

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdElhafidBoussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

**Teachers' and Learners' Perceptions about the Use of Direct Written
Corrective Feedback in Enhancing Punctuation in Writing.**

**Case of Second Year EFL Students in the Department of Foreign
Languages in Abdelhafid Boussouf University Centre, Mila**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:Supervisor:

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Examiner : BOUDJRIDA Messouda

2024

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IKRAMS' DEDICATION

***To the most precious people to my heart; to the ones who gave birth
and meaning to my life***

To the persons who gave me strength and hope:

To my dear mother and beloved father I dedicate this work.

To my brothers and sisters: Amel, Amira, Nano and Amina.

To my one and only brother Abd El Moumin.

To my twin Meriem.

To all my cousins, family and friends

To all those who prayed for me and besought God to help me

thank you

Manels' Dedication

First and foremost, I would like to praise and thank Allah, the Almighty, who has granted me all the strength, patience, and knowledge throughout the accomplishment of this work.

I gift this graduation paper to my shining stars, to whom I owe great debt, the ones who gave birth to me and feed me with their unconditional love. To my ideal mother "Salima" for her great encouragement and everlasting prayers, besides believing in me blindly in every step I make. To the best father "Houcin" for his generosity, love and advice all the way long.

To my beloved grandfather "Masoude" and my grandmother "Djamaa" may god have mercy on them.

To my dears brothers "Ala Eddin" and "Mouhamed Alamine" for their love, tenderness and support.

To my sweet sisters, "Dounia" and "Chaima" who are always there for me with their endlss love and care.

To that person, I would like to deeply thank you infinite, prayers, support, trust, love and for.

To all the people who never ceased of giving me positive energy to never give up.

Thank you

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In the Name of ALLAH, the Most Gracious, the Most Merciful

Before all, none of this would have been achieved without ALLAH's support and guidance.

Foremost praise be to Our Lord, ALLAH

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Abstract

In the process of learning English as foreign language, students face a wide range of challenges in order to master the language and its skills, one of which is punctuation in writing. The present study aimed to explore the impact of direct written corrective feedback on the improvement of punctuation in writing for English as a foreign language (EFL) learners. In addition to exploring the effectiveness direct instructions through which written corrective feedback is given in improving this particular skill. To achieve the objective of the study, a descriptive research methodology was applied, and a mixed questionnaire was conveniently distributed to second-year English students at Mila University center. Numerical data collected using closed-ended questions were analyzed quantitatively by frequencies and percentages, while qualitative data obtained from open-ended questions were analyzed thematically. Results indicated that participants perceived and felt that direct written corrective feedback had a positive effect on their punctuation in the writing skills. The results also showed that students believe that direct feedback can improve their writing performance, particularly regarding punctuation and other aspects such as grammar, spelling and word choice and the results showed also that teachers consider DWCF as an effective technique to use when correcting the errors made by students to help them improve their performance. These findings could be a significant contribution to the field of English teaching, particularly in teaching punctuation in writing skills, but further research is needed to measure the extent to which DWCF can influence learners' writing accuracy and performance.

Key words: impact, English as a foreign language, writing skills, punctuation, direct written corrective feedback.

List of Abbreviations and Symbols

EFL: English as a Foreign Language.

ESL: English as a Second Language.

CF: Corrective Feedback.

DWCF: Direct Written Corrective Feedback.

L2: Second Language.

EC: Electronic Commerce.

E.G: Example.

TTA: Teacher Training Agency.

VT: Verb Tense.

SV: Subject Verb.

WF: Word Form.

WW: Wrong Word.

FRAG: Sentence Fragment.

WO: Word Order.

WPA: Writing Process Approach.

LMD: License-Master-Doctorat system.

FL: Foreign Language

FLA: Foreign Language Acquisition.

SPSS: Statistical Package for the Social Sciences.

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General Introduction

In learning and teaching a foreign language, all the learners should bear in mind that they should master four skills. The writing skill is the most important and crucial skill for an effective learning because the learner will have their exams, and practice everything in their learning through writing. In order to master this skill, students have to learn things that are essential in writing such as punctuation, pronunciation, cohesion, and coherence. Punctuation plays a crucial role in the writing skill because it controls the organization and clarity of sentence, phrase, paragraph, and it conveys meaning such as in the case of asking a question. The learners should put a question mark at the end of the sentence or the reader will not recognize if it is a question or an affirmative statement. However, EFL students face problems in writing skills such as in punctuation. They have difficulties in using it correctly which may lead to making mistakes that prevent them from writing effectively and accurately, so the teacher should provide immediate feedback to students when they make punctuation mistakes in order to help them improve their punctuation usage. Alternatively, the teacher can employ various forms of direct written corrective feedback and utilize different methods to ensure that students remember the corrections and avoid repeating the same mistakes in the future. So the teacher will guide and give them correction for their errors but the feedback provided may be beneficial for some and may not be for others so the teachers have to deal with all students and make sure that it will be beneficial for all of them in one way or in another. That improves their writing skill regarding punctuation. This research proposal aims to investigating the impact of direct written corrective feedback in improving the punctuation of EFL learners writing

Background of the Study:

In the area of foreign language investigation and study great interest shed light on the topic of second language acquisition and importance of mastering the L2 skills for a successful learning, focusing on writing skill and punctuation that is an essential aspect of writing because it is crucial in conveying meaning; clarity and organization in written texts. In this context researchers focused on direct written corrective feedback use that involves correcting errors and mistakes in students' written work.

To see its impact on the improvement of punctuation in learners' writing several studies have examined the impact of DWCF on different aspect of language learning including punctuation. These studies dealt with various approaches (feedback types, methods, and their impact on learners' application of punctuation rules) but not all the findings are similar, for instance a study by Ferris (2006) found that the accuracy of student who received DWCF showed better improvement compared to students who did not receive feedback. In addition, the findings do not always depend on who receive feedback will improve the skill better but also on various factors like the type of feedback provided and their proficiency level, such as the study of Z. Saadi (2015) the findings provided insights into the effectiveness of the different types of feedback provided(metalinguistic feedback, direct feedback). However, the study data showed that they both showed improvements but the outcomes of one type one was higher than the other. Furthermore, the study of Li,L and Zou.D(2019) a recent chinese study examines the impact of DWCF on punctuation acquisition, the results of this study indicated that the group who took DWCF showed improvement in their punctuation accuracy compared to who did not receive feedback and the feedback group demonstrated a better understanding and use of punctuation rules in their writing.

By studying, integrating and analyzing the findings of the previous studies we can see that the types of feedback provided can influence its impact. However, other factors should be considered like learners individual differences, learners needs and their proficiency level because some studies showed that some learners may benefit from direct written corrective feedback and others may not.

In those few studies and investigating about the impact of direct written corrective feedback, researchers tried to touch upon the significance of using direct WCF with students errors and mistakes to see how it enhances their capacity and proficiency of using punctuation with its correct rules in written texts and situations.

Problem Statement:

The challenges and mistakes faced by EFL students in mastering punctuation in writing are typically due to a combination of factors such as inadequate and insufficient knowledge of punctuation rules, linguistic differences between their native language and English, limited guidance from teachers regarding punctuation usage and its conventions and learners' tendency to overlook or undervalue the feedback provided by teachers will increase the possibility of making errors in their written work. The role of the teacher is crucial in helping EFL students overcome these challenges by taking a proactive and supportive approach; teachers can significantly improve their students' mastery of punctuation in their written work.

Aims and Objectives

To investigate the impact of D.W. C.F (Direct written corrective feedback) on the improvement of punctuation Skills in EFL Student's writing.

To explore the effectiveness of using written corrective feedback on improving punctuation Skills.

To facilitate giving direct written corrective feedback through offering a clear set of methods and instructions.

To uncover learners' preferences with regards to the type of feedback given by teachers.

Research Questions:

1. What is the impact of direct Specific written connective feedback on punctuation skill in writing for EFL students?
2. What are the types of Direct W C F that are used in specifying punctuation mistakes in writing?
3. How do FFL learners transfer the 5 Knowledge gained from direct corrective feedback and use it in their writing to improve their punctuation usage?
4. How do EFL learners view the role of their teachers' guidance when providing them with direct written corrective feedback?

Research Methodology

The present study adopted a descriptive research approach. For data collection, a questionnaire was administered to second year students of English at Mila University Center. The sampling technique we used for selecting sample of participants is convenience sampling. The data were analyzed with percentages and content analysis, and the findings were presented via tables.

Structure of Dissertation:

The present study consists of a general introduction, two chapters, and a general conclusion. The first chapter is theoretical and the second one is practical. The theoretical chapter includes two sections. Section one tackles punctuation to writing skill, starting with a definition of writing and it's approaches then moving to punctuation in writing ,starting with definitions, aspects, its mechanical aspects and the crucial influence of punctuation on learner's performance in writing.. Section two deals with direct written corrective feedback, starting a definition of feedback and its types, and corrective feedback with the role of DWCF in enhancing punctuation skills in written texts. The practical chapter, however, consists of two sections. The first section explains the research methodology, including research design and tool, population and sampling, data collection and analysis procedure. The second section describes data analysis and findings and then discusses the main findings. The third section presents the study limitations, recommendations and suggestions for future research.

Chapter One: Theoretical Part

Section I: Punctuation to Writing

Introduction:

Learning a foreign language requires learning the four skills of this language. Writing is an essential language skill that forms one of the four foundational language learning skills, alongside listening, speaking, and reading. Among these skills, writing often can be a significant challenge for learners, particularly in college settings. As students strive to express their ideas and opinions effectively through written communication, they face challenges on their path to mastering this skill. This study and chapter one defines writing skill in general, its approaches, its types as well as the aspects of the writing skill.

1. Definition of Writing:

Writing is viewed as the most important, difficult and fundamental skill to be taught in the language learning that allows students to express their thoughts and opinions in a written form.

“We can define writing as the symbolic representation of language through the use of graphic signs. Unlike speech, it is a system that is not simply acquired, but has to be learned through sustained conscious effort. Not all languages have a written form and, even among people whose language has a well-established writing system, there are large numbers of individuals who cannot use the system”(Yule 2010,p.212).

This definition suggests that writing is a way of symbolically representing language through using visual signs. Unlike spoken language, which is acquired naturally, writing requires conscious and deliberate learning and highlights that not all languages have a written form and even among those that do there are individuals who face difficulties in effectively using the writing system. However, writing is a powerful tool for communication, (Harmer2001, p.150)”

Writing is a powerful tool for communication, allowing individuals to convey their thoughts and ideas through written language. Despite its importance, writing is sometimes overlooked in language classrooms. In comparison to the other language skills, writing is sometimes perceived as the least valuable.

However, this perspective is misguided because Writing provides numerous benefits such as promoting critical thinking, fostering creativity, and enhancing language proficiency. Additionally, it allows individuals to organize their thoughts and opinions, refine their ideas, and communicate effectively with others by expressing themselves through written words. Also, Writing is one of the four English skills that is used to deliver ideas, opinions, thoughts and feelings in a written form according to Abbas (2006;p.:125), writing skills is considered as the ability to express ideas, opinions, and feelings through written language.

In addition to the expression of thoughts and opinions, writing , similar to other skills is seen as a developmental process that starts with imitating familiar letters and words and advances to creating different types of texts such as reports, instructions and narratives highlighting that it is important to consider both cognitive development and physical development in this progression .Nunan 2011.In other words ,writing can be perceived as a journey of development that begins with imitating letters and progressing to generating different types of texts where both cognitive and physical development plays essential roles. As their fine motor skills improve,they

gain better control over their writing movements. So, they are both essential considerations in supporting learners' improvement in writing.

In the light of these definitions, cognitive process whereby our conceptual language thoughts, concepts and information are reflected in a sequence of symbols arranged in a coherent and significant meaningful manner into written form using words, sentences and various linguistic structures. However, it is still a complex skill to be defined, according to Fischer (2001, p.12)-“it is pointless to give a specific definition of writing and that no definition of writing can cover all the writing systems aspects that exist and have ever existed “.

2. Approaches to Writing:

Various approaches have been provided by several scholars in order to teach the writing skill in the domain of education educators employed those instructional approaches aiming to enrich their students' proficiency in written expression and writing. They include the product approach, the process approach, and the genre approach.

The Product Approach:

The product approach dominated the teaching of writing in language learning until the 1980s.it is based on using and copying the model text given by the teacher .D.Nunan (2011) claims that this approach give emphasis to the final outcome of writing (clear, coherent, and error-free text) and highlights that teachers who follow this approach often provide model sentences, paragraphs, and texts for learners to imitate and transform them focusing on producing a polished piece of writing regardless of the steps taken to reach the required result.

However, According to the explanation of White (1988, p 5), there are three main different phases to go through in this approach which are:

Study the model $\implies$ manipulate the elements $\implies$ produce a parallel text

a) Study the model: The learner analyze the grammatical rules of the language in addition to the structural rules of the sentence.

b) Manipulate the elements: The learners carefully analyze the model text and go deeper into the content, sentences, organization, and word choice of the model.

c) Produce a parallel text: The learner generate a text similar the given model.

Numerous linguists criticized this approach because of many problems for example J. Robbins (2014) argued that in this approach, learners find themselves repetitively engaged in performing the same task until it becomes boring. Moreover, this approach hinders their ability of being creative in their writing.

The process approach:

The emergence of the process approach is resulted from the weaknesses of the product approach. The process approach is more concerned with the diverse stages involved in writing. For instance drafting, revising, and editing. It emphasizes the journey of creating a piece of work and places importance on the developmental process. The aim is to guide learners through multiple phases to eventually achieve a sophisticated final product. (nunan ,2011)

Harmer (2007, p113) mentions that when students are engaged in the writing process there are four stages to go through. Those are planning, drafting, editing (editing and reviewing), and final version Harmer (2007, 4-6).

a) Planning: The first step in the writing process it involves students addressing key considerations, such as determining the purpose of writing, selecting relevant information, organizing paragraphs, and structuring content effectively.

b) Drafting: The second stage in the process, it is the initial stage where students focus on developing and organizing their ideas, with less emphasis on perfect grammar, punctuation, and spelling.

c) Editing: The third stage in the writing process it is also called revising or reviewing. It entails the teacher reviewing the draft to identify and correct any ambiguous or confusing language to minimizing errors in the process.

d) The final version: It is the final stage after all the processes it may differ significantly from the initial draft due to the editing and reviewing process. Once finished, the writing is ready to be shared with readers.

In line with this, Harmer represented the previous stages in a leaner diagram process of writing as follows:

Figure 1: The leaner Process of Writing.



