participated in the Author's Chair. They learned how to face the audience and to present themselves as writers.

Writing conference after writing the first and the second topic:

During the Writing Conference, students raised their problems about using the teacher's direct feedback in the writing process stages (prewriting, drafting, revising, editing and publishing) and the teacher responded to these problems. Actually, the students raised a number of questions concerning the teacher's direct feedback activities. In addition, they demanded to use them throughout the school year. They sometimes did not understand the teacher correction due to the vague handwriting of the teacher. Some of them were very afraid of the red pen correction in their notebooks as they were frustrated. Some students had many errors and they didn't understand the teacher' correction, so they needed an explanation of Direct Teacher Feedback. On the other hand, they said that the writing subskills would take a long time to master. Therefore, they expressed their need to improve some writing subskills and they needed more elaborations on them. The conferencing took longer than expected to teach.

Week 6 (Monday 26th March 2012&Wdensday 28th March 2012):

Practicing writing skills

Writing topic three: Your Dream House

In an effort to teach paragraph writing in a meaningful context, each student wrote about her dream house on the topic "Your Dream House".

Presenting the Direct Teacher Feedback as follows:

The teacher underlined the mistakes or the errors of the students.

The teacher wrote the correct answers for students in their notebooks immediately or after the writing period.

The Direct Teacher's Feedback was presented at any stage of the process writing.

In the prewriting stage, the students utilized the invention activity of clustering to gather information about the topic; and activity of arrangement of graphic organizers (Facts Chart 4) to organize their thoughts and ideas. (See Appendix F)

Publishing students' compositions:

Students made clean copies of their descriptions of their dream houses. Then they published their compositions by posting them on a pocket bulletin board. In addition, the best compositions were collected in a class book entitled "Dream Houses". The book had an attractive cover showing pictures of different houses. The book was dedicated to the institute library for other classes and visitors to see. (See Appendix E)

Celebrating writing day! Distributing gifts, related to writing such as pen and pencils, to distinguished students in the Honour List posted up in the classroom.

Week 7 (Monday 2nd April 2012&Wdensday 4th March 2012):

Practicing writing subskills

Writing topic four: For and Against the Computer

Presenting the Direct Teacher Feedback as follows:

The teacher underlined the mistakes or the errors of the students.

The teacher wrote the correct answers for students in their notebooks immediately or after the writing period.

The Direct Teacher's Feedback was presented at any stage of the process writing.

In the prewriting stage, the students utilized the invention activity of listing to gather information about the topic; and activity of arrangement of graphic organizers (Comparison Chart) to organize their thoughts and ideas. (See Appendix F)

Publishing students' compositions:

Students made clean copies of their argumentative paragraphs on "For and against the computer". Then they published their compositions by posting them on a pocket bulletin board. In addition, the best compositions were collected in a class book entitled "For and Against the computer". The book has an attractive cover displaying pictures of different computer sets in accordance with the topic. The book was dedicated to the institute library for other classes and visitors to see. (See Appendix E)

Celebrating writing day! Distributing gifts, related to writing such as diaries, to distinguished students in the Honour List posted up in the classroom.

Week 8 (Monday 9th April 2012&Wdensday 11th April 2012):

Author's chair:

   It was done in the same way as in Week 5, nevertheless with different topics.

Writing conference:

   It was done with the same procedures as in Week 5. However, students put forward different problems such as they needed the teacher to use Indirect Teacher Feedback with them. They needed to think about their problems themselves. They also asked the teacher to print their mistakes and errors and write explanations for them.

Week 9 (Monday 16th April 2012&Wdensday 18th March 2012):

Administering student post writing attitude scale to both the first experimental group and the control group in order to identify any attitude changes towards writing after the experiment

Administering writing post-test to both the first experimental group and the control group in order to determine their levels of writing skills after the experiment

Collect students' answers to the post-test and assess them using the holistic scoring rubric (See Appendices C).

Collect students' responses to the post-writing attitude scale to see whether there is a change in their attitude or not (See Appendices C)

The second experiment (indirect teacher feedback)

The experiment took place in El Mostaamara Secondary Institute for Girls from 19th February to 18th April 2012. The researcher taught only two days in this institute. These days were Monday and Wednesday.

During the 9-week implementation period, students were introduced to

Results & Discussion

This section provides statistical analysis of the data of the study. This analysis leads to a discussion of the results of implementing the direct teacher feedback. The results of the study are presented in terms of the study hypotheses using an SPSS program, version 13. The analysis of data is organized in such a way that: hypotheses are presented followed by findings, analysis and discussion of results.

Hypotheses explanations:

Hypothesis one

1. Hypothesis one: There is statistically significant difference between the mean score of students in the first experimental group that learns via the teacher's direct feedback strategy and those of students in the control group concerning writing skills.

In order to specify that there is no relative extent of change resulted from using the traditional method from the writing pre-test to the writing post-test for the control group, t-test for paired samples was used.

As for holistic scoring:

   The t-test for paired samples aims at comparing the mean scores of the control group and the first experimental group on the writing pre-post-test in overall writing performance according to holistic scoring. The results of t-test proved to be consistent with hypothesis one as shown in Table (13).

Table (5) the experimental group and the control group in the post writing performance test

Group	N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of Means		
					t value	df	Sig. (2-tailed)
Control	39	5.0513	2.2355	o.3580	6.1458	77	
Experimental	40	8.575	2.819	0.4457			

To compare the mean scores of the control group and the direct teacher feedback experimental group-test for independent samples was used. Table (5) shows that the calculated t value (6.1458) is statistically significant at (⋵ .05) level. This indicates that there is statically significant difference between the direct teacher feedback experimental group and the control group in writing performance on the post writing performance test. This significant difference is in favor of the direct teacher feedback experimental group. In other words, the direct teacher feedback experimental group which uses the direct teacher feedback strategy outperformed the control group in increasing the size of writing.

The past results agree with previous research results (i.e., Clements et al, 2010; Randloph&Lea, 2010; Courson & McCoy, 2001; Ibrahim &Liu, (2002); Place & Lovike, 2003) that intranet program feedback strategy led to improvement in the first experimental group students' post-performances in writing .

The positive change in writing performance that the first experimental group students had in the post-results may be attributed to the following:

Students were trained on direct teacher feedback strategy which takes students step by step towards mastering writing subskills. The success that the students had the direct teacher feedback strategy helped to improve their performance in writing. Additionally, strong emphasis on using positive feedback helped students in the change of performances. Celebrating writing day and distributing gifts to distinguished students in the "Honour List" encouraged and motivated students to write better. Frequency and duration of writing opportunities for students increased from the usual practice.