Adopted from: Harmer, 2004, p. 5

Then, he claimed that the leaner diagram is not satisfactory for two reasons. Firstly, it provides insufficient information regarding the importance assigned to each stage. Secondly, the diagram inaccurately represents the writing process as a leaner progression, while most writers engage in a recursive process. He emphasized, “the writer not only plan, draft, and edit but then often he may re-plan, re-draft, and re-edit even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting or editing.”.

However, he suggested representing the stages in another way that is called the “process wheel” as presented below Harmer (2004, 5-6):

Figure 2: The Process Wheel



Adopted from: Harmer, 2004, p.6

The genre approach:

The genre approach to writing is an instructional method of writing, and genre plays a crucial role in writing within a discourse community because writers construct their writing to ensure that the members of the community can instantly recognize the type of writing being presented. As harmer (2007) indicates: “genre represents the norms of different kinds of writing” (p.327)

Additionally, the genre approach is suitable for EFL learners since teachers focus on genre by having students study and analyze texts in the specific genre they will be writing by

providing them with models and examples to guide their own writing. This helps them to develop an understanding of how to craft effective pieces of writing personalized to different purposes in the language they are learning to convey their messages more effectively.

Moreover, the genre approach underscores that writing is purposeful. Hyland (2019) states that

The central belief here is that we never just write; we write something to achieve some purpose. Writing is a way of getting something done. To get things done, to tell a story, request an overdraft, craft a love letter, describe a technical process or whatever, we follow certain social conventions for organising messages because we want our readers to recognise our purpose” (p.18).

In other words, writing in the genre approach serves as a means to accomplish specific purposeful goals, by employing specific genres like narratives, requests, or technical descriptions with recognized conventions to effectively achieve a set of communicational objectives and by utilizing the established conventions, the intended purpose behind the writing becomes clear to readers.

3. Common Aspects of Writing:

Writing, as any other skill, has its own various key components that contribute to its effectiveness. Some of These components include: spelling, cohesion, coherence, vocabulary, organization, unity and punctuation. By understanding and utilizing these elements, writers can create engaging written works.

Spelling:

Spelling refers to the art of mastering the rules of spelling which is an essential component of written communication. It involves skillfully constructing words from their constituent letters in accordance with approved conventions. The mastery of spelling allows individuals to effectively convey their thoughts, ideas, and messages with precision and clarity. By comprehending the rules and patterns governing letter arrangement, one can ensure that their writing possesses a professional and credible quality. However, when students struggle to form words accurately, their written work tends to be deficient and riddled with errors. Furthermore, the English spelling system is highly intricate due to the absence of a direct correspondence between sounds and letters in words. Additionally, there are no fixed regulations governing the specific spelling of words. For example, the letter 'a' can be pronounced differently in various words, such as:

Bar / a: /

Lake / ei /

Cat / æ /

'Bar' (/ba:r/), 'Lake' (/leik/) and 'Cat' (/kæt/). These variations in pronunciation often make it challenging for learners to accurately guess the spelling of unfamiliar words, leading to potential errors like spelling 'lake' as 'leike' due to the /ei/ sound. Zemieche (2019, p.29)

Coherence:

In writing coherence refers to the logical development of ideas, resulting in a well-structured and easily comprehensible text. It involves skillfully incorporating transitional words,

establishing clear topic sentences, and organizing thoughts in a logical sequence. Coherent writing allows readers to grasp the intended message and perceive the connections between different aspects of the text. Baker and Ellece (2011) claim that: “Coherence refers to the ways that a text is made semantically meaningful.” (p.16).in the same vein, De Beaugrande and Dressler (1981p. 4) believe that coherence is concerned with “the ways in which the components of the **TEXTUAL WORLD**, i.e. the configuration of **CONCEPTS** and **RELATIONS** which underlie the surface text, are mutually accessible and relevant.” (Cited in Baker & Ellece, 2011p. 16). Besides, in relation to the Oxford dictionary coherence can be defined as “the situation in which all the parts of something fit together well”.

Cohesion:

Cohesion refers to the internal connectedness and logical flow within a text or discourse. It involves the use of linguistic devices to establish clear relationships between sentences and paragraphs, ensuring for smooth comprehension for the reader or listener and it enhances clarity in written texts. Yule (2010, p.143) claimed: “that texts must have a certain structure that depends on factors quite different from those required in the structure of a single sentence. Some of those factors are described in terms of cohesion, or the ties and connections that exist within texts “in other words, The bonds and connections which are evident in a text are termed to as cohesion and creating a structure that is different from that of a single sentence contributes to the overall coherence and logical flow of the written piece.

Vocabulary:

Vocabulary refers to the set of words known and used by an individual or within a particular language, field or community. It encompasses a person's lexical knowledge including

understanding the meanings, pronunciations, and usage of words in both spoken and written communication. A rich vocabulary enhances one's ability to express ideas effectively and comprehend language correctly. Lessard-Clouston(2021) claims that “vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words that convey a particular meaning, the way individual words do”(p.2). In other words vocabulary can be described as the lexicon of a language, encompassing not only standalone words but also combinations of words or phrases that carry distinct meanings, similar to how individual words function. In addition, According to the oxford learner’s dictionary vocabulary is defined as: “all the words in a particular language that a person knows or uses”.

Organization:

Organization is a significant aspect of writing. Generally it is how ideas are presented. Typically, organization refers to the larger parts of a piece of writing, although it also refers to how paragraphs and sentences are written. From this perspective, Smith (2003,p.4) suggested that every piece of written content should start with an "introduction" that gives the reader the background knowledge they need to understand what will be covered in the ensuing sections. The next part is the "body," when the writer presents the evolving ideas in an order that is logical, taking care not to proceed too quickly or too slow. Last but not least, the writer ought to "formulate a conclusion" that highlights the most significant points dealt with previously. Moreover Spandel (1997) highlighted, “organisation is the internal structure of the piece. Think of it as being like an animal’s skeleton, or the framework of a building under construction. Organization holds the whole think together” (p.7).

Unity:

Unity, in the context of writing, refers to the quality of coherence and harmony achieved when every sentence in a well-crafted piece of writing serves the central theme or main idea. It entails ensuring that each detail, argument or piece of information directly supports and reinforces the overarching concept being conveyed. When a writer successfully achieves unity, all parts of the text work together flawlessly, creating a sense of unity. Scarry&Scarry (2010) emphasized this definition and said: “In a piece of good writing, every sentence serves the central theme, with every detail directly related to the main idea. All of the parts go together to make up a whole. The result is a sense of oneness or wholeness, so that by the end of the piece, the writing feels complete and the reader has no trouble grasping the writer’s main point” (p.26).

Punctuation:

Introduction to Punctuation

Punctuation plays a vital role in written communication, ensuring meaning, structure, and clarity by using standardized marks and symbols to guide readers through a text and indicate pauses, emphasis, and relationships between words and sentences. Without punctuation, written texts would lack coherence and accuracy, as it helps readers comprehend the intended syntax and semantics by using marks like periods, commas, question marks, and quotation marks to signal boundaries and clarify relationships. This dissertation explores punctuation's definitions, grammatical rules, aspects, and offers strategies for mastering this essential tool for clarity and coherence in writing. Ultimately, understanding the significance and proper usage of punctuation enables writers to enhance the quality and impact of their written communication.

4. Definition of Punctuation:

The word punctuation is one aspect of written English, it is derived from the Latin "*punctus*" meaning "point." From the 15th to the early 18th century, the subject was known in English as pointing. Punctuation is a set of special marks that are placed and used in a text to simplify a piece of writing and to show the divisions between phrases, sentences and paragraphs. Chahal (2023) declares that: "Punctuation is the system of symbols and marks used in writing to clarify meaning indicate pauses and help structure sentences and paragraphs". In addition, Sentence relevance, organization, and clarity are all improved by the use of punctuation. They act as dividers between word groups in order to highlight particular parts and communicate meaning. They also offer clues for understanding the intonation, pauses, pitch, and loudness of speech. Punctuation tends to avoid any sort of confusion in speech as well.

In this vein, Lauchman (2010) defines punctuation as a vital element in all forms of written texts as it serves as a crucial code to accurately convey the intended message. It also plays a role in capturing the various stops, pauses, and intonations observed in speech (p.17). In other words, it holds significant importance in any type of written composition, as it functions as a powerful tool for effectively conveying the precise message intended. Beyond its role in textual clarity, punctuation also strives to capture and reflect the natural rhythm of spoken language and by incorporating appropriate punctuation marks; writers are able to indicate pauses, breaks, and shifts in intonation, thereby adding strength and meaning to the text. That is to say, punctuation acts as a guiding mechanism, helping readers navigate through the written piece with ease, while ensuring that the intended message is accurately interpreted and understood.

5. Common Mechanical Aspects of Punctuation and Their Rules of Usage in Writing Communication:

The Full Stop (.):

The full stop (.) is a punctuation mark that indicates the end of a sentence. It is used to separate individual sentences, indicating that one sentence has ended and a new one is beginning. Lukeman (2011), defines the full stop as «the red light of the punctuation world», and states that the full stop acts like a boundary in writing by dividing thoughts and creating statements, assuming that if it was missing there will be no clarity for what is written. Moreover, it dictates the use of other punctuation marks and sets the tone for style and pacing in writing. In the same vein Field (2009) highlights the same idea of that without the full stop writing would make little sense (p.32).

According to Butterworth (1999), the smallest punctuation mark is the full stop, also known as the period in American English and the full stop in British English. Regardless of its name, it is essential in both short and long sentences, as it serves a crucial function in conveying meaning. The full stop plays a significant role in making written pieces meaningful (Butterworth, 1999, p. 06). In other words the full stop is the tiniest mark and it is essential in both brief and lengthy sentences, as it performs a vital role in effectively communicating ideas and ensuring the coherence and significance of written texts.

In order to show the period's function in the paragraph, Field (2009, p. 32.33) illustrates a passage that is written in two different ways. In the first one, the period is methodically ignored. In the second paragraph, however, a kind of awareness is directed towards this punctuation mark that is correctly added.

My name is Marion Field I'm a freelance writer and I write articles for various magazines I live near several motorways so I can easily drive around the country to do my research the airport is also near me I love travelling and I've visited many different parts of the world this gives me the opportunity to write travel articles I enjoy taking photographs. There are no full stops in the above passage, so it would be very difficult to read it.

Then, the same passage is rewritten, but with respect of full stops as follows:

My name is Marion Field. I'm a freelance writer and I write articles for various magazines. I live near several motorways so I can easily drive around the country to do my research. The airport is also near me. I love travelling and I've visited many different parts of the world. This gives me the opportunity to write travel articles. I enjoy taking photographs.

The first passage makes little sense, unlike the second one that is divided into numerous sentences that are meaningful. Thus, the period plays a crucial role whereby both the reader and the writer tend to achieve comprehensibility that is considered as the source of successful writing.

Furthermore, there are other different uses of the full stop such as:

a) A full stop ends a declarative sentence or a sentence that is neither a question nor exclamation mark for Example: We will be dancing at my cousin's reception.

b) Full stops are also sometimes used in punctuating abbreviations. No space follows an internal period within an abbreviation for Example: Mr. Dennis and Ms. Sheena will be the guests for the evening.

c) Using a Full Stop after Initials for Example: M. Najib is the manager.

d) Put a full stop at the end of a complete statement for Example: Norway has applied for EC membership, and Sweden is expected to do the same.

The Comma (,):

Comma (,), the word comma is derived from Greek *komma* (clause), which came from *koptein* (to cut off). It can be defined as a punctuation mark and as the most common punctuation mark in English, which also stands for the most challenges to writers. It is used to set off or distinguish grammatical parts inside sentences and to divide items in a sequence. Along with Trask (1997, 12), the comma is commonly and frequently misrepresented, despite its relatively simple rules. It has four distinct uses: the listing comma, the joining comma, the gapping comma, and bracketing commas. Yet it is important to note that a comma is never preceded by a white space and is always followed by a white space.

The listing comma:

The listing comma can be used in place of the words "and" or "or", as a kind of substitute. It appears in two distinct instances which are slightly different. It is utilized when the conjunction "and" or "or", joins a list of three or more words, phrases, or different whole sentences. Trask calls this construction an x, y and z list .E.g.

- a) The three friends Amine, Sami and Adam.
- b) Algerians can speak French, English, Spanish and Turkish.
- c) You can fly to Bombay via Moscow, via Athens or via Cairo.

It is worth noting that in all of these examples, the commas could be replaced with the words "and" or "or", but the resulting sentences would be less elegant and more awkward in structure:E.g.

- a) The three friends Amine andSami and Adam.
- b) Algerians can speak French, English andSpanish and Turkish.
- c) You can fly to Bombay via Moscow or via Athens or via Cairo.

Additionally, it is possible to join three or more complete sentences with listing comma plus "and" or "or",but it is not possible to join two complete sentences with a listing comma:E.g.

- a) Ramla speaks French, Manalspeaks Italian and I speakSpanish.
- b) Ramla speaks French, Manalspeaks Italian.

We can notice that the second example is wrong, the comma must be removed and we have to add “and” so we can have a clear sentence:

- b) Ramla speaks French and Manalspeaks Italian.

An additional instance where a listing comma is employed is in a sequence of modifiers that all modify the same unit. In this case, the conjunction "and" is typically omitted, but again such a comma could be replaced byand without destroying the sense:

- a) Her long, dark, glossy hair fascinated me.

With replacing the commas by and:

- a) Her long and dark and glossy hair fascinated me.

Although the meaning remains unaffected, the second example becomes more awkward when the commas are removed.

The joining comma:

In contrast to the listing comma, the joining comma is employed when there are two complete sentences that are combined into a single sentence. However, it is necessary for these two complete sentences to include one of the following connectors: "and," "or," "but," "while," or "yet," which should be preceded by a comma. For example:

- a) Norway has applied to join the EC, and Sweden is expected to do the same.
- b) You must hand in your essay by Friday, or you will receive a mark of zero.
- c) Britain has long been isolated in Europe, but now she is beginning to find allies.

d) Billions of dollars have been hurled into the Star Wars projects, yet we appear to have nothing to show for this colossal expenditure.

Therefore, putting the comma without having one of those connectors will be mistaken. In fact, it is one of the common punctuation errors encountered by learners as pointed up in the following examples:

1. Bangladesh is one of the world's poorest countries, its annual income is only \$80 per person.

2. Borg won his fifth straight Wimbledon title in 1980, the following year he lost in the final to McEnroe. (Trask 1997, p.17-18).