The results also support hypothesis one: There is statistically significant difference between the mean score of students in the first experimental group that learns via the teacher's direct feedback strategy and those of students in the control group concerning writing skills.

Therefore, these significant differences between the first experimental post and pre results can be ascribed to training the first experimental group on the direct teacher feedback strategy.

Table (6)

T-test results of the writing pre-post-test in overall writing performance in relation to holistic scoring for the control group

Test	N	Mean	Std. Deviation	Std. Error Mean	Paired Differences			t value	df	Sig. (2-tailed)
					Mean	Std. Deviation	Std. Error Mean			
Pre-test	40	3.875	2.112	.3713	.2564	1.9018	.3045	.842	38	.405
Post-test	40	8.575	2.819	.3580						

Table (6) shows that there no were statistically significant differences between the mean scores of the control group on the writing pre-post-test in overall writing performance respecting holistic scoring, t value (5.657) is not statistically significant at (α ≤ .05) level.

These findings show that the traditional way of learning writing led to some improvement but not significant in the control group students' overall writing performance on the post-test when compared to the pre-test. These findings are confirmed by the studies of Monteith (1991) and Hassan (1994).

The above results might be attributed to the following:

Topics for writing are not chosen by students but imposed by teachers.

Students aren't provided with suitable feedback.

Students aren't trained on how to write compositions.

The focus is on the finished product, not on the process of writing.

Students write for the teacher as their only audience.

No collaboration among students during the stages of writing (pre-writing, drafting, revising, editing and publishing). Storch (2005) found out that collaboration afforded students the opportunity to pool ideas and provide each other with feedback.

Students usually have a chance to write single draft with focus on the mechanics of writing such as spelling, handwriting, grammar and punctuation which students receive no feedback during writing from their teacher.

Conclusions &Recommendations

Summary, Results, Conclusions, Recommendations and Suggestions

This section provides a summary of the study, results of the study and the conclusions that can be drawn from the results of this study. Based on the results and conclusions of this study recommendations and suggestions are made.

Summary:

One of the most important aspects of recent educational reform efforts is the increased attention to the skill of writing. Writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. It shapes their perception of themselves and the world. It aids in their personal growth and it affects change on their environment.

It is claimed that feedback strategies (direct teacher feedback, indirect teacher feedback, the software program feedback and the intranet program) assist students whatever their ability level. Once students understand the process and trust that the teacher will accept and approve of their writing after they are provided with different types of feedback, the ability to write improves dramatically. Xiaoging (2009) asserts that many students do not enjoy writing because they feel that if they cannot do it correctly the first time then they will never get it. Therefore, all students are capable of becoming excellent writers given enough practice and suitable feedback strategies.

Statement of the problem:

Most EFL students' composition at Al-Azhr secondary institutes lack using writing tracts and need their errors to be corrected such as spelling and grammatical mistakes, adding and deleting articles, verb tense agreement etc……

Using feedback strategies to develop the writing accuracy and fluency is limited to conventional means. At Alzhr institutes, students do not receive feedback on their written assignments most of the times.

Research Questions

The research included the following questions:

1-To what extent is the teacher's direct feedback strategies effective in improving the writing skills of EFL secondary students?

2-To what extent is the teacher's direct feedback strategy effective in improving the attitude of EFL secondary students towards writing?

Hypotheses of the Study

The present study verified the following hypotheses:

1- There is statistically significant difference between the mean score of students in the first experimental group that learns via the teacher's direct feedback strategy and those of students in the control group concerning writing skills.

Purposes of the Study

The present study aimed at:

1- Using teacher feedback (direct teacher feedback and indirect teacher feedback) in improving the writing skills of EFL secondary students.

Determining the writing skills that second year Al-Azhar secondary stage students should acquire.

Developing the writing skills of the second year Al-Azhar secondary stage students.

Identifying the effectiveness of the feedback strategies in developing the writing skills and attitudes of second year Al-Azhar secondary stage students towards writing

Significance of the Study

The present study contributed to:

Improve writing performance of secondary school student by using various strategies of feedback to improve the writing skills of EFL secondary students.

Provide alternative strategies of feedback on writing.

Directing the attention of TEFL researchers, teachers, course designers, curriculum developers, learners and language specialists to the importance of using the feedback strategies activities in developing the writing skills and students' attitudes towards writing

Preparing a four Teacher's Guides for second term of the school year that contains feedback strategies activities and how to teach them.

Limitations of the study

The present study was limited to:

1- Two classes of second year secondary students at Alazhr institute in Satamooni and Elmostaamara institute for girls.

2- One term as the duration of the application of the instructor's feedback and the computer assisted feedback.

Methodology of the study

a) Sample of the study:

This study contained two classes in Satamooni secondary institutes as two experimental groups studying through teacher feedback strategies (direct-indirect) and two experimental groups computer feedback .

b) Instruments of the study:

The following instruments were developed by the researcher.

A writing performance test (pre and post). (By the researcher)

1- A holistic scoring rubric. (By the researcher)

c) Design of the study:

The study adopted the quasi-experimental design

d) Procedures of the study:

1- Reviewing literature to specify the required writing composition skills needed for the target students.

2- Preparing a writing skills list.

3- Presenting the writing skills list to a group of jurors for validation.

4- Constructing a pre post writing performance test.

5- Presenting the pre-post writing performance test to a group of jurors for validation.

8- Constructing a holistic scoring rubric

9- Presenting the holistic scoring rubric to a group of jurors for validation

10- Constructing four teacher's guides about how to apply the types of the feedback strategies.

12- Administering the performance writing test as a pre test to measure the students' performance in writing.

14- Implementing the strategies of feed back to the experimental group.

15- Administering the post performance writing test, the same form of the pre test, as a post test to measure the students' performance in writing.

17- Analyzing data statistically.

18- Reaching conclusions and providing recommendations.

Results:

The following results were reached:

There are statistically significant differences between the mean scores of the experimental (direct teacher feedback) group students and that of the control group students on the writing performance post- test favoring the experimental group.

Conclusions:

Upon reviewing the data and analyzing the results, the following points were concluded:

Instructions in direct teacher feedback improve students' writing performance. This conclusion adds to the validity of other studies such as that of Clements et al (2010), Randolph &Lea (2010), Altena &Pica (2010).

The change in the writing teacher's role from the traditional role which has been evaluating the learner's first draft as if it were the final product, and assuming the role of a consultant, facilitating the learner's step-by-step creation of the piece of writing, is crucial in helping students write better.

Providing safe, encouraging, non-threatening environment, i.e. creating settings that motivate students' writing, helps them improve their writing performance. Student-writers need to feel support and acceptance from the teacher and the computer assisted feedback (the software program and the intranet program) to take the kind of risk involved in the process of producing good writing. When they feel safe from criticism, they become eager to write and to share their writing. Therefore, the class becomes a community of writers and students respond positively to a supportive writing atmosphere. This is consistent with the results of other studies such as Littleton et al (2011), Rymanowski et al (2011), Powers &Potts (2011) and Cotos et al (2010).

Recommendations

The following recommendations are based on the results and conclusions drawn in this study:

Teachers need more training in writing, especially on feedback strategies. For those unfamiliar with writing as a process and implementing the feedback strategies in any stage of the process writing, it would be advisable to read books by experts in the field. Teachers should talk to other teachers who use the process approach to become familiar with what is happening in the field of writing. They will have a stronger base for discussions concerning what writers do and how they feel when

writing. These types of discussions are important to the development of **the students' writing subskills.**

Teachers should also provide students with frequent and lengthy opportunities to write. Teacher's direct and indirect feedback is highly valued and encouraged at every step of the writing process, especially during the revising and editing phases.

In successful writing classes students need to be reminded of the purpose for their writing: publishing and communicating. Teachers are expected to help students make connections between writing in the classroom and in the world at large.

Teachers need to encourage their students, guide and support their hesitant steps, reassure them it is acceptable to make mistakes on first drafts and remind them the purpose of the initial writing is to communicate ideas.

Teachers need to encourage their students to accept their feedback and not to consider them criticism for them in addition not to neglecting the teacher's direct and indirect feedback.

Students, whatever their age or level of ability, need to feel that writing is fun and feedback on writing is very important and not a type of criticism

As mastering the writing subskills can be achieved gradually, students need periodical experiences to practice it. Frequency of writing increases fluency. Therefore, sufficient time to writing instruction is needed before starting providing feedback.

 As an interested audience is helpful and effective, it is recommended to adopt a sense of audience other than the teacher such as classmates, schoolmates and family members.

Student-writers should choose their own topics of writing that are of interest to them and their lives.

Teachers should view students as authors and real writers and give them the opportunities to engage in writing as "professionals" do.

The use of student-teacher conference is recommended as the teachers ask key questions (such as what kind of help might you need now?) and students raised their problems about using different feedback strategies in the process writing stages (prewriting, drafting, revising, editing and publishing) and the teacher responded to these problems and at the same time invited the whole class for a discussion in some points of feedback. The conferencing was effective in tackling students' writing problems and discussing the most popular problems with the whole class.

The students' audiences should be real and interested in reading what the writers have to say (peers, friends from other classes, family members and so on).

When all teachers are encouraged to use the same scoring rubric, this will greatly enhance the consistency of assessment.

Suggestions for further research:

Further research is needed to seek the effectiveness of using feedback strategies (direct teacher feedback, indirect teacher feedback, software program feedback and intranet programs feedback) in developing writing subskills for university, preparatory and primary stages.

Further research is needed to explore the effectiveness of feedback strategies in developing reading subskills for different stages.

Further research is needed to explore the effectiveness of feedback strategies in developing translation subskills for different stages.

Further research is needed to seek the effectiveness of other different types of feedback (coded, uncoded, delayed and immediate).

Further research is needed to investigate the effectiveness of synchronous and asynchronous programs for primary, prep, secondary and university stages.

References

1. Ammar, A., & Spada, N. (2006). One size fits all? Recasts, prompts and L2 learning. *Studies in Second Language Acquisition, 28*, 543-574.

2. Altena, l& Pica, T. (2010).*The Relevance of Second Language Acquisition to Written Feedback on Advanced Second Language Writing.* Unpublished PhD, University of Pennsylvania.3414220.

3. Artman, N. (2007). Writing Conferences. Retrieved on1/8/2009 available on the World Wide Web: *http://www.asked.gov.sk.caldo/mla/writing.pdf*

4. Asiri, I. (1996). University EFL Teachers' Written Feedback on Compositions and Students' Reactions. Ph.D. Dissertation. University of Essex.

5. Beatty, K. (2003). *Teaching and researching computer-assisted language learning*. New York: Longman.

6. Burger,A, et al.(2007).*The Effect of Internet-Based Guided Expressive Writing on Migraine Headaches.* Unpublished, MA, Thesis, Wayne State University .1447238.

7. Burstein, J., et al. (2004). Automated Essay Evaluation: The Criterion Online Writing Service. *AI Magazine*, (3), 27.

8. Burstein, J. (2009). Opportunities for Natural Language Processing Research in Education. *Educational Testing Service*. A. Gelbukh (Ed.): CICLing, LNCS 5449, pp. 6–27.

9. Camacho, R (2008).*Developing writing Fluency through Synchronous Computer-Mediated Communication*. Unpublished Master of Arts, faculty of Brigham Young University.

10. Can, G, et al. (2009).*A model for Doctoral Students' Perceptions and Attitudes toward Written Feedback for Academic writing.*

Unpublished, PhD, Dissertation, University of Utah State University, 3344382.

11. Cramer, S., et al. (2008). Online or Face-to-Face? Which Class to Take. *Voices from the Middle*, (2), 25.

12. Carroll, S. (2001). *Input and evidence: The raw material of second language acquisition*. Amsterdam: John Benjamin.

13. Chandler, J. (2003). The Efficacy of Various Error Feedbacks for Improvement in the Accuracy and Fluency of L2 Student Writing. *Journal of Second Language Writing*, 12,267-296.

14. Chang, Y. (2012). The potential of synchronous text-based computer mediated communication for second language acquisition. *Issues in Information*, 8, 335–361. Retrieved October, 2012 from http://www.iacis.org/iis/2007_iis/PDFs/Chang.pdf

15. Chapelle, C.A. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing and research*. Cambridge: Cambridge University Press.

16. Chapelle, C.A. & Douglas, D. (2006). *Assessing language through computer technology*. Cambridge: Cambridge University Press.

17. Charron, N& Harp, M.(2005).*Talk at the Terminal: The Relationship Between The Use of An Internet Pen Pal and Fourth Graders' Written Language Development And Attitudes Towards Writing*. Unpublished, ED.D, Dissertation, University of Massachusetts Lowell, 3175287.

18. Chen,P &Lin,Y. (2009).The Effect of Peer-Review and Teacher-Review in Young NNS Learners' Guided Writing Instruction. Available on: *www.npue.edu*.