The Gapping Comma:

The gapping comma is used to omit repeated words in a sentence. Trask (1997, pp. 19-20) exemplifies gapping commas as follows:

a) Some Norwegians wanted to base their national language on the speech of the capital city; others, on the speech of the rural countryside.

The gapping comma here shows that the words wanted to base their national language, which might have been repeated, have instead been omitted. This sentence is equivalent to a longer sentence like this:

a) Some Norwegians wanted to base their national language on the speech of the capital city; others wanted to base it on the speech of the rural countryside.

However the gapping commas are not always obligatory, the learner can exclude them and leave the sentence as it is without affecting the meaning.

Bracketing Commas:

Bracketing commas (also called isolating commas) do a very different job from the other three types. These are the most frequently used type of comma, and they cause more problems than the other types put together. The rule is this: a pair of bracketing commas is used to mark off a weak interruption of the sentence - that is, an interruption which does not disturb the smooth flow of the sentence (Trask, 1997, p.21). In other words, Bracketing commas are commonly employed in pairs to clearly indicate that the words between the commas constitute a weak interruption within the sentence, which does not change the overall meaning.

E.g.

a) Amina, too, is very sick.

The sentence will keep the same meaning without the bracketing commas:

a) Amina too is very sick.

Additionally, Trask recommends that when bracketing commas are used in pairs, they serve the purpose of delineating a weak interruption within a sentence that can be removed without affecting its coherence and meaning. However, if the interruption occurs either at the beginning or the end of the sentence, a single bracketing comma is sufficient. It is crucial to ensure that the words enclosed between the bracketing commas genuinely represent an interruption in the sentence. (p.33)

The semicolon (;):

The semicolon mark (;) is a punctuation symbol that serves as a stronger pause than a comma but not as final as a period. It is used to connect two closely related independent clauses within a sentence, indicating that they are of equal importance and should be considered together. Additionally, it can be used to clarify complex lists or to separate phrases that already contain commas. The semicolon helps to enhance clarity and maintain a smooth flow of ideas within a sentence. Trask highlighted that the primary purpose of the semicolon (;) is to combine two complete sentences into a single written sentence under specific circumstances. Trask (1997.p41). These conditions include the following:

1. When the two sentences are deemed closely interconnected and should not be separated by a period.

2. When there is no coordinating conjunction, like "and" or "but," that would call for a comma.

3. When the specific circumstances that call for a colon are not present.

Field (2009) clarifies, the semicolon, although not frequently used, is a valuable punctuation mark. It is employed when a full stop is not necessary, typically when the second statement closely follows the first one. It is important to note that a capital letter should not be used after a semicolon. (p.37)

For example, in the sentence "It was growing very dark; there was obviously a storm brewing," the idea of "a storm" closely follows the description of "growing very dark." Instead of using a full stop, a semicolon is used to maintain the connection between the statements. Similarly, a semicolon can be used to separate groups of statements that naturally follow one another, as in "The storm clouds gathered; the rain started to fall; the thunder rolled; the lightning flashed."

Moreover, a semicolon can emphasize a statement, as seen in "The thieves had done a good job; every drawer and cupboard had been ransacked." Using a semicolon instead of a conjunction strengthens the impact of the second statement. Conversely, a semicolon can also be used to emphasize a contrast, as in "Kate may go to the disco; you may not." The phrase "you may not" stands out distinctly because it stands alone after the semicolon. (p.38)

The Colon (:):

The colon mark is a punctuation symbol represented by a vertically aligned pair of dots (:). It is used to introduce a list, explanation, or elaboration, and to indicate a relationship of

anticipation or consequence between two clauses. The colon is often employed to provide emphasis and to draw attention to the information that follows it. It is also used in formal writing to introduce quotations, dialogues, or speeches.

Wilson (1850) declares that "The COLON [:] is used in a sentence between two or more parts, less connected than those which are divided by a semicolon, but not as so independent as separate, distinct sentences". (p.99)

The use of the colon varies from one case to another. According to Trask, the colon [:] denoted as ":", is a punctuation error that often occurs when it is incorrectly preceded by white space, a hyphen, or a dash. Its primary function is to signify that what comes after it offers an explanation or elaboration of the preceding content. Typically, a colon is prefaced by a complete sentence, with the subsequent text potentially being a complete sentence, a list, or even a single word. It is crucial to avoid the common mistake of including an unnecessary hyphen after a colon. Trask (1997.p.38). And he exemplifies it as follows:

1. Africa is facing a terrifying problem: perpetual drought.
2. She was sure of one thing: she was not going to be a housewife.
3. Mae West had one golden rule for handling men: 'Tell the pretty ones they're smart and tell the smart ones they're pretty.'
4. Several friends have provided me with inspiration: Tim, Ian and, above all, Larry.
5. We found the place easily: your directions were perfect.
6. I propose the creation of a new post: School Executive Officer. (p.39)

Additionally, Wilson suggested a set of other rules on using the colon some of them include:

1. A colon should be put after a clause that is complete in itself, but is followed by some remark depending on it in sense, though not in construction.
2. When a sentence consists of two members which are united by a conjunction or an adverb, and divisible into clauses separated by semicolons, a colon should be used before the connecting word.
3. A colon should be placed before a quotation, a speech, a course of reasoning, or a specification of articles or subjects, when formally introduced.
4. A mark similar to a colon is inserted in every verse of the Psalms used in the "Book of Common Prayer," and in other works of a like nature ; as, My tongue is the pen : of a ready writer.(p.99-101-103-105)

The dash (—):

The dash is a mark, represented by a horizontal line (—). It is a punctuation mark used to indicate a break or interruption in a sentence. It is commonly used to provide emphasis, introduce additional information, create a dramatic pause, or show a sudden change in thought or tone. The dash can be used in place of commas, parentheses, or colons to set off a phrase or clause also adds emphasis and draws attention to the enclosed content and clarity and impact to written expressions. Trask (1997) defined the dash as “The dash (-) is the long horizontal bar, noticeably longer than a hyphen” (p.68). In addition, Wilson (1850) declares that the dash [—] is a straight line, used for the purposes specified in a set of rules which include:

1. The dash is used to indicate quick sentence breaks and subject changes, temporary interruptions followed by continuation, significant pauses, and unexpected shifts in sentiment.(126) E.g.

a) Was there ever a bolder captain of a more valiant band? Was there ever- but I scorn to boast.

2. A dash is used when there is a broken-off phrase or a lengthy section leading to an important conclusion. (p.128) E.g.

a) That patriotism which, catching its inspirations from the immortal God, and leaving at an immeasurable distance below all lesser, groveling, personal interests and feelings , animates and prompts to deeds of self-sacrifice, of valor, of devotion, and of death itself, that is public virtue;that is the noblest, the sublimest, of all public virtues.

3. Dashes can replace parentheses when the content within the parentheses can be divided into separate portions that require punctuation. (p.134) E.g.

a) The whole external deportment of a child is delightful. Its smile - always so ready when there is no distress, and so soon recurring when that distress has passed away is like an opening ofthe sky, showing heaven beyond.

4. The dash is sometimes used between a question and an answer, when they come together in the same paragraph. (p.139) E.g.

a) "Who created you? - God."

5. The dash is frequently employed to indicate the omission of letters or figures.(p.139)

E.g.

a) By H -ns !.....By Heavens!

b) Matt.ix. 1-6.....Matt. ix.1, 2, 3, 4, 5, 6.

c) The years 1849-50..... The years 1849, 1850.

The Hyphen (-):

The hyphen is a punctuation mark represented by a short horizontal line (-). It is primarily used to join words or parts of words together, indicating a close relationship between them. The hyphen is used in several ways like word joining; it is used to combine words to form compound words or hyphenated words, such as "self-esteem". Word Division which is used to divide a word at the end of a line when it does not fully fit, maintaining the word's integrity and aiding readability. Syllable Division, used to divide words into syllables, especially in dictionaries or language learning materials, to help with pronunciation and syllable emphasis and finally the Prefixes and Suffixes, The hyphen is used to attach prefixes or suffixes to a base word, such as "re-evaluate" or "pre-approval." According to Trask (1997), the hyphen (-) is a small horizontal bar commonly found on keyboards. It serves various purposes, all of which involve indicating that what it is connected to; does not constitute a complete word on its own (p.59). It is important to note that the hyphen should never be used with spaces at both ends, although in certain cases, it may have a space at one end. He suggested some uses of the hyphen which may include:

1. A hyphen is utilized to show that a long word has been divided at the end of a line.

(p.59) E.g.

- a) Extraor- b) Relation-
dinary" ships"

2. The hyphen is employed in writing compound words to avoid ambiguity, improve readability, and prevent excessive length. E.g.

"Well-known" - Without the hyphen: "wellknown" (ambiguous).

"High-level" - Without the hyphen: "highlevel" (ambiguous).

"State-of-the-art" - Without the hyphen: "stateoftheart" (overly long and less readable).

3. The hyphen is commonly employed in writing compound names that are often referred to as "double-barreled" names. (p.61) E.g.

a) Smith-Jones

b) Johnson-Davis

Overall, the hyphen is a versatile punctuation mark that helps clarify meaning, aid in word division, and create compound or hyphenated words.

The Question Mark (?):

The question mark is a punctuation mark that serves as a unit of end punctuation. It is used to convey the interrogative nature of a sentence, indicating that the preceding statement is a question. When placed at the end of a sentence. In other words a question mark is a symbol used to punctuate interrogative sentences and at the end of question tags. Just by seeing a question mark used at the end of a sentence or after a phrase, you will be able to identify that there is

something uncertain about the mentioned information and that whoever is asking the question is seeking for an answer regarding the same uncertainty or seeking confirmation or clarification. In this vein Wilson says that after words to which an answer is expected or implied, the note of interrogation is added (1850, p.112)

Field (2009) explored a range of applications for utilizing the question mark as follows

1. The question mark (?) is used at the end of a sentence to indicate a direct question, Even when a question is quoted directly, using the exact words of the speaker, a question mark is still employed. E.g.

a) What is your favorite color?

b) Did you finish your homework?

2. Even when a question is quoted directly, using the exact words of the speaker, a question mark is still employed. E.g.

a) "Will you be attending the meeting?" she asked.

b) "What time is the concert?" he inquired.

3. In the case of an indirect question where the speaker's exact words are not replicated, the omission of a question mark is observed and only a full stop is used since it is a statement. E.g.

a) He wondered what time the concert was.

b) They inquired whether the report had been finished.

4. The question mark can be placed within parentheses to indicate uncertainty or doubt about something. E.g.

a) The famous allegorical poem Piers Plowman is attributed to William Langland (? 1332-? 1400). Here the question mark within parentheses on the poet's birth and death dates is used to express uncertainty or indicate that the information provided may not be definitive.

The Exclamation Mark (!):

An exclamation mark, referred to as an exclamation point, is a type of punctuation mark denoted by the symbol "!" utilized to express intense emotions or highlight a statement. Typically, it appears after an interjection or exclamation to convey a forceful expression or powerful feeling"!" and is commonly employed at the conclusion of a sentence to indicate excitement, astonishment, or a sense of urgency. According to Wilson (1850) “the appropriate and distinguishing marking is an exclamation point after words that appear to indicate an inquiry but for which the writer does not intend an answer.” (p.112)

Field (2009) established a set of guidelines outlining the appropriate usage of the exclamation mark (p.10-11) including:

1. The exclamation mark is employed to conclude a sentence or brief phrase that conveys intense emotions. E.g.

a) Stop!

b) I can't believe it!

c) Help!

2. Exclamation marks are typically used following exclamations that start with "what" or "how." E.g.

- a) What a stunning performance!
- b) How amazing that you won the competition!

3. An exclamation mark can also be utilized to indicate a significant level of surprise within a statement. E.g.

- a) After months of careful work, the scientists finally opened the tomb. It was empty!

4. Using an exclamation mark is acceptable to highlight an interruption and grab attention. E.g.

- a) Stop! We need to discuss this further!
- b) Hold on! Let me finish my thought!

In summary, an exclamation point must always come after an exclamation, be used only in necessary circumstances, and never more than once in a row.

The Quotation Marks:

Quotation marks, sometimes referred to as inverted commas, are punctuation symbols that are used in writing to indicate direct speech, quotations, or the titles of shorter pieces like poems, short stories, or articles. Two symmetrical marks, either double quotation marks ("") or single quotation marks (' '), are used to symbolize them. Additionally, quotation marks are mostly used to indicate that the text inside is being directly quoted or cited from another source. They assist in

identifying the precise words or phrases that someone else has written or uttered from the rest of the written material. According to William Strunk Jr. and E. B. White (2018, p.37-38), there are specific guidelines for using quotation marks that fall as follows:

1. Formal quotations introduced as documentary evidence are preceded by a colon and enclosed in quotation marks. E.g.

a) The United States Coast Pilot provides information about Bracy Cove: "Bracy Cove, 0.5 mile eastward of Bear Island, is exposed to southeast winds, has a rocky and uneven bottom, and is unfit for anchorage."

2. When a quotation functions as a direct object or is grammatically in opposition, it is preceded by a comma and enclosed in quotation marks. E.g.

a) My neighbor's advice serves as a reminder, "Never worry about your heart till it stops beating."

3. Quotations followed by an attributive phrase have the comma enclosed within the quotation marks. E.g.

a) "I can't attend," she said.

4. Typographical usage dictates that the comma be inside the quotation marks, even though it may not seem logical in some cases. E.g.

a) "The Fish," "Poetry," and "The Monkeys" are in Marianne Moore's Selected Poems.

5. When quoting entire lines or more of verse or prose, and when distinguishing them from the surrounding text, begin on a new line and indent. Quotation marks should only be used if they appear in the original. E.g.

a) Wordsworth expressed his enthusiasm for the French Revolution with the following lines: Bliss was it in that dawn to be alive,

But to be young was very heaven!

6. Quotations introduced by "that" represent indirect discourse and are not enclosed in quotation marks. E.g.

a) Keats states that beauty is truth, truth beauty.

7. Proverbial expressions and familiar phrases of literary origin do not require quotation marks. E.g.

a) These are the times that try men's souls.

b) He lives far from the madding crowd

6. Punctuation strategies for improving the writing skill:

Teaching punctuation includes a wide range of strategies, focusing on the very common strategy which is in classes that includes sentence diagramming and rule memorization which are part of the traditional teaching method, which is ineffective and can hinder learners' writing skills. Alternatively, as cited in (Mansouri, 2015, p.12) 1999 research by the Teacher Training Agency (TTA) offers a number of methods to improve students' punctuation skill such as:

1. Giving clear explanations and corrections for punctuation and sentence construction.
2. Encouraging learners to read a range of books and have conversations about sentence structure.
3. Providing learners with meaningful writing assignments that inspire them to follow to punctuation standards.