19. Chikamatsu, N (2010) The Effects of Computer Use on L2 Japanese Writing, *American Council on the Teaching of Foreign Languages*, 36 (1), 114 – 127.

20. Clements, S et al. (2010). *Writing Conferences in Kindergarten: Using Feedback to Enhance Student Writing.* Unpublished, ED.D, Dissertation, Walden University, 34040564.

21. Cotos, E et al. (2010). *Automated writing Evaluation for None-Native Speaker English Academic Writing: The Case of IADE and its Formative Feedback.* Unpublished, PhD, Dissertation, Iowa State University, 3439049.

22. Counihan, B& Perl, S. (2005). *Mouse pads and Memories: Learning the Internet and Writing Memoir at the Peter Cooper Village/Stuyvesant Town Senior Lounge.* Unpublished, PhD, Dissertation, City University of New York, 3169899.

23. Du, X et al. (2009). *Examining three Types of Correctional about Errors in Mechanics and Grammar in Students with Writing Difficulties in Grades 4-8.* Unpublished, PhD, Dissertation, Iowa University of Minnesota, 3358611.

24. Duppenthaler, P, et al. (2002). *Feedback and Japanese High School English Language General Writing.* Unpolished Ed. Dissertation, Temple University. 3040313.

25. Eberhardt, C& Dickens, C. (2000). *Web-Based Learning to Enhance Writing Over the Internet.* Unpolished Ed. Dissertation, Tennessee State University. 3007582.

26. Ellis, N.C. (1996). Sequencing in SLA: Phonological memory, chunking, and points of order. *Studies in Second Language Acquisition, 18*, 91-126.

27. Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, *28*(2), 339-368.

28. Ferris, D & Roberts, B. (2001).Errors Feedback in L2 Writing Classes: How Explicit Does It Need to Be? *Journal of Second Language Writing*, 10, 161-184.

29. Fitze, M. (2006). Discourse and participation in ESL F2F and written electronic conferences. *Language Learning & Technology,* 10, (1), 67–86.

30. Foster, P., & Skehan, P. (1996). The influence of planning and task type on second language performance. *Studies in Second Language Acquisition, 18*, 299-233.

31. Freedman, S. (1987). *Response to Student Writing*. Urbana Ill.: National Council of Teachers of English.

32. Garcia, M& Pratt, E. (2004), Types of Feedback in the ESL Writing Processes and Student Noticing. Unpublished MA thesis, University of Puerto Rico, Mayaguez.1421993.

33. Gass, S.M. (1997). *Input, interaction, and the second language learner*. Mahwah, NJ: Lawrence Erlbaum Associates.

34. Gue'nette, D. (2007). Is Feedback Pedagogically Correct? Research Design Issues in Studies of Feed Back On Writing. *Journal of Second Language Writing*, 16, 40-53.

35. Hartshorn, J (2008). *The Effect of Manageable Corrective Feedback on ESL Writing Accuracy*. A dissertation submitted to the faculty of Brigham Young University in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

36. Hawthorne, G & Rice, D. (2010).*The Effects of the Delivery Style of Teacher Feedback on the Writing Self Efficacy and Dispositions of*

Young Students. Unpublished, PhD, Dissertation, The Florida State University, 3458703.

37. Hiltz, S. (2004). What makes learning networks effective? *Communications of the ACM*, 45(4), 56–59.

38. Hino, J. (2006). Linguistic information supplied by negative feedback: A study of its contribution to the process of second language acquisition (Doctoral dissertation, University of Pennsylvania, 2006). *Dissertation Abstracts International, A 67/03*, 872.

39. Hu, G. (2005). Using peer review with Chinese ESL student writers. *Language Teaching Research*, *9*, 321-342.

40. Hyland, F. & Hyland. K. (2001). Sugaring the pill Praise and criticism in written feedback. *Journal of Second Language Writing*, (10), 185-212.

41. Jack, B (2001) Computer-Mediated Feedback in Composition Correction. *CALICO Journal*, v19 n1 p37-50.

42. Keh, C, L (1990) 'Feedback in the writing process: a model and methods for implementation', *ELF Journal*, 44(4), 294 -304.

43. Kim, M & Schaller, D. (2002).*Self-Efficacy of Korean EFL Writing Teacher and its Relationship to the feedback provided to Students*. Unpublished, PhD Dissertation, the University of Texas at Austin.3081048.

44. Ko, K & Hirvela, A. (2010).*Perceptions of KFL/ESL Teachers in North America Regarding Feedback on College Student Writing*. Unpublished, PhD, Dissertation, The Ohio State University, 3425442.

45. Lamberg, W. (1980). Self-provided and peer-provided feedback. *College Composition and Communication*. 31(1): 63 – 69

46. Leeman, J. (2003). Recasts and second language development: Beyond negative evidence. *Studies in Second Language Acquisition, 25*, 37-63.

47. Levy, M. (1997). *CALL: Context and conceptualization*. Oxford: Clarendon Press.

48. Littleton, Ch et al. (2011). *The Role of feedback in Two Fan fiction writing Groups*. Unpublished, PhD, Dissertation, Indiana University of Pennsylvania, 346537.

49. Loewen, S., & Erlam, R. (2006). Corrective feedback in the chat room: An experimental study. *Computer Assisted Language Learning 19*(1), 1-14.

50. Loewen, S., & Nabei, T. (2007). Measuring the effects of oral corrective feedback on L2 knowledge. In A. Mackey (Ed.), *Conversational interaction in second language acquisition: A collection of empirical studies* (pp. 361-377). Oxford: Oxford University Press.

51. Loewen, S., & Philp, J. (2006). Recasts in the adult English L2 classroom: Characteristics, explicitness, and effectiveness. *The Modern Language Journal, 90*, 536-556.

52. Lowry, P& Nunamaker, G. (2002). *Improving Distributed Collaborative writing Over the Internet Using Enhanced Processes, Proximity Choices and a java Based Collaborative Writing Tool*. Unpublished, PhD, Dissertation, the University of Arezona.3050302.

53. Lucy, F. (2001). The Effect of Corrections and Commentaries on the Journal Writing Accuracy of Minority- and Majority-Language students. *Journal of second language writing*, 10(4), 235-249.

54. Lyster, R. (2004). Differential effects of prompts and recasts in form-focused instruction. *Studies in Second Language Acquisition, 26*, 399-426.

55. Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition, 19*, 37-6.

56. Mackey, A., Gass, S., & McDonough, K. (2000). How do learners perceive interactional feedback? *Studies in Second Language Acquisition, 22*, 471-497.