4. Providing readers for the learners' work besides the instructor.
5. Highlighting the significance of punctuation and how it divides syntactical components of the meaning rather than the sound sentence
6. Practicing particular aspects of punctuation, like the usage of commas and sentence division.
7. Using self-assessment tools to motivate learners to apply punctuation.
8. Motivating teachers across all subjects to adopt these strategies. (Alker, 1999, p. 5)

These strategies aim to help learners learn punctuation in a more effective and engaging way, rather than relying on traditional methods that may not work for all learners.

Along with the strategies mentioned earlier, Angelillo noted in her book *A New Approach to Teaching Punctuation* that teachers must spend a great deal of time getting to know the background information of their learners on punctuation: how they convey meaning in their writing through punctuation. According to Angelillo (2006), p. 5, this is the initial step in starting the teaching process.

7. The crucial influence of punctuation on learner's performance in writing:

Punctuation is a crucial aspect of writing and its influence on learners' performance in writing is significant. In written communication, punctuation plays a crucial role in expressing meaning, organization, and clarity. When punctuation is used properly, it can help structure thoughts, direct readers through phrases, and ensure that intended meanings are comprehended. In contrast, a lack of clarity and confusion in written work can result from incorrect punctuation. It also helps convey tone, hold readers' attention. Learners are able to improve their writing skills

by effectively conveying their ideas and making a good impression on readers by being proficient in punctuation rules. As King (2004, p.4) notes, "Anyone who reads and writes needs to possess a good working knowledge of English grammar, and that includes punctuation." In other words, punctuation is not just a set of rules to follow, but an essential tool for effective communication. By mastering punctuation, learners can improve their writing performance, convey their ideas more effectively, and make a positive impression on readers. In academic and professional settings accurate punctuation is particularly important, as it demonstrates attention to detail, clarity of thought, and professionalism.

In conclusion, proper punctuation usage is essential for effective writing, and its impact on learners' performance is significant. It helps convey meaning, structure sentences, convey tone and emphasis, and engage readers and learners must develop a strong understanding of punctuation rules and conventions to improve their writing performance.

Conclusion:

In conclusion, punctuation marks are vital and essential in written communication. These marks hold distinct meanings, roles and uses within a sentence and their proper usage is crucial for conveying accurate, clear and comprehensible messages in the learners' written work. Neglecting or misusing them can result in a loss of clarity and confusion along with hindering the opportunity to have a successful piece of writing. A solid understanding and appropriate application of punctuation are essential for effective writing, as it enables writers to communicate ideas, evoke emotions, and engage readers, making punctuation more than just a set of rules but a powerful tool.

Section II: Direct Written Corrective Feedback

Introduction

Making errors is the most ordinary behaviour that characterizes human beings. EFL learner profit from the provision of corrective feedback in order to avoid such errors and to maintain the true objective of learning which is the mastery of English language. CF influences parts of the language like spelling, grammar and punctuation in particular and influences learners' writing in a whole. Having known the significance of such factor in enhancing EFL learners' writing, an effective CF has to make learners aware of their errors, meet their academic needs and encourage them to ameliorate their level. Written corrective feedback has proven to be a key tool to improve EFL learners' writing skill on the level of form or content. Many works have been dedicated to prove so. The English instructor is the decision maker when it comes to what kind of written corrective feedback to be used on his students' written work due to his experience with their competences. Those types are direct written corrective feedback, indirect written corrective feedback and meta-linguistic corrective feedback. This paper intends to present the effects of direct written corrective feedback on enhancing students' writing accuracy in general, and punctuation in particular. Written corrective feedback is viewed as one of the instructions that are used to assess students' writing and is considered to be a motivator for them to rely on their own abilities while, hand in hand, developing them using the provided patterns. Punctuation is an area of investigation as well and has already been discussed in length in the first section of this work. When teachers provide feedback on punctuation, they prioritize the clarity by addressing the major errors that hinder the readability of the written work.

1. Definition of Feedback

In general, feedback is described as a dynamic system which is not static but rather changes in the presence of stimulation and acts as a response to it. Feedback stands for a case when two dynamical systems or more are connected together and are influenced by each other in a circular manner based on cause and effect. When applied in the field of EFL or ESL learning, feedback refers to a system where the errors learners make, and the observation the teacher provides shape the above mentioned dynamics that affect each other. Figure 01 demonstrates two kinds of the above mentioned system, one is called a closed loop (a) where the output of the first system is the input of the second system, and the output of the second system is the input of the first one. While in the second figure (b) the loop is opened and the interconnection is lost (Murray & Astrom, 2006).

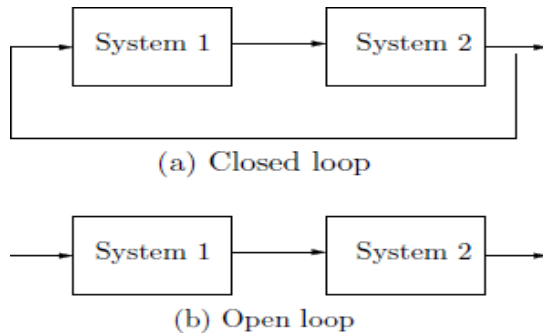


Figure 03. Open and Closed Loop Systems (Murray & Astrom, 2006)

When shifting attention more deeply to the definition of feedback in the field of learning, feedback is defined as a process that builds a system of communication through conveyed messages between a sender and a recipient. Feedback allows interaction among teachers and learners concerning their performance through stimulus and responses (Ilgen, Fisher, and Taylor (1979).

Furthermore, Cohen (1985) notifies that feedback "... Is one of the more instructionally powerful and least understood features in instructional design" (p. 33). In other words, feedback is viewed as one of the crucial factors that contribute to a successful instructional setting. That is to say, feedback helps determining the level of the learners and orients them to the referenced one through the assessment and the guidance of the teacher who carefully designs lessons to maintain effective learning in class.

From another perspective, feedback is viewed as an instrument through which the learner is informed about his level regarding a certain process. That is to say, it is the errors and mistakes learners make that stimulate the teacher to give a reaction in order for them to correct the errors, and that is by definition, feedback. Leeman (2007p. 17). From an opposing opinion, points out, feedback is not only a matter of correcting errors but rather could be a form of motivation to learners when given in the form of praise to their good performance. Furthermore, when providing positive feedback on learners' performance hand in hand with effective supervision, a healthy communication may be built between learners and their teachers leading to higher levels of performance. Matheson and Shriver (2005).

To sum up, and after having a clearer image concerning feedback, one can simply define feedback as a communication that is established between the teacher and learner where information is conveyed by the teacher in order to help learners improve their level in an instructional sphere.

2. Types of feedback:

From the above discussed definitions, it turns out that feedback is an essential aspect in the development of learners' outcomes in an EFL context. Ellis (2009) claims there are numerous

types of feedback; however, no research has included all of the types together. Thus the distinction of the types is built on the difference that occurs between learners and learning situations in EFL classes.

Oral feedback

In an EFL classroom, Oral feedback may be defined as any verbal /communicational process that involves both the teacher who transmits observations and information regarding students' performance in order to help them in the learning process and enhance their academic outcomes. As shown in Sinclair and Couthard model which proves that speaking patterns in the classroom were highly structured and had distinctive functions. This model states that teaching is based on a process that is consisted of initiation, response and finally feedback. They explain that normal learning departs from the teacher's initiation that is followed by the learners' response and the latter is followed by teacher's oral feedback which will be followed by another response from learners, and that is how learning is established. Hence oral feedback is a natural part of the verbal contact between the teacher and the learners (1975). Hyland and Hyland (2006) define oral feedback as "dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching and learning benefits" (p. 5). Throughout this paper, further types of oral feedback will be stated.

Explicit correction

Explicit correction is, by definition, providing the correct form of the language by the teacher after clearly stating that the learner's erroneous utterance. The principle of this type matches that of Krashen's monitor hypothesis (1982). The hypothesis claims that explicit

knowledge and formal learning function as an editor which is activated when learners are consciously focused on language form, when they are aware of the rule engaged, and when they have adequate time to apply their knowledge. i.e. Explicit correction simply means orienting learners' attention to a given error explicitly in order for them to learn the correct form.

Recasts

According to Lyster and Ranta, This type is rather implicit. The teacher works on reformulating the learners' error without clearly stating it or on providing the correction without pointing out at the mistake. This type is more common among shy students (1997). For instance, the learner may say: "he have a pen". The teacher may respond: "oh he has a pen"

Clarification Requests

The third type of oral feedback is clarification request where the teacher asks for further clarification by using phrases such as "excuse me ?" or "I don't understand". By using such phrases, the teacher points out that the learner's speech contains some kind of error that requires repetition or more clarification.

Meta-linguistic Feedback

Meta-linguistic feedback refers to providing linguistic clues for the targeted erroneous form. In other words, the teacher asks questions or supplies information or comments related to the learner's language formation, without clearly stating the correct form (Witkin Moore, and Cox (1977).

Elicitation

Panova and Lyster , (2002) claim that elicitation is defined as the process where the teacher extracts the correct utterance from the learners. In this type, the teacher may ask the students questions to elicit the correct forms from them or ask them to reformulate their utterance. This type differs from the previous one by requiring more than a yes/no answer.

Repetition

last type of oral feedback in this list involves repetition which means repeating the learner's erroneous form using a different intonation in order to draw the student's attention to it and raise learners' attention to their own production. Panova and Lyster confirm this claim. They state that the interlocutor adjusts the intonation by raising it when spotting an ill-formed utterance (2002).

Written feedback

By definition, and as the name suggests, written feedback is the kind of feedback that is given through writing on learners' written production. Unlike oral feedback that is presented naturally and orally in a classroom setting. Weigle (2002) finds that written feedback is slightly different from oral feedback in the fact that it requires writing observations and comments concerning learner's written work, in addition to providing to correction or notes about the errors made. This makes this type of feedback may be more optional, as it requires much time and attention from the instructor in order to cover the errors that may appear at the level of content, grammar or organization. In the same line, Ferris (2003) confirms "This type of feedback may represent the single biggest investment of time by instructors, and it is certainly clear that

students highly value and appreciate it” (p. 41). That is to say, learners value written feedback due to its nature that requires time and focus from the teacher. Taking into consideration the wide range of errors made by learners and the difference in their level, the instructor follows different strategies in order to meet all learners’ levels.

3. Types of written feedback

Under written feedback lies a wide range of sub-types. In order to categorize these kinds of written feedback, researchers worked on classifying them on the basis of the strategies followed in order to provide it. However, direct written corrective feedback will be highlighted and discussed in length to follow the line of this paper.

Focused and Unfocused Feedback

According to Ellis et al. (2008) as cited in Lertchev (2014) Written feedback is categorized into focused and unfocused corrective feedback. Focused feedback means providing feedback on a small and a preselected range of errors in learners’ written work. In other words, the teacher focuses on specific pre-determined errors. For example, the teacher focuses on third person singular conjugation mistakes. On the other hand, unfocused feedback refers to providing feedback on all the errors made by the learners such as spelling mistakes, vocabulary, tenses, or pronoun mistakes and not just one particular area. (Ellis et al.,2008). Selective and comprehensive feedbacks are used interchangeably to describe focused and unfocused feedback. The former focuses on one specific linguistic feature while the latter tackles all of the erroneous parts of student’s writing.

Meta- linguistic corrective feedback

This type of feedback may be oral, as mentioned above, or written. Meta-linguistic feedback is the procedure of providing linguistic clues to the errors spotted in the target language; this can be given in the form of error codes or a short grammatical clarification. In this sense, Bitchener's study (2008) in applied meta-linguistic corrective feedback reveals that there were two groups who received different kinds of corrective feedback. The group that received both written and oral meta-linguistic feedback outperformed the group that received written feedback only, neither corrective nor meta-linguistic. This proves that this type of feedback helps the learners know their errors and work on enhancing their production. Ellis confirms that metalinguistic feedback is favored more by the students than by the teachers because it requires harder work by the teacher (2012).

Direct and Indirect Feedback

In order to prove the effectiveness of direct feedback, good deal of studies have been conducted in the area. On the one hand, direct feedback is when the teacher provides the student with the correct form in a direct manner (Lalande, 1982 and Robb et al. 1986). In other words, direct feedback may be defined as the provision of the correct linguistic form above or near the linguistic error. This includes crossing out the phrases, words or morphemes that are thought to be unnecessary, the insertion of words, phrases or morphemes, or the provision of the correct structure. Not only this, but direct feedback may include providing the grammar rules and additional examples at the end of the student's writing.(Ferris ,1995). Ferris (2005) continues to explain that this type is favorable when the learners are at the beginning of English proficiency and cannot spot the mistakes nor treat the mistakes themselves, or when the instructor intends to orient learners' attention to a specific error pattern To close up, this kind of feedback can

minimize learners' anxiety that can occur when the student fails to recall the error codes used by the teacher. On the other hand, indirect feedback is based on the principle where the teacher indicates the existence of an erroneous form but does not provide the correction. In the same sense, Lee (2004) confirms that indirect feedback refers to situations when the teacher highlights the errors that have been made yet does not deliver the correct form, which leads to learners diagnosing and correcting their own errors. Indirect feedback can further be divided into coded and uncoded feedback. Coded feedback is when the teacher underlines or circles the errors and writes symbols about the error in order to let the student know what the error is about.

example:

verb tense : VT

Subject verb agreement: SV

Word form : WF

worng word : WW

sentencefragment : FRAG

Word order: WO

Insert word: “

While uncoded feedback means situations when the teacher circles errors or underlines them without writing the correction or a code to indicate the error.

By the end, getting indirect or direct feedback pushes the learners to look for the nature of their error and work on correcting it. Ellis (2009) confirms this claim. He believes that indirect feedback without locating the errors might be beneficial for learners because they would have to engage in deeper processing.

4. Definition of Corrective Feedback

There are numerous definitions of the term corrective feedback discussed by scholars most of them labeled corrective feedback as negative evidence, grammar correction or error correction. Thus, they will be used interchangeably in this paper. Veliz (2013:286), cited in Dekeyser (1993) defines corrective feedback as the response given by the teacher to the errors learners make. He further states that this response may be either explicit or implicit. Russle and Spada on the other hand define corrective feedback as: “any feedback provided to a learner from any source that contains evidence of learner errors of language form” (p.134) in other words, corrective feedback is the kind of feedback that tackles the grammatical forms of language.

5. Direct Written Corrective Feedback

Direct written corrective feedback has been defined by Ellis as the case when the teacher marks the errors made by the students and provides the correct form in a written manner. Ellis further discusses that direct written feedback may appear in various forms such as crossing out some unnecessary expressions or words, and writing the correct ones either above or near the mistaken one (2008).

No	Type of written corrective feedback	Description
1	Direct written corrective feedback	The teacher marks the error and provides students with the correct form.
2	Indirect written corrective feedback	The teacher indicates that an error exists but does not provide correction.
	Indicating + locating the error	This takes the form of an underlining, marking, circling, crossing and use of cursors to show omissions in the students' text.
	Indication only	This takes a form of an indication in the margin that an error or errors have taken place in a line of a text.
3	Metalinguistic written corrective feedback	The teacher uses metalinguistic clues as to the nature of the error.
	Use of the error code	The teacher writes codes in the margin (e.g. ww= wrong word; art= article; v= verb error).
	Brief grammatical descriptions	The teacher numbers the errors in the text and writes a grammatical description for each numbered error at the bottom of the text.
4	The focus of the feedback	This concerns whether the teacher attempts to correct all (or most) of the student's errors or select one or two specific error types to correct.
	Unfocused WCF	Unfocused WCF is extensive.
	Focused WCF	Focused WCF is intensive.
5	Electronic written corrective feedback	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.
6	Reformulation	This consists of a native speaker's reworking of the student's entire text to make the language seems as native-like as possible while keeping the content of the original intact.

Figure 04: Strategies for Providing Written Corrective Feedback.(Ellis, 2009)

Figure 02 represents a table that shows the strategies that are used to provide written feedback. These strategies are implemented inside classroom setting in order to maintain their effectiveness (Ellis, 2009).

6. The Correlation between DWCF and Punctuation in Writing

There has been an outstanding effort in improving students' writing accuracy. The latter includes the correct use of many parts of the language namely grammar, vocabulary, spelling and punctuation. The writing skill is a very complex process, students go through various steps in order to come out with a fine written work. Therefore, huge efforts have been put in order to find the appropriate and effective approaches and strategies to teaching writing. Miftah (2015a, p. 17) found that the implementing the Writing Process Approach (WPA) can improve the students' writing skill. . The WPA consists of five stages. The first stage is a prewriting stage. This means helping students to collect ideas related to the topic. Second, it is the drafting stage. It provides the students' with the chance to write based on mapped ideas. Next, the revising stage, which is the third stage, is intended for the students to revise their first draft with an emphasis on content and organization. Then, the fourth stage is editing. Which permits the students to edit the draft and proofread the draft for accuracy and correctness in spelling, punctuation, capitalization and grammar. Last, the final stage is publishing. The students are given chances to publish their final composition. In this respect, Ferris (2004) argues that corrective feedback proves to have positive outcomes on the level of writing, she states that through written corrective feedback, the students were able to edit and revise their texts. The short-term effect of written corrective feedback on text revisions had constantly established improved students' writing accuracy. The long-term effect of written corrective feedback was the students' writing accuracy gains over time. Then, written corrective feedback has a great acceptance from both students and teachers. When one says accuracy, that includes different aspects of the language. One of which is punctuation which is essential in writing as it affects both form and meaning. Farrah (2002) confirms this claim, she states that feedback enhanced student's critical thinking as well as their accuracy. Furthermore, Ellis et al (2008, p. 368) believe that written corrective feedback can be effective in promoting greater grammatical accuracy, including grammar rules and punctuation, in both error correction test and in a new piece of writing. Then, they indicated that written corrective feedback can be effective in an EFL context as well as in ESL context.

7. Factors Influencing the Effectiveness of Direct Written Corrective Feedback

The topic of corrective feedback efficiency has been researched for the last 30 years and has been a topic of interest and controversy. Few scholars insisted that it was an inefficient process (Chun et al., 1982; Chaudron, 1977). While others find it very effective in the learning process (Asassfeh, 2013; Carroll & Swain, 1993; Ferris, 1997; Ellis et al., 2001a, 2001b; Sampson, 2012). These studies insist that corrective feedback is in fact beneficial and a way to enhance both language learning and the language system. Therefore, there are certain factors that influence the effectiveness on this notion.

Time and Effort:

Since it takes much time and focus in order to produce a piece of writing, it takes more efforts and time by the instructor to read, evaluate and correct this writing. Thus providing written corrective feedback has been proved to be a bit consuming. There are several strategies to answer energy and time-consuming issue. In this respect, Ferris (2011) suggests ideas to avoid the burnout and make written corrective feedback more beneficial. First, the teacher should set realistic goals. the DWCF should be seen as an effort to encourage gradual and consistent accuracy rather than to eradicate students' errors. Second, the teacher should gradually limit the feedback with time. In other words, feedback should be considered as a means to make students more responsible for their own writings, consequently, they will learn to self-edit in longterm goal and self-edition means that they will be more aware of the linguistic problems and thus, avoiding them.

One size does not fit all

In order to achieve benefits from feedback, the instructor should not use a one size fits all. In other words, the teacher should not use one type of feedback in order to fix all writing problems. With the experience given to teachers, they should know when to use direct written corrective feedback and when to use the indirect one (Guennete, 2012). For instance, a direct written corrective feedback will improve students' untreatable errors, while indirect written corrective feedback suits learners' treatable errors (Ferris, 2011). For that, teachers should analyze the student's performance and know what kind of feedback to provide.

Selectiveness

The teacher should be selective when it comes to the provision of written corrective feedback, i.e. what to correct. In other words, feedback is meant to raise learners' responsibility about their own production and not to become a tool that they fully rely on. Thus, written corrective feedback is intended to train students' awareness of linguistic patterns and different language parts like punctuation, grammar and vocabulary (Ferris, 2011)

8. The Role of DWCF in Enhancing Punctuation Skills in Written Texts

The writing skill is viewed as a process that motivates the learners to think, manage, and then generate thoughts in the shape of a writing composition for the interactional purposes between the reader and the writer. Therefore, a writer should be able to produce the language correctly, organize the created writing well, and deduct the errors to avoid misunderstanding by the reader (Bitchener& Ferris, 2012; Khadawardi, 2020).

Trask (1997, p.1) claims that punctuation has both positive and negative impact on writing depending on how it is used by the writer. He further discusses that he considers punctuation as one of the pieces that shape writing. He claims that incorrect usage of punctuation makes writing complex for the reader whose main purpose is to get better understanding of the written work. That is to say, a wrongly used punctuation may cause ambiguity and misunderstanding. Furthermore, he argues that since speaking as a skill requires different techniques to convey the message; writing then requires various mechanics such as good punctuation (p.2.)

Nassaji (2009) believed that corrective feedback is viewed as a facilitator in language learning. Hence, corrective feedback has received the concentration of various researchers in the past decades. One of the noteworthy theories states that second language (L2) learning happens by the provision of a comprehensible input (Panova & Lyster, 2002). That is to say, a comprehensible input such as direct corrective feedback that highlights the errors and provides a correction in order to be taken by the learners as an input that will be stored as information and be retrieved when needed. According to Ellis (1994), some factors help learners produce native-like utterances in learning. Firstly, the clarity of the type of feedback (Alavi, Voon Foo, Amini, 2015). Secondly, the noticeable terms of the type of feedback chosen must be sufficient to help learners in understanding the inter-language structures of target language features (Schmidt & Frota, 1986). Shirotha (2016) states that corrective feedback is beneficial on various levels and parts of the learners' writing. He claims that written corrective feedback does improve grammatical structure and mechanical accuracy. The latter includes the correct use of grammatical structures, correct spelling and correct punctuation.

Conclusion

Correct grammar, vocabulary and the right spelling are three of the significant basics that create an effective writing, but above all punctuation takes a major part in any piece of writing. Punctuation marks are seen as road signs that offer the signals for the reader to have a better understanding. Teachers followed various techniques and strategies in order to guide learners in the learning process. The focus has been placed on their productive skills, mainly writing. Writing, complex as it is, seems to be the hardest skill for EFL learners due to the various elements that should be present in it in order for it to be valid. Corrective feedback which may be direct or indirect, is one of the techniques followed by the instructors in order to assess and guide learners. Direct written corrective feedback is the type of feedback when the teacher marks the errors of the learners in addition to providing a correction the erroneous part. In the case of punctuation, the teacher may address students' issues in punctuation such as the use of commas and full stops by correcting their mistakes in an explicit direct manner. The latter functions as a stimulus for learners which allows the feedback to be taken as a direct input. According to the theories that discuss the characteristics of input in learning, a comprehensible input is viewed as a factor that facilitates learning. In this case, a direct correction of punctuation related issues is considered as a direct input. Therefore, learners will enhance their performance in writing taking into consideration the feedback given by the teacher.

Chapter Two: Practical Part

Introduction:

As every research paper should depart with a theoretical part which provides an interesting area to work on, it has to be supported with a practical one which is a field work that put the research into testing. The previous chapter provided a theoretical conceptualization of direct written corrective feedback and punctuation to writing; this chapter is devoted to explain the research methodology used to collect, analyze and interpret data. It describes students' perceptions and attitudes towards the effect of direct written corrective feedback on their punctuation to writing skills. Firstly, the research design and tool are described and justified. Secondly, the target population, sample size and sampling technique are explained. Thirdly, the data collection and analysis procedures are elucidated. Fourthly, the research ethics are highlighted. Finally, data are analyzed and the research findings are presented. Throughout this chapter, an analysis to each question or statement was provided and it followed by a discussion of the obtained results.

Section One: Research methodology

1. Population and Sampling:

In order to achieve the goals of this study, the focus group consisted of second year LMD students studying English at Mila University Center. The initial population consisted of 150 students, from which a random selection process was employed, resulting in the final selection of 50 students. The rationale for this selection was based on the perception that these individuals possessed the highest qualifications for the study, as they had actively participated in written

Expression sessions for a substantial period of time. Additionally, their significance in the study stemmed from their imminent graduation and future prospects as potential teachers. Therefore, their involvement in the research was considered extremely relevant and valuable. This study also included the involvement of written Expression teachers at Mila University Center, who were asked to answer the teachers' questionnaire focusing on the effects of direct written corrective feedback on the enhancement of punctuation skills in EFL students' writing. From the entire pool of written teachers, six teachers were specifically chosen based on their extensive teaching background with second-year EFL students. The aim of this selection was to guarantee that the selected teachers possessed the required qualifications and expertise to offer meaningful insights into the research topic.

2. Research Means:

To achieve the before mentioned objectives, two primary data collection methods were employed.

3. Students' Questionnaire:

Administration of the Questionnaire:

The questionnaire was distributed online using Google Forms. To accommodate students' preference for having sufficient time to read and respond to the questions, a total of 60 questionnaires were received. However, only 50 questionnaires were considered for analysis in accordance with the target population.

Description of the Questionnaire:

The questionnaire used in this research consisted of 22 questions divided into four sections: general information, punctuation to writing, Direct Written corrective feedback, and the impact of DWCF on the Improvement of EFL Learners Punctuation in Writing.

Section Two: Analysis of the Students' Questionnaire

Section one: General information

Q1: Gender?

Table 1: *Student's Gender*

Gender	Number	Percentage
Male	9	18%
Female	41	82%
Total	50	100%

The vast majority of respondents (82%) identified as female, with only a small minority (18%) identifying as male.

Q2: Age?

Table 2: *Students' age*

Age	Number	Percentage
19 years old	13	26%
20 years old	14	28%
21 years old	12	24%
22 years old	9	18%
34 years old	1	2%
58 years old	1	2%
Total	50	100%

The majority of students fell within the 19-22 age group, representing (98%) of the sample. This suggests a strong representation of young adults in the study.

Q3: How long have you been studying English?

Table 3: *Students' experience in learning English*

Years of studying	Number	Percentage
7 years	2	4%
9 years	32	64%
10 years	6	12%
12 years	9	18%
13 years	1	2%
Total	50	100%

It is indicated in table above that only one student (2%) has been studying English for 13 years. In addition, there are just two students (4%) who have been studying English for 7 years. Besides, six (12%) of them have been studying English for 10 years and nine of them (18%) have been studying it for 12 years. However, the majority of them (64%) have been studying it for nine years.

Q4: Is it your choice to study English?

Table 4: *Students' choice of English*

Options	Number	Percentage
It is your desire to study English	41	82%
It is your parent's suggestion	2	2%
You were obliged to study English	7	14%
Total	50	100%

The majority (82%) of the sample opted for it is their desire to study English. While (14%) stated that they were obliged to study it. But, only (2%) of them chose that it was their parents suggestion. Accordingly, most of the students were motivated to study English as a foreign language.

Section two: Punctuation to writing

Q5: How often do you practice writing?

Table 5: *Students' practice of writing skill*

Alternatives	Number	Percentage
Always	27	18%
Sometimes	2	54%
Rarely	12	24%
Never	9	4%
Total	50	100%

The majority (54%) of the sample chose sometimes, while (24%) of them selected rarely and (18%) opted for always. However, the rest (4%) never practice it. Thus, most of respondents write either always or sometimes which indicates the importance of writing skill in learning the foreign language.

Q6: How would you rate your overall writing skills?

Table 6: *Student' Writing Skills Level*

Levels	Number	Percentage
Average	9	18%
Intermediate	34	68%
Advanced	7	14%
Bad	0	0%
Total	50	100%

This question is to figure out how students see their level of writing skills. As seen in the table above, approximately half of students (68%) opted for that their level is intermediate and sizeable section of the students (18%) rate their level as average and only (14%) opted for advanced, and none of them opted for bad. This means that the majority of students have an acceptable and adequate level in writing skills.

Q7: Do you face any obstacles when writing?

Table 7: *Students' Opinion about Facing Problems while Writing*

Options	Number	Percentage
Yes	43	68 %
No	7	14 %
Total	50	100%

As seen in table above (86%) of students opted for “yes” which means that they face difficulties while they write. Whereas, only (14%) opted for “no”. Therefore, most of the students encounter problems while writing which implies the complexity of the writing skill.

Q8: if yes, what specific areas of writing do you face problems in?

Table 8: *Students' Causes of Difficulty*

Alternatives	Number	Percentage
Grammar	6	12%
Vocabulary	17	34%
Spelling	3	6%
Punctuation	18	36%
others	6	12 %
Total	50	100%

The results obtained revealed that students encountered difficulties in all areas. The most problematic and difficult area to deal with while writing is punctuation (36%) followed by the choice of vocabulary (34%) and grammar (12%). However, only few students opted for spelling (6%) which means it seems to be the easiest which the students effortlessly deal with. Consequently, students' main focus is on the correct punctuation and on vocabulary rather than meaning and content of their writing.