57. Marley, K. (2008).*The End of Art Criticism? Art Writing in the Age of the Internet*. Unpublished, MA, Thesis, Concordia University Canada .MR 40963.

58. Martin, L & Mottet, T. (2009).*The Effect of Instructor non verbal Immediacy behaviors and Feedback Sensitivity on Student Affective Learning Outcomes in Writing Conferences*. Unpublished, MA, Thesis, The University of Texas-pan American .MR 40963.

59. McDonough, K. (2005). Identifying the impact of negative feedback and learners' responses to ESL question development. *Studies in Second Language Acquisition, 27*, 79-103.

60. McGrath, O& Hull, G. (2003).*College-Level Writing Practices and Productions in the Internet Age.* Unpublished, PhD, Dissertation, University of Calforaina,Berkeley.3121607

61. Mi, l. (2009).Adopting Varied Feedback Modes in the EFL Writing Class. *US-China foreign language*, 7, 1.

62. Monte-Sano, Chauncey. (2008). Qualities of Historical Writing Instruction: A Comparative Case Study of Two Teachers' Practices. *American Educational Research Journal*, (4), 1045.

63. Morris, F. (2005). Child-to-child interaction and corrective feedback in a computer mediated L2 class. *Language Learning & Technology*, 9 (1), 29–45.

64. Moser, M & Jasmine, J. (2010).*Using Peer Feedback with High School Students to Improve the Use of Analogies and Symbolism within Creative Writing.* Unpublished, MA, Thesis, Caldwell College .1475259.

65. Murison-Bowie, S. (1993). TESOL Technology: Imposition or opportunity. *TESOL Journal*, 3 (1), 6-8.

66. Naeem, M. (2007).The Effectiveness of A suggested CALL Program to Develop EFL College Learner's Mechanics of Writing. Unpublished MA, thesis, College of Education, Kafr- Elshiekh University.

67. Nakazawa, K& Wei, M. (2006).*Efficacy and Effects of Various Types of Teacher Feedback on Student Writing in Japan.* Unpublished ,PhD, Dissertation, Purdue University.3251668

68. Nassaji, H. (2007). Elicitation and reformulation and their relationship with learner repair in dyadic interaction. *Language Learning, 57*(4), 511-548.

69. Owens, K, et al. (2007).*Rhetorical Labor: Writing, Childbirth, and the Internet*. Unpublished, PhD, Dissertation, Concordia University of Illinois at Urbana-Champaign Canada .3290342.

70. Paiva, K et al. (2011).*Brazilian English as Foreign language Teachers' Beliefs about Grammar-Based Feedback on L2 Writing*. Unpublished, MA, Thesis, Iowa State University, 1499449.

71. Paninos, D. (2005). The role of output for learner attention to input in second language acquisition. (Doctoral dissertation, University of

Pennsylvania, 2005). *Dissertation Abstracts International, A 66/06, 2139.*

72. Panova, I., & Lyster, R. (2002). Patterns of corrective feedback and uptake in an adult ESL classroom. *TESOL Quarterly, 36*(4), 573-595.

73. Pappas, C. C., Kiefer, B. Z., & Levstik, L. S. (2006). *An integrated language perspective in the elementary school: An action approach* (4th ed.). Boston, MA: Pearson Education.

74. Payne, J.S., & Whitney, P.J. (2002). Developing L2 oral proficiency through synchronous CMC: Output, working memory, and interlanguage development. *CALICO Journal*, 20*(1), 7-32.*

75. Randolph, T & Lea, K. (2010).*A study of Teacher Feedback in Small Groups with Weekly Writing Assignments*. Unpublished, Ed.D. Dissertation, Trevecca Nazarene University, 3413061.

76. Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal*, *59*, 23-30.

77. Rosenthal, B& Eckert, T. (2006).*Improving Elementary-Age Children's writing Fluency: A comparison of Improvement Based on Performance Feedback Frequency.* Unpublished, PhD, Dissertation, Syracuse University.3242508.

78. Russell, J., & Spada, N. (2006). The effectiveness of corrective feedback for the acquisition of L2 grammar: A meta-analysis of the research. In J. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching* (pp. 133-164). Amsterdam: John Benjamin Publishing.

79. Sachs, R., & Suh, B., (2007). Textually enhanced recasts, learner awareness, and L2 outcomes in synchronous computer-mediated

interaction. In. A. Mackey (Ed.), *Conversational interaction in second language acquisition: A collection of empirical studies* (pp. 197-227). Oxford: Oxford University Press.

80. Salaberry, M. (1996). A theoretical foundation for the development of pedagogical tasks in Computer-Mediated Communication. *CALICO Journal*, 14 (1), 5-34.

81. Sauro, S (2009) Computer-Mediated Corrective Feedback And The Development Of L2 Grammar, *Language Learning & Technology*, 13, (1), 96-120.

82. Sauro, S. (2007). A comparative study of recasts and metalinguistic feedback through computer mediated communication on the development of L2 knowledge and production accuracy. (Doctoral dissertation, University of Pennsylvania, 2007). *Dissertation Abstracts International,* A 68/07.

83. Sauro, Sh (2009). Computer-Mediated Corrective Feedback and the Development of L2 Grammar. *Language Learning & Technology.* 2009, Volume 13, Number 1 pp. 96-99.

84. Shannon, S. (2009) Computer-mediated corrective feedback and the development of L2 grammar. Language, *10*(2), 25-27

85. Smith, B. (2005). The relationship between negotiated interaction, learner uptake, and lexical acquisition in task-based computer-mediated communication. *TESOL Quarterly, 39*(1), 33-58.

86. Spitzberg, B. (2006). Preliminary development of a model and measure of computer-mediated communication (CMC) competence. *Journal of Computer Mediated Communication,* 11(2). Retrieved 2006 from http://jcmc.indiana.edu/vol11/issue2/spitzberg.html

87. Storch, N & Wigglesworth, G (2009). Pair versus individual writing: Effects on fluency, complexity and accuracy, *Language Testing*, 26 (3) 445-466.

88. Truscott, J. (2007). The effect of error correction on learners' ability to write accurately. *Journal of Second Language Writing, 16*(4), 255-272.

89. VanDeWeghe, Rick (2005). "Process Teaching" and Content Feedback on Students' Drafts. *English Journal*, (1), 109.

90. Walsh, S. M. (1986) New Directions in Research on Writing Apprehension. *Paper presented at the L. Ramon Veal Seminar of the National Council of Teachers of English Conference* (Phoenix, AZ, March 27, l986).

91. Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *Modern Language Journal*, *81*(4), 470-481.