Q9: Punctuation is important in conveying meaning and clarity in writing?

Table 9: *Students' Attitudes towards the Importance of the Punctuation Marks in Relation to Meaning and Clarity.*

Alternatives	Number	Percentage
Agree	28	28%
Strongly agree	36	72%
Disagree	00	0%
Strongly disagree	00	0%
Total	50	100%

More than half (72%) of the respondents opted for strongly agree that punctuation marks are so important in conveying the intended meaning and clarity. In addition (28%) of them opted for agree. But none of them selected neither disagree nor strongly disagree. That is to say, most of the students are conscious of the vital role that punctuation marks play in the written piece.

Q10: How would you rate your understanding of punctuation rules in writing?

Table10: *Students' Understanding of Punctuation Rules.*

Level	Number	Percentage
Average	21	42%
Intermediate	20	40%
Advanced	9	18%
Bad	0	0%
Total	50	100%

This question is to observe how students would rate see their understanding of punctuation, about near to the half of students (42%) opted for average. In addition (40%) chose intermediate to rate their understanding as average and only (18%) opted for advanced, and none of them

opted for bad. Therefore the majority of students have a good enough understanding and adequate level towards punctuation rules.

Q11: Do you believe that proper punctuation enhances you writing skill?

Table 11: Student' Attitudes towards Proper Punctuation.

Options	Number	Percentage
Yes	48	96%
No	2	4%
Total	50	100%

As seen in table above the majority of students opted for “yes” (96%). while, only (4%) opted for “no”. Therefore the majority approves that proper punctuation plays a major role in improves the writing skill.

Section Three: Direct Written Corrective Feedback:

Q12: When you make writing mistakes do you receive any feedback or rubrics from your teacher?

Table 12: Teacher' Feedback

Options	Number	Percentage
Yes	45	90%
No	5	10%
Total	50	100%

The results revealed that (90%) of the respondents said “yes” they receive feedback on their mistakes, while the rest (10%) opted for “no”. So, the majority of the students announced that they get feedback and corrections concerning their punctuation mistakes. That is to say, their teachers’ feedback plays a salient role in raising the learners’ consciousness towards punctuation.

Q13: What type of feedback does your teacher give you?

Table 13: *Teacher’ Type of Feedback*

Options	Number	Percentage
Oral	24	48%
Written	26	52%
Total	50	100%

The results showed that the majority of the respondents opted for written feedback (52%), while the rest of the students (48%) chose oral feedback. This shows that EFL learners prefer written feedback rather than oral because they benefit written guidance.

Q14: As an EFL learner what type of written corrective feedback do you prefer?

Table 14: *Learners’ Preferred Type of Feedback*

Options	Number	Percentage
Direct	45	90%
Indirect	5	10%
Total	50	100%

According to the table, the majority of respondents (90%) prefer direct feedback, while (10%) prefer indirect feedback. This suggests diverse range of preferences within the group and indicates a desire for straightforward and explicit guidance.

Q15: How often does your teacher give you direct written corrective feedback?

Table 15: *The Frequency of Receiving Feedback about Student Essay*

Alternatives	Number	Percentage
Always	8	16%
Sometimes	24	48%
Rarely	10	20%
Never	8	16%
Total	50	100%

According to data shown in table 15, (16%) of respondents indicated that they always receive comments on their writings. (48%) of them claimed that they sometimes receive feedback, while (16%) claimed to do it often. (20%) percent of participants selected rarely, while no one selected never. This shows that the majority of respondents indicated that they receive comments on their writings, with varying frequencies ranging from always to rarely.

Q16: How does your teachers' direct written corrective feedback affect you?

Table 16: *Student's Viewpoint about Corrective Feedback they Received.*

Alternatives	Number	Percentage
Positively	40	80%
Does not affect me	6	12%
Negatively	3	06%
Other	1	02%
Total	50	100%

The results indicate that the majority of participant 80% thought the feedback affected them positively, and 12 % chose does not affect me. 06% thinks that feedback affected them negatively and useless. Only 2% said "others". The outcome illustrates the significance and influence of the comments and feedback of the teachers.

Q17: Do you repeat the same mistakes on future occasions after receiving direct WCF?

Table 17: *Student's Attitudes towards Teacher's Feedback.*

Options	Number	Percentage
no	40	80%
yes	10	20%
Total	50	100%

The results revealed that (90%) of the respondents said “no” they do not repeat mistakes after receiving direct written corrective feedback ,while the rest (10%) opted for “yes”. So, the majority of the students announced that they repeat mistakes after receiving direct written corrective

feedback. That is to say, their teachers' feedback plays a crucial role in raising the learners' consciousness and correctness towards punctuation.

Section Four: The Impact of Direct Written Corrective Feedback On the Improvement of EFL Learners Punctuation In Writing:

Q18: Do you agree that direct written corrective feedback helps when it comes to punctuation mistakes in writing?

Table 18: *Student's Attitudes towards the Effect of Direct Written Corrective Feedback*

Alternatives	Number	Percentage
Agree	14	8%
Strongly agree	13	26%
Disagree	03	06%
Strongly disagree	10	20%
Total	50	100%

According to the data in table 18, the majority of the students (48%) opted for agree and believed that their teachers' feedback had significant effects on developing their punctuation writing skills, followed by (26%) who chose strongly agree and (06%) opted for disagree ,while the rest (20%)voted for strongly disagree. this shoes that the majority believed that their teachers' feedback had significant effects on developing their punctuation and writing skills However, minority held negative opinions indicating no perceived progress.

Q19: Do you think direct written corrective feedback on punctuation helps you understand the rules and conventions of punctuation better?

Table 19: Student's Attitudes towards DWCF on Punctuation

Options	Number	Percentage
Yes	47	94%
No	3	06%
Total	50	100%

The results revealed that (94%) of the respondents opted for “yes” and (06%) opted for “no”. So, DWCF had a positive and helpful impact in understanding punctuation rules better and helps in using it correctly.

Q20: How do you typically apply the feedback you receive on punctuation into your writing?

Table 20: The Frequency of Receiving Feedback

Alternatives	Number	Percentage
Always	21	42%
Often	16	32%
Sometimes	11	22%
Rarely	01	02%
Never	01	02%
Total	50	100%

As can be seen from figure 20, (42%) claimed that they always apply corrective feedback to new essays. (32 %) of participants responded with often, whereas (22%) of them answered with sometimes, and only 1 (02%) participant answered with rarely and another one (02%) opted for never which shows the significant improvement of corrective feedback.

Q21: Does your teacher direct written corrective feedback improve your punctuation in writing?

Table 21: Student's Viewpoint about Corrective Feedback they Received

Options	Number	Percentage
Yes	45	90%
No	5	10%
Total	50	100%

The results showed that (90%) of the respondents opted for “yes” the feedback received improved their punctuation in writing and (10%) opted for “no”. that is DWCF improves the punctuation of students in their writing and plays a crucial role in improving the skill.

Q22: If you want to add suggestions or comments please write in the space bellow

We asked our informants to share any additional suggestions or comments related to the punctuation direct written corrective instructions and feedback in order to provide a clearer image to their perspectives of DWCF for the readers of this work. After analyzing the suggestions given by the students, it is notisable that some student suggest to receive more feedback concerning writing skill in general and punctuation in particular. Other learners insist that teachers' feedback has to be objective, informative and clear in order to help they overcome their writing issues. All

in all learners insist on receiving direct written explanations to their mistakes in order to work on acquiring the rules and avoiding the mistakes.

Discussion of the Results

The students' questionnaire intends to investigate learners' attitudes towards Direct written corrective feedback and their perceptions of its impact and how it affects their punctuation performance in the writing skill. Under the light of the findings obtained from the questionnaire, one can say that the results are in the direction of our objectives and answer our research questions. Revealing that during FL classroom the majority of the students get helpful influence of direct written corrective feedback that positively impacts their performance in punctuation during writing which boosts their language achievement and performance.

The first section in the questionnaire, General Information, covers some background information about the sample in order for us to gain insights about them. The data obtained demonstrate that, on the one hand, the majority of participants have been studying English at Mila University Center as their personal choice, which strengthens the idea that they are interested, motivated and willing to master this language. On the other hand, few of the subjects have been studying English out of obligation or following their parents' desire.

The second section entitled "Punctuation to Writing", concerned with two variables writing and punctuation. Is devoted to present punctuation in writing as an existing and crucial aspect in FLA (foreign language learning) sphere. After interpreting the obtained data we note that the majority of students face obstacles in different areas in writing especially in punctuation.

The third section entitles" Direct Written Corrective Feedback" is concerned with the feedback provided by the teacher and learners' attitudes toward it ,after interpreting the results we

found that almost all of the student prefer direct feedback provided by the teacher and that it affects them positively .

The last section entitled “the impact of direct written corrective feedback on the improvement of EFL learners’ punctuation in writing” the participants was mainly asked if they gain a positive impact from DWCF on their punctuation performance when they write. The majority of the who participated in this questionnaire showed their affirmation that DWCF helps them and affects them positively in enhancing their performance in punctuation while writing.

By way of brief conclusion, one can say that the results of the students’ questionnaire strengthen our ideas and hypothesis to a very considerable degree.

Teachers’ Questionnaire:

1. Description and Administration of Teachers’ Questionnaire:

The Teachers’ questionnaire is addressed to the 15 teachers from the English Department at Mila University. Through this questionnaire, we aimed at gathering data concerning teachers’ perceptions of the impact of direct written corrective feedback on the improvement of punctuation in writing in EFL learners’ classrooms.

Teachers’ questionnaire is composed of 21 questions that are varied between multiple choice questions and open-ended questions and are arranged in four sections. It begins with a brief introduction that explains the aim of the questionnaire as well as the procedure of answering the questions. The first section attempts to gather general information about the degrees held by teachers and their experience in the field of EFL teaching. The second section “Punctuation to Writing” is designed to have an insight about teachers’ attitudes towards punctuation in writing. The third section “Direct Written Corrective Feedback” is devoted to discuss whether teachers

provide DWCF to their learners' writings. The last section 'The Impact of Direct Written Corrective Feedback on Punctuation Improvement in writing' is mainly to discuss the relationship between DWCF and punctuation improvement.

It is worth mentioning that teachers' questionnaire was personally submitted to teachers. Most of them have been very cooperative by providing us with answers to all the questions.

2. Analysis of The Teachers' Questionnaire:

Section One: Background information

Q1. Specify your qualification please

Table 22: Teachers' Academic Degree.

Option	Number	Percentage
License	2	13.40%
Masters degree	6	40%
Doctorate	7	46.6%
Total	15	100 %

We have asked our informants about their degrees and qualifications In order to establish the valuable contributions of instructors who hold high degrees in EFL teaching. Among the whole sample which represents 15 teachers, we notice that 46.6% of the teachers have a doctorate degree in English language, 40% also have master degree and 13.40% have magister degree. Taking into consideration the variety of degrees held by the teachers, we look at their suggestions and answers as very reliable in order to maintain the success of our study. This answer also

reflects teachers' qualification and the great experience they have passed in the field of teaching English as a foreign language.

Q2. You work at the English Department as:

Table 23: Teachers' Teaching Situation in the University

Options	Number	Percentage
Part-time teacher	7	46.60%
Full time teacher	8	53.40%
Total	15	100%

The majority of the respondents answered that they work as fulltime teachers, while some of them chose part-time teacher with a percentage of 46.60%. That is to say, they devote all their time in teaching at the university and offer their efforts in improving their students' proficiency. They allocate more time to specific content areas that are more strongly related to students' achievements, areas such as punctuation in writing.

Q3. The level(s) you are/ have been teaching:

Table 24: Levels Being Taught

Options	Number	Percentage
First year	3	20%
Second year	6	40%
Third year	3	20%
Master	3	20%
Total	15	100%

We asked this question because we wanted to investigate if teachers have been teaching different levels in their occupational career because that adds more experience to the number of the years they have been teaching English for. The answers were varying between 20% of teachers who taught first year, 40 % who taught second year, 20% who taught third year, and 20% who taught master. Looking at the answers we believe that the answers of the teachers will be more reliable because they have been teaching different levels.

Q4. How long have you been teaching English at the university?

Table 25: *Years of Teaching English*

Options	Number	Percentage
a) 1- 4 years	3	20%
b) 5- 9 years	8	53.40%
c) 10- 15 years	4	26.60%
Total	15	100%

This questions aims at revealing teachers' experience in teaching English as a foreign language. The teachers of the sample were asked to state the number of the years they have been teaching English for. The data represented in the table above shows that four (4) teachers with a percentage of 26.60% have been teaching English for over than ten years, the majority of the sample declared that they have been teaching English for about 5-9 years. Only three (3) teachers declared that they have spent about 1-4 years teaching English as a foreign language which means that they are on the beginning of building an experience. The number of years teachers spent in teaching English along with other factors is what builds their experience. The latter is

considered as fundamental requirement in the way teachers deal with learners and their different levels and learning issues. To sum up, having seen that the majority of the sample have enough experience in the field, we believe that this will positively contribute to reaching the purpose of our investigation.

Q5. How long have you been teaching written expression?

Table 26: Years of Teaching Written Expression

Options	Number	Percentage
a) 1- 4 years	3	20%
b) 5- 9 years	12	80%
Total	15	100%

The aim of this question is to reveal teachers' experience in teaching written expression in EFL classes. Teachers were asked to give the number of years experienced in teaching English. The table shows that only three (3) teachers have been teaching English for about 1-4 years with less experience than the second category that has a percentage of 80% of the sample as the highest one. The majority then declares that they have been teaching written expression for about 5- 9 years. After analyzing the results obtained, we confirm that most of the teachers in the sample have sufficient experience in teaching written expression which is a complex module that requires a hard work. Their answers to the questions will keep the work on the right path.

Q6. Do you like teaching written expression?

Table 27: Teachers' Attitude towards Teaching Written Expression

Options	Number	Percentage
Yes	15	100%
No	0	0%
Total	15	100%

The aim behind asking this question is to get to know teachers' attitudes towards written expression module and whether or not they like teaching it. The data stated in the table above interestingly shows that all the teacher declared that they do like teaching written expression. Since the teachers are interested in teaching written expression, this reflects that they are motivated to teach this module which will increase their tendency to work harder in order to meet their learners' issues and help them develop their writing skill.

Section Two: Punctuation to Writing

Q7. Which skill is the hardest to teach

Table 28: Teachers' Attitudes towards Teaching the Four Skills

Options	Number	Percentage
Reading	2	13.30%
Writing	7	46.60%
Listening	1	6.60%
Speaking	5	33.33%
Total	15	100%

We asked this question in order to investigate teachers' attitudes towards teaching the four skills and which one they perceive as the hardest. The data obtained is represented in the table above. Most of the teachers stated that teaching the productive skills was harder than teaching the receptive skills. 46% of the informants find that teaching writing skill is harder than teaching the other skills. 33.33% of them believe that teaching speaking was harder, while the rest of the sample split between teaching listening and reading. From the analysis of the data, we find that, indeed, teaching writing skill is a hard process due to the complex nature of the skill. Furthermore, it requires more efforts and more detailed guidance in order to make sure all of the students have learnt the elements being taught either on the level of grammar, vocabulary or punctuation.

Q8. What are the most common problems you noticed in your students' writing?

Table 29: Common Writing Mistakes among Students

Options	Number	Percentage
Grammar mistakes	13	86.66%
Poor vocabulary	10	60%
Punctuation mistakes	14	93%
Total	15	100%

Data in the table above represents teachers' opinion about the most common mistakes students make while writing. Teachers were given three options and were allowed to tick more than one option. According to the informants' answers, students may commit all kinds of mistakes during the writing process. The highest category teachers chose was punctuation

mistakes due to its complexity and students' ignorance of the rules it follows. A high percentage was noticed concerning grammar mistakes and poor vocabulary as well. As grammar is a wide field of rules that is full of exceptions, students tend to make errors in the learning process. After the analysis of these results obtained, we believe that punctuation may be neglected by the students throughout their learning experience over the years which affects their competence and as a result their writing performance.

Q9. One of the important elements of the writing skill is correct punctuation. Do you include this essential element in your lessons?

Table 30: Teachers' Inclusion of Punctuation While Teaching

Options	Number	Percentage
Yes	14	93%
No	1	7%
Total	15	100%

This question seeks to gather more information about teachers' inclusion of punctuation as an essential element in the teaching process of writing skill. When teachers were asked, fourteen (14) teachers affirmed that they include punctuation as an element while teaching writing skill. Only one (1) teacher said no. The data shows that punctuation is indeed a necessary element to be taught hand in hand with other language parts such as grammar rules.

Q10. When you correct your students' written works do you take the correct usage of punctuation marks into consideration?

Table 31: Teachers' Inclusion of Correct Punctuation Use in the Correction of Written Works.

Options	Number	Percentage
Yes	15	100%
No	0	0
Total	15	100%

Through this question, we aim at knowing if teachers are able to detect their students' problems as an important step to ensure a fruitful performance in writing. As it has been predicted, all of the informants of our samples confirmed that they take the correct usage of punctuation marks into consideration when they correct their students' written work. This shows that teachers are indeed aware of the significance of correct punctuation use in the writing skill. There is no better way to include correct punctuation usage rules than including it in the assessment process. The teacher is able to detect students' writing problems on their papers which will give them sufficient time to identify the punctuation errors and provide guidance in a written manner.

Q11. How could you describe your students' level in using the punctuation marks in their writing?

Table 32: Teachers' Perception of Students' Level in Using Punctuation Marks

Options	Number	Percentage
Poor	2	13.33%
Average	6	40%
Good	5	33.33%
Very good	2	13.33%
Total	15	100

By asking the teachers of the sample this question, we aimed at knowing the teachers' perception of their students' level in using the punctuation marks in their written works. The collected data shows that 40% of the sample declares that learners' level in the subject matter is average, 33.33% of the teachers find the level of learners in punctuation usage is good, two teachers find the level of learners very good and the rest of the teachers find their level a bit poor. By analyzing the results of data obtained, we find that teachers are aware of the difference in their students' performance in correct punctuation usage which will allow them to follow certain teaching strategies in order to cover the learning deficiencies in the area of punctuation.

Q12. Do you think that teaching students' punctuation rules would affect their performance?

Table 33: *The Effect of Teaching Punctuation on Performance*

Options	Number	Percentage
Yes	14	93%
No	1	7%
Total	15	100%

This question endeavors to know whether teachers perceive teaching punctuation rules as a factor that affects performance or not. The results that are represented in the tables demonstrate that the majority of the teachers with a percentage of 93% do confirm that teaching punctuation rules to EFL learners would affect their written performance, while only one teacher stated a negative answer. From what has been presented, on the one hand, we suppose that the majority who supports this claim may be acquainted with the helpful effects that teaching punctuation rules can result in. On the other hand, we assume that those who answered by *No*, do believe in the positive effect teaching punctuation rules may have, but they believe that not all learners tend to benefit from it.

Q13. Does correct punctuation improve writing?

Table 34: *The Existence of a Positive Effect of Correct Punctuation on Writing*

Options	Number	Percentage
Yes	14	93%
No	1	7%
Total	15	100%

The main reason why we asked such question is our need to know whether teachers believe in the existence of any positive characteristics correct punctuation on writing skill. As the tables reveals, a considerable number of teachers (14) with a percentage of 93% said that they do attribute a considerable amount of positive features of correct punctuation use one written performance, while only 7% of the informants state the opposite. We assume that the majority of the instructors are aware that teaching correct punctuation usage is not characterized by

debilitating effects that hinder learning outcomes only, but they are familiar with its constructive features that add to performance achievement.

Section Three: Direct Written Corrective Feedback

Q14. Do you provide direct corrective feedback when you notice errors of punctuation in your students writing?

Table 35: *The Provision of Direct Corrective Feedback*

Options	Number	Percentage
Yes	12	80%
No	3	20%
Total	15	100%

We asked this question aiming to know whether the instructors provide direct corrective feedback when they notice errors of punctuation in the written works of students. The above demonstrated answers display that the greater part of the answers goes to teachers who do provide their learners with direct corrective feedback with a percentage of 80%, while only a few teachers do not provide direct corrective feedback. the category that gave a *no* as an answer may be interested in using other kinds of corrective feedback, however the highest category show interest in direct corrective feedback because they find it beneficial. That may have revealed to them through the years they spent teaching written expression. Direct corrective feedback as stated in our theoretical part is the provision of the correct form after identifying the erroneous part. Teachers may find it effective for learners to learn the correct rule directly.

Q15. What type of feedback do you provide your students with?

Table 36: *Type of Feedback Provided by Teachers*

Options	Number	Percentage
Written	15	100%
Oral	15	100%
Total	15	100%

By asking such question we aimed at knowing the type of feedback teachers tend to provide to learners. The data stated in the table above demonstrates that teachers all teachers provide feedback with both types, oral or written. We believe that in an EFL classroom teachers should use both types of feedback and should know the situations when to use every type. Teachers tend to use oral feedback during speaking sessions where the instructors give oral comments on the errors with the intention of helping learners, while written feedback is more likely to be used in modules that require writing such as written expressions where teachers tend to give written comments after stating the errors.

Q16. The written feedback you provide is

Table 37: *The Type of Written Feedback Provided.*

Options	Number	Percentage
Direct	12	80%
Indirect	3	20%
Total	15	100%

This question is set in order to figure out what type of written feedback teachers provide to the written performance of their learners. From the results presented in the table, we notice that the majority of teachers provide learners written works with direct written feedback with a percentage of 80%. Only three (3) teachers give indirect feedback to their students. Along these responses, we think that teachers recognize that direct written corrective feedback has a positive effect on the writing of their learners. Thus, direct written corrective feedback is a permanent information that learners can benefit from directly and will be there when students need to go back to it for further revision.

Q17. How often do you provide direct written corrective feedback on punctuation errors in students' writing?

Table 38: Frequency of Providing DWCF on Punctuation Errors

Options	Number	Percentage
Always	3	20%
Often	6	40%
Sometimes	4	27%
Rarely	2	13%
Never	0	0%
Total	15	100%

By including this question in our questionnaire, we were seeking to investigate how often teachers provide direct written corrective feedback on punctuation errors in students' writing. As has been anticipated, the represented data shows that 40% of the teachers tend to provide DWCF

very often, 27 % of them sometimes give DWCF on their students writing, 20% of the informants provide it always and only two (2) teachers give feedback in a rare manner. We assume that teachers, with their knowledge of the different competencies of the learner, know when and how often to provide DWCF on the students' written performance. We also believe that the provision of such type should be done in a reasonable rate in order to obtain its benefits and not develop lazy individuals in the classroom.

Q18. Do you provide explicit explanations or examples alongside your corrective feedback on punctuation errors?

Table 39: The Provision of Explicit Explanation

Options	Number	Percentage
Yes	13	87%
No	2	13%
Total	15	100%

The reason behind asking this question is to support the idea that the provision of direct and explicit explanations or examples alongside the corrective feedback on punctuation errors is fruitful. According to the representation of the data, most of the teachers affirmed on the given question that they do give explicit illustrations with a percentage of 87%. Only two (2) teachers said that they do not give direct examples or corrections to the detected errors. In the light of these answers, we may state that teachers know that one of the sources students rely on in their learning process is the feedback given by the teachers, be it explicit or implicit, the comments of the teachers hold nothing but knowledge.

Section Four: The Impact of Direct Written Corrective Feedback on Punctuation Improvement in Writing.

Q19. Based on your experience, how effective do you believe direct written corrective feedback is in improving students' punctuation skills?

Table 40: Teachers' Perception of the Effectiveness of DWCF

Options	Number	Percentage
Not effective	0	0%
Slightly effective	2	13%
Moderately effective	3	20%
Highly effective	10	67%

. This question aims at looking to what extent teachers think that direct written corrective feedback is effective in improving students' punctuation skills. Teachers' answers go only for three options. most of the teachers find that DWCF is effective in improving punctuation skills with a percentage of 67%, 20% of the sample believe that has a moderate effect on punctuation and only a few teachers guess that DWCF is slightly effective. This leads us to say that the teachers believe that they should provide DWCF because it is highly effective as they perceive it is. a moderate amount of it would be as helpful as a high amount of it because it is up to learners to take the best of it by being responsible enough to build one's knowledge.

Q20. Have you observed any noticeable improvements in students' punctuation skills as a result of providing direct written corrective feedback?

Table 41: Improvement in Students Punctuation in Writing

Options	Number	Percentage
Yes	14	93%
No	1	7%
Total	15	100%

The aim of this question is to investigate if the teachers do observe any noticeable change or improvement in students' punctuation skills as a result of providing direct written corrective feedback on their written works. The collected data represented above reveals that, as expected, most of the teachers find a noticeable development in the work of their students and that is due to providing direct written corrective feedback to them. We believe that they may think that giving direct rules to the learners will help them in the learning process because they are given by the teacher and the teacher is the most trusted agent in the classroom. Only one teacher states that he does not notice a development due to providing DWCF that may be due to his tendency to follow other strategies to enhancing punctuation in writing skill.

If yes, explain how

According to the answers provided by teachers' concerning how they noticed improvement in students' punctuation after providing direct written corrective feedback. Some teachers declared that they noticed more concentration from the part of students; they think that DWCF helps the students to identify their errors and learn the correct rules in order to work on avoiding such errors in the coming writings. Other teachers believe that students will know where to punctuate in the sentence and that is because they consider DWCF as learning punctuation as learning in context. It is beneficial to learn such rules in context during the

process of writing. A few teachers believe that DWCF is a matter of habit formation, when the teacher identifies the errors and the correct form, learners will learn it by heart after the repetition and then acquire the rule one teacher though declared that he prefers using oral feedback to teach punctuation.

Q21. in your opinion, what is the role of direct written corrective feedback in improving students' punctuation skills?

We asked the teachers to give their opinion about the role of DWCF in enhancing punctuation in order to know their perspectives about such notion. Some teachers said that DWCF functions as a highlighter to the errors. That is to say that DWCF helps learners pay attention errors in further writings. Other teachers agree that DWCF raises students' awareness. In other words, when students are aware of the punctuation errors they make, they will work on avoiding them and on providing the correct forms in their writing. Other teachers validate that DWCF is considered as a motivator for learners .That is, when they realize the amount of time and efforts exerted by the teachers, they will appreciate such feedback and try to make use of it.

Q22. Please feel free to share any additional insights, experiences, or comments related to punctuation direct written corrective instruction and feedback in the space below if you would like to contribute further to our research

Informants were asked to share any additional insights, experiences or comments related to the punctuation direct written corrective instructions and feedback in order to provide further recommendations for the readers of this work. After analyzing the suggestions given by the teachers, they may fall as follows:

_ write more, in different topics. Because writing enables learners to master the skill.

- Practice makes perfect. Because when learners take the notes provided by teachers and include it in their writing practice, they will be able to enhance their punctuation issues.

- Be more responsible. That is to say, teachers' feedback is considered as guidance, and learners should not rely on teachers only, but they should take it as a step to depart from in order to figure out their weaknesses and work on improving them.

Discussion of the Results

The findings obtained from the analysis of the teachers' questionnaire strengthen our ideas to a very large extent. By reconsidering the answers provided by the participants, we find the existence of a positive correlation between their responses and the stated hypothesis; revealing that during FL classroom the majority of the teachers attribute helpful influence of direct written corrective feedback that positively impacts their performance in punctuation during writing which boosts their language achievement.

In the first section, which is concerned with background information, the findings demonstrate that the degrees held by our informants vary which indicate that there is a mixture in our sample between experienced teachers and novice ones. Concerning their teaching experience, the overriding percentage of the teachers questioned has been teaching English for a long period of time covering various modules. This will guarantee that their responses are very significant and valid, since they have a rich background and lot of experience with their learners' performance.

The second section entitled 'Punctuation to writing' by definition, is concerned with the two variables, punctuation and writing. After interpreting the obtained data we note that the majority of teachers are able to detect their learners' deficiencies in writing skill including

punctuation issues. That is to say when teachers were asked whether they believe that learners experience punctuation problems they, all of them confirmed. From the analysis of the instructors' answers we notice that most of them are actually aware of the areas where learners commit errors. Teachers also showed that teaching punctuation does result in a positive influence on EFL learners' writing skill.

The third section is mainly devoted to discussing direct written corrective feedback. Teachers were asked whether they provide direct written corrective feedback to the written works of their learners. In addition to that, they were asked about how frequently they give this type of feedback. Most of the teachers declared that they do provide written correction to the mistakes in punctuation after detecting them

The last section under the title 'The Impact of Direct Written Corrective Feedback on Punctuation Improvement in writing.' The informants were mainly asked if they attribute a positive impact of DWCF on punctuation. All the teachers who participate in this questionnaire seek to share their confirmation that DWCF helps learners in enhancing their performance in punctuation while writing.