92. Warschauer, M. (1998a). New media, new literacies: Challenges for the next century. Plenary address at the annual conference of the English Teachers Association of Israel, Jerusalem. [WWW document] URL *http://www.boker.org.iL/eng/etni/etaitalk 2.*

93. Warschauer, M. (1998b). Researching Technology in TESOL: Determinist, Instrumental and Critical Approaches. *TESOL Quarterly*, 32 (4), 757-761.

94. Wolfe-Quintero, K. Inagaki, S. & Kim, H. (1998). *Second Language Development in Writing: Measures of fluency, accuracy, and complexity*. Hawaii: University of Hawaii at Manoa.

95. Xu, Y (2007). Re-Examining the Effects and Affects of Electronic Peer Reviews in A First-Year Composition Class. *The Reading Matrix*. Vol. 7, No. 2.

96. Yeh, S., Lo, J. & Huang, J. (2006). The Development of an Online Annotation System for EFL Writing with Error Feedback and Error

Analysis. In E. Pearson & P. Bohman (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2006* (pp. 2480-2485). Chesapeake, VA: AACE.

97.Zhang, Y& Reid, W. (2009).*Integrating CALL writing activities into A college Level Elementary Chinese Class.* Unpublished, ED,D. Rutgers the State University of New Jersey-New Brunswick.3373686

Appendixes

Appendix A

A holistic scoring Rubric

A questionnaire of holistic scoring rubric

Dear professor,

Name……………………………

Position………………………………..

This rubric is a part of a study entitled " The Effectiveness of Some Feedback Strategies in Developing the EFL Writing Skills of Secondary Stage Students and Their Attitudes towards Writing

". The study aims at developing the writing skills of second year secondary school students and their attitudes towards writing. Kindly respond to the following points:

	Criteria for validating the rubric	Always	Sometimes	Never
1	The rubric relates to the outcomes being measured.			
2	The rubric addresses extraneous points.			
3	The rubric covers important dimensions of student writing performance.			
4	The criteria reflect current conceptions of "excellence" in the field of writing.			
5	Each scale point validly reflects students' tasks.			
6	The rubric can be applied consistently by different scorers.			
7	It is suitable for the teacher to write comments after using the rubric.			

	Criteria for validating the rubric	Always	Sometimes	Never
8	The six points are scaled well.			
9	A six point rubric is adequate.			
10	The rubric contains all the dimensions (such as content, organization and writing conventions) of the product to be assessed.			
11	The students can understand the rubric.			
12	The rubric is developmentally appropriate.			
13	The rubric can be applied to a variety of writing tasks.			
14	The rubric is fair and free from bias.			
15	The rubric is clear and easy to use.			

If there is something else to be added, omitted, modified, from your point of view, would you provide it, please?

I think the following should be added:

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

I think the following should be omitted:

……………………………………………………………………………………

………………………………………79…………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

…………………………………………………………………….

I think the following should be modified:

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

…………………………………………………………

Holistic scoring rubric

Dear teacher, following is a holistic scoring rubric. Please read the compositions for a general impression and, according to this impression, award a numerical score for each. Please take into consideration components of the composition – syntax, Content, Purpose writer's process, word choice, organization, mechanics, and grammar

A six point holistic scoring rubric follows, with scores ranging from 5 to 1for the entire composition; with 5 the highest score and 1 the lowest.

Teacher: ……………………..

Date submitted: …………….

Name of student: ……………………….

Title of composition:………………………

Score point	Criteria

5	The composition accomplishes the following: ● Effectively addresses the topic and the task. ● Is clearly well-organized and well developed using clearly explanations, examples, support or details. ● Displays unity, progress, and coherence.
4	The composition accomplishes the following: ● Addresses the topic and the task well, though some points may be fully elaborated. ● Is generally well-organized and well developed, using appropriate and sufficient explanation, examples or details. ● Displays unity, progression, and coherence though it may contain redundancy, digression, or unclear corrections.
3	The composition is marked by one or more of the following: ● Addresses the topic and the task using somewhat developed examinations, example, or details. ● Displays unity, progression, and coherence, though connection of ideas may be occasionally obscured.
2	The composition may reveal one or more of the following: ● limited development in response to the topic and the task. ● Inadequate organization or connection of ideas. ● Inappropriate or in sufficient examples or details to support or illustrate generalizations in response to the task.
1	The composition is seriously flawed by one or more of the following: ● Serious disorganization or underdevelopment

	● Irrelevant specifics or questionable responsiveness to the task. ● Little or no detail
0	Any composition at this level merely copies words from the topic, rejects the topic, is otherwise unconnected to the topic, or is blank.

Teacher comments:……………………………………

Appendix B

A writing skills list

A List of the Writing Skills for the Secondary School Students

Dear Jury member,

Name…………………………….

Position……………………………

College…………………………

University……………………...

This is a" list of the writing skills for the secondary School Students to determine second year secondary school students' writing skills. Kindly; read the statements and evaluate their suitability and clarity in accordance with the scale provided. Thank you in advance for your fruitful cooperation.

The researcher

N	Statements	Scale					
		Suitability			Clarity		
		Advanced proficient	proficient	nearing proficient	very clear	clear	unclear
A) GRAMMAR							
Students should be able to:							
1	Use correctly the different tenses.						
2	Observe the subject-verb agreement.						
3	Use the definite and indefinite articles in right places.						
4	Use the pronouns properly.						
B) MECHANICS							
Students should be able to:							
5	Write words free of spelling errors and mistakes.						
6	Write sentences with correct punctuation marks.						
C) ORGANISATION							
Students should be able to:							
7	Write the right form of Paragraphs, articles letters, post cards and e-mails.						
8	Write an appropriate topic sentence, supporting sentences and conclusion.						
9	Write good cohesive, coherent						

N	Statements	Advanced proficient	proficient	nearing proficient	very clear	clear	unclear
		Suitability			Clarity		
	paragraph.						
WORD CHOICE *Students should be able to:*							
10	Use vocabulary correctly						
PURPOSE *Students should be able to:*							
11	Write well to make the point						
WRITER'S PROCESS *Students should be able to:*							
12	Generate ideas related to the topic of interest						
13	Communicate through writing the main idea.						
14	Write complete multiple drafts to reach best finished product.						
15	Revise the last draft.						
CONTENT *Students should be able to:*							
16	Write sentences with good relevance						
17	Write clear sentences						
18	Write ideas with Originality and logic.						

N	Statements	Scale						
		Suitability				Clarity		
		Advanced proficient	proficient	nearing proficient		very clear	clear	unclear
SYNTAX								
Students should be able to:								
19	Write good Sentence structure.							
20	Write good Sentence boundaries							

Appendix C

List of the names of the jury of specialists who validated the instruments of the study

No	Name	Institution
1	Prof. Dr. Azza El-Narsafy	Professor of curriculum and instruction(TEFL), Faculty of Education, Zagazig University
2	Prof. Dr. Eman AlBshibishi	Professor of curriculum and instruction (TEFL), Faculty of Education, Mansuora University.
3	Prof. Dr. Zeinab Al-Nagar	Professor of curriculum and instruction(TEFL), Faculty of Education, Ain-Shams University
4	Prof. Dr. Medhat El-Nemer	Professor of Science Education dept of curriculum and instruction, Faculty of Education, Alexandria University
5	Dr. Heba Eldeghadi	Associate Professor of Science Education dept of curriculum and instruction, Faculty of Education, Suez Canal University
6	Dr. Jioanna Carrjuzzaa	Associate Professor of curriculum and instruction, College of Education, Health &Human development, Montana State University.
7	Dr. Bangert Art	Associate Professor of Educational leadership, Research &statistics, Assessment, Measurements& Evaluation, College of Education, Health &Human development,

No	Name	Institution
		Montana State University.
8	Dr. Didre Combs	Instructor of Educational Leadership, College of Education, Health &Human development, Montana State University.
9	Dr. Ahmed Abd-ElHafez	Lecturer of curriculum and instruction (TEFL), Faculty of Education, Elmenya University.
10	Dr. Michael Abd-Elmasih	Lecturer of curriculum and instruction (TEFL), Faculty of Education, Zagazig University.
11	Dr. Magda Kamel	Lecturer of curriculum and instruction (TEFL), Faculty of Education, Zagazig University.
12	Dr. Zakaria Hennawy	Lecturer of curriculum and instruction (TEFL), Faculty of Education, Tanta University.
13	Mr: Mohamed Naguib	Senior Inspector of English, Dakahlia governorate
14	Mr: Peter, Jacoby	Teacher of Social Studies Sacagawea Middle School, Bozeman, Montana.
15	Mrs: Joyce Hannula	Teacher Trainer of Bozeman High School, Bozeman, Montana.

Appendix D

Teacher's guide for writing skills

Based on Direct Teacher's Feedback

Secondary Stage – Year 2

Term 2

Contents:

The aims of the Direct Teacher Feedback Strategy Teacher's Guide

1. A list of the writing skills for second year secondary stage students
2. Scope and sequence of writing skills for the second term
3. General instructions to the direct teacher feedback
4. lesson plans using Direct Teacher's Feedback Strategy Teacher's Guide

The aims of the Teacher's Guide :

This teacher's guide is designed to:

1. provide teachers with a list of the writing skills of second year secondary school students.
2. provide scope and sequence of the writing skills of Hello! 7, term two
3. provide an explanation of the writing skills related to Hello! 7.
4. provide teachers with step by step lesson plans for the writing lessons of Hello! 7, term two using the direct teacher's feedback strategy.

Scope and sequence of writing skills:

Unit	Composition focus	Writing skills
10	An article	1. Writing three coherent and cohesive paragraphs 2. Writing the right form of paragraphs and article 3. writing an appropriate topic paragraphs ,supporting sentences and conclusions
11	A review	1. Giving the reader relevant, coherent and important information in line with the topic (focus) 2. Using the correct layout of a review
12	Two paragraphs that describe your dream house	1. Writing a strong topic sentence that gives clues about what is coming. (topic sentence) 2. Using correct grammar that contributes to clarity and style
13	Writing a story	1. Using logical and effective structure, order, and sequence (Organizational patterns) 2. Guiding the reader through the composition by using correct punctuation 3- writing well to make the point
14	Writing an email	1. Using the correct layout of an e mail 2. Using correct spelling

Unit	Composition focus	Writing skills
15	A poster	1 .Using the correct layout of a poster 2. Producing eligible handwriting, clearly formed letters, uniform spacing between words and easy to read text (legibility)
16	An mail	1. Using the correct layout of a poster 2. Producing a good overall appearance (neatness)
17	Writing replay to the e mail	1. Using different sentence lengths, beginnings and structures used in replaying to the e mail 2. Using the correct layout of the e mail
18	Writing an article about solving climate change	writing notes following the paragraph plan(paragraph one: introduce the subject, paragraph two explain the first idea for solving the problem, paragraph three :explain the second idea for solving the problem, and paragraph four end by saying what could happen if we don't solve this problem

General instructions to the Direct Teacher Feedback Strategy

Before the writing session:

The teacher prepares some supplementary materials for the writing sessions.

- A bulletin board

- An honor list file frame

- An instructions list

- An author's chair

- A writing conference frame

- Notes discussion with the whole class list.

- The graphic organizers needed for the sessions.

- A frame for the writing process approach (prewriting-drafting-revising-editing-publishing)

- A follow up evaluation sheet for the writing session.

- A writing skills and sub skills list for the second year secondary stage.

- A scoring rubric for correcting students' writings.

- An attitude scale towards writing for second year secondary students

During the writing session

The first session

Inside the classroom the teacher may:

- Provide students with the writing attitude scale

- Explain the writing attitude scale to the students and explain the difficult or ambiguous points to the students (the teacher can translate the some items if this will help students).

- Explain to the students that the writing attitude scale isn't for grades.

- Give students enough time to mark all the items in the scale, if students don't have enough time in the writing session in the class the teacher tells them to complete it at home.

- Provide students with instructions in the writing sessions

- Support students with some details of the direct teacher's feedback

- Support them also with some details of immediate feedback and delayed feedback (immediate feedback will be provided in the conferences in the class room but the delayed feedback will be used when the time runs out the teacher will collect the students writing, provide feedback and then give the compositions to the students for correction).

- Provide them some information about teacher student conference (the teacher with one student, two students, group of students and the whole class) during writing stages.

- Tell the whole class to brainstorm to choose a topic to write about.

- Write down on the board all the topics chosen by the students.

- Discuss the different topics students generated and choose a suitable one.

- Tell students (every student on his own) to start writing about the topic.

- Go through the class and choose one student to hold a conference with.

- Provide the chosen student with suitable feedback on what he has done.

- Provide oral or written feedback

- Provide feedback at any stage of writing

- Go through the whole class, guide, facilitate ,overcome problems

- Collect students' compositions and before the end of the session corrects the errors or the mistakes done to the students.

- Give feedback to only one student, two students, and three students and to the whole class.