In the light of the analysis of the data gathered from teachers' questionnaire, we are now able to provide a clearer image of our claims. We can, by some means, declare that the results are following the path that motivated us to go with this topic at the first place. Since we have received such great engagement from teachers through their interesting responses, we can probably say that the existence of a positive influence of direct written corrective feedback on punctuation is valid. However, that is constrained by a moderate frequency of providing feedback which can be reached through appropriate practices and strategies by teachers.

Conclusion

Writing is considered as one of the most difficult language skills, especially for EFL students. Students in this case are more likely to make different errors in writing including punctuation errors, which are serious and need to be corrected frequently for improving writing accuracy. The existed literature review proved that the students face punctuation problems when they write compositions or any written texts in English language. It also confirmed that using direct written corrective feedback proved to be valuable in improving EFL students' punctuation in writing. Through this research, we intended to introduce the role of the direct written corrective feedback in improving the students' punctuation writing performance for EFL students. Furthermore, it explores students' attitudes toward the direct written corrective feedback in facilitating punctuation difficulties. A questionnaire was submitted to specific population of the second year students at Mila University center. Data were analyzed using the SPSS for quantitative data. Findings showed that the students' point of view regarding the usefulness of the teachers' direct written corrective feedback is helpful to improve students' punctuation in writing. They further welcomed the idea of using this technique to improve their punctuation performance.

Research Limitations

This study had some limitations that could have negatively impacted the findings. First of all, the small sample size (only 50 out of 150), and the availability sampling technique may restrict the generalization of our findings. Second, the study utilized the questionnaire as the only research tool for data collection; a classroom observation or an experiment could have been a better way to increase the validity of the results of study. Besides, the study would have been

improved if an interview were conducted with more population like teachers so that a balanced point of view can be achieved. Moreover, this research topic has a limited literature access since very few previous studies were available in Algerian context.

Pedagogical Recommendations:

Based on the findings and conclusion presented, it is considered now fitting to make some recommendations to students, teachers, and administrators: Students are strongly advised to use direct written corrective feedback inside and outside class in order to practice their punctuation abilities in the writing skills since this tool supports them to accept their errors and helps them develop their ability to correct errors and mistakes that were committed. Teachers, in their turn, should devote more attention and care to the use of different types of corrective feedback fulfilling their learners' needs and preferences in the classroom. They should also explore more ways to incorporate feedback into their lessons and homework depending on their students' learning style. As for the administration staff, they must provide all necessary equipment for teachers and students, such as free access to Internet and applications to facilitate the process of integrating electronic corrective feedback outside classroom. Administrators should also make sure that the size of classes is not too big so that teachers have less workload and therefore would be able to dedicate more time to correct more essays, highlighting mistakes, suggesting and commenting on both content and form for each student. That way, direct, indirect, focused and unfocused types of feedback would be offered more frequently in class.

General Conclusion:

Direct Written Corrective feedback is an important tool to assess learners' writing tasks and evolve their ability to correct their errors, especially their writing skills. This study sought to

explore the impact of direct written corrective feedback on the improvement of punctuation in writing for EFL learners. This dissertation is divided into two chapters: theoretical and practical. The theoretical chapter of this study covered two sections. The first section, on the one hand, was dedicated to punctuation in writing, it shed light on writing, its definition, its approaches and aspects along with the importance of improving writing skills, at last writing's relation with direct written corrective feedback and how written direct corrective feedback has a notable efficacy on improving punctuation in writing skills. The second section on the other hand, was about Direct Written corrective feedback, it included its' definitions, its various types, the types of direct corrective feedback and its significance on improving punctuation in the EFL classroom. The second chapter of this research is the practical chapter, comprising three sections: the first one collected and analyzed data, while the second one discussed the result. The third one clarified the study limitations, and provided some recommendations and suggestions for future research. The study adopted a descriptive research design and the data were collected with a mixed questionnaire that was distributed conveniently to 60 second year students of English, and then analyzed quantitatively with frequencies and percentages, and qualitatively with content analysis for the open ended items. The research findings showed that the majority of students have positive views about direct written corrective feedback as a teaching tool that can enhance the quality of punctuation in their essays. The results also indicated that most students are familiar with the types of corrective feedback: direct and indirect, and prefer receiving the direct one. The interpretation of qualitative data of the open ended questions indicate that most learners wished for more feedback on specific errors like grammar, spelling, choice of words, and structure in class as they found it very helpful in develop these specific aspects in writing essays. In this regard, this study answer the research questions and demonstrate the importance of providing frequent DWCF and suggests that teachers should provide different types of corrective feedback

about writing areas in class, and that students should also seek correction inside and outside class using websites and applications to improve their punctuation and their writing performance. In light of these important implications, we believe that our research has valuable contribution to the body of literature that is related to the English language teaching, in general and the teaching of writing skill in particular especially punctuation. This research is meaningful to teachers and curriculum designers to reflect on their current teaching approach; it allows teachers to evaluate their direct written corrective feedback, and the frequency of providing that feedback in class. By making such evaluation, teachers would be able to tailor the feedback they offer in class depending on their students' preferences, needs and types of errors they often commit.

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Appendices

Students' Questionnaire

You are kindly requested to complete this questionnaire which is a part of a research work for the Master Degree in Didactics at Mila University. Through this piece of research, entitled “investigating the Impact of Direct Written Corrective Feedback on EFL Students' Punctuation improvement in Writing” we intend to show it by gathering information about your attitudes and responses towards direct written corrective feedback.

We would greatly appreciate your assistance in completing our research because your answers will be highly beneficial. Please read each statement carefully and tick (✓) the relevant answer. Your collaboration would be sincerely appreciated thank you in advance.

Section one: General Information

1. Gender:

a) Male b) Female

2. Age

3. How long have you been studying English?

.....

4. You choose to study English because:

a) It is your desire to study English

c) You were obliged to study English

a) Average b) intermediate c) advanced d) bad

11. Do you believe that proper punctuation enhances your writing skill? If yes justify please

- a) Yes b) no

Section Two: Direct Written Corrective Feedback:

12. When you make writing mistakes do you receive any feedback or rubrics from your teacher?

- a) Yes b) No

13. What type of feedback do your teachers give you?

- a) Oral b) Written

14. As an EFL learner what type of written corrective feedback do you prefer?

- a) Direct b) Indirect

15. How often does your teacher give you direct written corrective feedback?

- a) Always b) Often c) Sometimes d) Rarely e) never

16. How does your teachers' direct written corrective feedback affect you?

- a) Positively b) Does not affect me c) Negatively d) Other (Please Specify)

.....

17. Do you repeat the same mistakes on future occasions after receiving direct WCF?

- Yes No

18. Do you repeat the same mistakes on future occasions after receiving direct WCF?

- a) Yes b) No

Section Four: The Impact of Direct Written Corrective Feedback on the Improvement of EFL Learners Punctuation in Writing:

19. Do you agree that direct written corrective feedback helps when it comes to punctuation mistakes in writing?

- a) Agree b) Strongly agree c) Disagree d) Strongly disagree

20. Do you think direct written corrective feedback on punctuation helps you understand the rules and conventions of punctuation better?

- a) Yes b) No c) not sure

21. How do you typically apply the feedback you receive on punctuation into your writing?

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

22. Does your teacher direct written corrective feedback improve your punctuation in writing?

- a) Yes b) No

22. If you want to add suggestions or comments please write in the space bellow

.....
.....
.....

Thank you a lot for your cooperation and help

Appendix II

Teachers' Questionnaire

This questionnaire is addressed to second year teachers of Written Expression from the department of English at Mila University Center Through this piece of research, entitled «Investigating the Impact of Direct Written Corrective Feedback on EFL Students' Punctuation Improvement in Writing". The goal is to examine the teachers' awareness of the importance of teaching the rules of punctuation and whether they give their students Feedback and the chance to apply and practice these rules or not to observe the impact of the given feedback.

You are kindly invited to answer the following questions by ticking the appropriate answer and providing full answers when necessary. We will be thankful for your collaboration.

Section one: Background Information

1. Specify your qualification please:

a) License b) Masters degree c) Doctorate

2. You work at the English Department as:

a) Part-time teacher b) full time teacher

3- The level(s) you are /have been teaching:

a) First year b) Second year c) Third year d) Master one e) Master two

4. How long have you been teaching English at university?

.....

5. How long have you been teaching written expression?

.....

6. Do you like teaching written expression?

a) Yes

b) No

Section two: Punctuation to Writing

7. Which skill is the hardest to teach?

- a) Reading. b) Writing. c) Listening. d) Speaking

8. What are the most common problems you noticed in your students' written work?

- a) Grammar mistakes b) Poor vocabulary c) Punctuation mistakes.
- d) Others (specify please)

9. One of the important elements of the writing skill is correct punctuation. Do you include this essential element in your lessons?

- a) Yes b) No

10. When you correct your students' written works do you take the correct usage of punctuation marks into consideration?

- a) Yes. b) No

11. How could you describe your students' level in using the punctuation marks in their writing?

- a) Bad. b) Average. c) Good. d) Very Good

12. Do you think that teaching students' punctuation rules would affect their performance?

- a) Yes b) No

Please, indicate how

13. Does correct punctuation improve writing?

- a) Yes. B) No

If yes, how?

.....

.....

Section Three: Direct Written Corrective Feedback

14. Do you provide direct corrective feedback when you notice errors of punctuation in your students writing?

- a) Yes. B) No

15. What type of feedback do you provide your students with?

- a) Written b) Oral

16. The written feedback you provide is
Direct indirect

17. How often do you provide direct written corrective feedback on punctuation errors in students' writing?

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

18. Do you provide explicit explanations or examples alongside your corrective feedback on punctuation errors?

- a) Yes. b) No

Section 4: The Impact of Direct Written Corrective Feedback on Punctuation Improvement in Writing

19. Based on your experience, how effective do you believe direct written corrective feedback is in improving students' punctuation skills?

a) Not effective. b) Slightly effective. c) Moderately effective. d) Highly effective

20. Have you observed any noticeable improvements in students' punctuation skills as a result of providing direct written corrective feedback?

a) Yes. b) No

- If yes, explain how?

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21. In your opinion, what is the role of direct written corrective feedback in improving students' punctuation skills?

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22. Please feel free to share any additional insights, experiences, or comments related to punctuation direct written corrective instruction and feedback in the space below if you would like to contribute further to our research

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Thank you a lot for your cooperation and help

Résumé

Dans le processus d'apprentissage de l'anglais comme langue étrangère, les étudiants font face à un large éventail de défis pour maîtriser la langue et ses compétences, dont l'une est la ponctuation par écrit. Cela est dû à leur manque de connaissances sur les règles de ponctuation, en plus du manque d'orientation de la part des enseignants sur la question. La présente étude a pour objectif d'étudier l'impact de les commentaires corrective écrite directe sur l'amélioration de la ponctuation dans l'écriture pour les apprenants de l'anglais comme langue étrangère (EFL). En plus d'explorer l'efficacité des instructions directes à travers lesquelles les commentaires correctifs écrits sont donnés dans l'amélioration de cette compétence lorsqu'il est donné dans un. Pour atteindre l'objectif de l'étude, une méthodologie de recherche descriptive a été appliquée, et un questionnaire mixte a été facilement distribué à 60 étudiants anglais de deuxième année au centre de Mila University. Les données numériques recueillies à l'aide de questions fermées ont été analysées quantitativement en fonction de la fréquence et du pourcentage, tandis que les données qualitatives obtenues à partir de questions ouvertes ont fait l'objet d'une analyse thématique. Les résultats ont indiqué que les participants ont perçu et estimé que la rétroaction corrective écrite directe avait un effet positif sur leur ponctuation dans les compétences d'écriture. Les résultats ont également montré que les étudiants pensent que le feedback direct peut améliorer leur performance d'écriture, en particulier en ce qui concerne la ponctuation et d'autres aspects tels que la grammaire, l'orthographe et le choix des mots. Ces résultats pourraient contribuer de manière significative à l'enseignement de l'anglais, en particulier en ce qui concerne l'apprentissage de la ponctuation dans les compétences d'écriture, mais des recherches supplémentaires sont nécessaires pour mesurer la mesure dans laquelle DWCF peut influencer l'exactitude et les performances de la rédaction des apprenants.

Mots clés : impact, anglais comme langue étrangère, compétences d'écriture, ponctuation, commentaire correctif écrit direct.

ملخص

وفي عملية تعلم اللغة الإنكليزية كلغة أجنبية، يواجه الطلاب طائفة واسعة من التحديات من أجل إتقان اللغة ومهاراتها، وأحدها هو الترقيم الخطي. ويعزى ذلك إلى افتقارهم إلى المعرفة بقواعد الترقيم بالإضافة إلى عدم وجود توجيهات من المدرسين بشأن هذه المسألة. واستهدفت هذه الدراسة استكشاف أثر التعليقات التصحيحية الخطية المباشرة على تحسين الترقيم الكتابي للغة الإنكليزية كمتعلمين للغة أجنبية. بالإضافة إلى استكشاف فعالية التعليمات المباشرة التي تقدم من خلالها تعليقات تصحيحية كتابية لتحسين هذه المهارة عندما تعطى لتحقيق هدف الدراسة، طُبِّقَت منهجية بحث وصفية، ووُزِعَ استبيان مختلط بسهولة على 60 طالباً إنجليزياً في السنة الثانية في مركز جامعة ميلا. وجرى تحليل البيانات العددية التي جمعت باستخدام أسئلة مغلقة تحليلاً كمياً حسب الترددات والنسب المئوية، في حين جرى تحليل البيانات النوعية التي تم الحصول عليها من الأسئلة المفتوحة باب العضوية تحليلاً موضوعياً. وأشارت النتائج إلى أن المشاركين أدركوا وشعروا بأن التغذية المرتدة التصحيحية الخطية المباشرة كان لها أثر إيجابي على تأشيرهم في مهارات الكتابة. وأظهرت النتائج أيضاً أن الطلاب يعتقدون أن التغذية المرتدة المباشرة يمكن أن تحسن أداءهم الكتابي، لا سيما فيما يتعلق بالحرف وغير ذلك من الجوانب مثل اللغة والهجاء واختيار الكلمة. ويمكن أن تشكل هذه النتائج مساهمة كبيرة في مجال تدريس اللغة الإنكليزية، ولا سيما في تعليم المحرفة في مهارات الكتابة، ولكن يلزم إجراء مزيد من البحوث لقياس مدى قدرة الصندوق على التأثير في دقة أداء المتعلمين وكتاباتهم.

الكلمات المفتاحية: الأثر ، الإنكليزية كلغة أجنبية ، مهارات الكتابة، علامات الترقيم، التصحيح المباشر للأخطاء الكتابية