- Read all the students' compositions, underline the mistakes and correct the mistakes over it or in the margin.(if you have enough time in the writing session)

- Give feedback at home to take his time reading, correcting

- Write down some notes (the most common errors and mistakes) to discuss with the whole class in the next session.

- Hand out the students' compositions to the student to read the feedback provided by the teacher.

- Give students enough time (five minutes) to read understand the teacher's feedback and comments.

- Ask students to raise any questions concerning the feedback given by the teacher or the comments.

- Ask students to write their final copies taking into consideration the teacher's feedback and comments.

- Collect the students' compositions and ask (or choose by lot)" who wants to come to the anther's chair?"

- Order The chosen student to the author's chair reads his composition.

- Open a discussion session with the whole class (he whole class asks questions and the student writer answers their questions.

- Use the rubric to mark the student compositions, give grades.

- Choose the best five compositions to write their authors'' names in the honor list on the wall of the class.

- Taking the students' compositions to the library to be read by other students, visitors or any other people.

Lesson plans

Each lesson plan contains the following elements:

- Objectives
- Composition focus
- Materials
- Before the direct teacher feedback

- During the direct teacher feedback
- After the direct teacher feedback

Unit ten, lesson five

Objectives:

By the end of this lesson students will be able to:

1. Present accurate, enough and well-chosen details to support the main ideas (clarity)

2. Write four paragraphs the components of an article

Composition focus:

An article

Materials:

1. Graphic organizers: A format of an article.
2. Revising checklist for lesson five.
3. Editing checklist for lesson five in unit ten.

Publishing:

The teacher collects the revised and edited drafts to make comments according to the revising checklist and editing checklist and return these drafts to the students to make the final drafts for publication. The teacher discusses with students about the suitable form of publication, such as author's chair, writing competitions, making a newspaper, preparation of manuscripts.

Unit eleven, lesson five

Objectives:

By the end of this lesson students will be able to:

1. Present accurate, enough and well-chosen details to support the main ideas (clarity)

2. Write a review

Composition focus:

Writing a Review

Materials:

2. Revising checklist for lesson five.

3. Editing checklist for lesson five in unit eleven.

Publishing:

The teacher collects the revised and edited drafts to make comments according to the revising checklist and editing checklist and return these drafts to the students to make the final drafts for publication. The teacher discusses with students about the suitable form of publication, such as author's chair, writing competitions, making a newspaper, preparation of manuscripts.

Unit twelve, lesson five

Objectives:

By the end of this lesson students will be able to:

1. Present accurate, enough and well-chosen details to support the main ideas (clarity)

2. Write two paragraphs

Composition focus:

Writing two paragraphs

Materials:

2. Revising checklist for lesson five.

3. Editing checklist for lesson five in unit twelve.

Publishing:

The teacher collects the revised and edited drafts to make comments according to the revising checklist and editing checklist and return these drafts to the students to make the final drafts for publication. The teacher discusses with students about the suitable form of publication, such as author's chair, writing competitions, making a newspaper, preparation of manuscripts.

Unit thirteen, lesson five

Objectives:

By the end of this lesson students will be able to:

1. Present accurate, enough and well-chosen details to support the main ideas (clarity)

2. Write a story

Composition focus:

Writing a story

Materials:

2. Revising checklist for lesson five.

3. Editing checklist for lesson five in unit thirteen.

Publishing:

The teacher collects the revised and edited drafts to make comments according to the revising checklist and editing checklist and return these drafts to the students to make the final drafts for publication. The teacher discusses with students about the suitable form of publication, such as author's chair, writing competitions, making a newspaper, preparation of manuscripts.

Unit fourteen, lesson five

Objectives:

By the end of this lesson students will be able to:

1. Present accurate, enough and well-chosen details to support the main ideas (clarity)

2. Write an e- mail

Composition focus:

Writing a e- mail

Materials:

2. Revising checklist for lesson five.

3. Editing checklist for lesson five in unit fourteen.

Publishing:

The teacher collects the revised and edited drafts to make comments according to the revising checklist and editing checklist and return these drafts to the students to make the final drafts for publication. The teacher discusses with students about the suitable form of publication, such as author's chair, writing competitions, making a newspaper, preparation of manuscripts.

Unit fifteen, lesson five

Objectives:

By the end of this lesson students will be able to:

1. Present accurate, enough and well-chosen details to support the main ideas (clarity)

2. Write a poster

Composition focus:

Writing a poster

Materials:

2. Revising checklist for lesson five.

3. Editing checklist for lesson five in unit fifteen.

Publishing:

   The teacher collects the revised and edited drafts to make comments according to the revising checklist and editing checklist and return these drafts to the students to make the final drafts for publication. The teacher discusses with students about the suitable form of publication, such as author's chair, writing competitions, making a newspaper, preparation of manuscripts.

Unit sixteen, lesson five

Objectives:

By the end of this lesson students will be able to:

  1. Present accurate, enough and well-chosen details to support the main ideas (clarity)

  2. Write an e mail

Composition focus:

   Writing an e-mail

Materials:

   2. Revising checklist for lesson five.

   3. Editing checklist for lesson five in unit sixteen.

Publishing:

   The teacher collects the revised and edited drafts to make comments according to the revising checklist and editing checklist and return these drafts to the students to make the final drafts for publication. The teacher discusses with students about the suitable form of publication, such as author's chair, writing competitions, making a newspaper, preparation of manuscripts.

Unit a replay to an e-mail, lesson five

Objectives:

By the end of this lesson students will be able to:

1. Present accurate, enough and well-chosen details to support the main ideas (clarity)

2. Write a replay to the e-mail

Composition focus:

Writing a replay to the e-mail

Materials:

2. Revising checklist for lesson five.

3. Editing checklist for lesson five in unit eleven.

Publishing:

The teacher collects the revised and edited drafts to make comments according to the revising checklist and editing checklist and return these drafts to the students to make the final drafts for publication. The teacher discusses with students about the suitable form of publication, such as author's chair, writing competitions, making a newspaper, preparation of manuscripts.

Unit eighteen, lesson five

Objectives:

By the end of this lesson students will be able to:

1. Present accurate, enough and well-chosen details to support the main ideas (clarity)

2. Write an article

Composition focus:

Writing an article

Materials:

2. Revising checklist for lesson five.

3. Editing checklist for lesson five in unit eighteen.

<u>Publishing:</u>

The teacher collects the revised and edited drafts to make comments according to the revising checklist and editing checklist and return these drafts to the students to make the final drafts for publication. The teacher discusses with students about the suitable form of publication, such as author's chair, writing competitions, making a newspaper, preparation of manuscripts.