"A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a Foreign Language"

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Dedication

I dedicate this work to:

My dear parents for their endless love, support, patience, encouragement and advices.

   My lovely sisters: Ilhem and Ibtissem.

   My kindly brothers: Zine Dine and Naser.

All my relatives, friends and colleagues in university and outside it.

   All my extended family.
Acknowledgment

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My special thanks go to Third year students for their help and valuable data.

I would like also to express my warm thanks to all my teachers, and colleagues for the nice times that we spent together helping one another.

I would like to thank each member of my family who believed in me.

I would like to thank my beloved friends for their unlimited support.

My thanks go to all the people who stand by me even by a word.
Abstract
The present study aims at highlighting the importance of proofreading in reducing mistakes found in students’ written productions. The research hypotheses were that EFL teachers have positive attitudes towards the importance of proofreading in minimizing EFL students’ writing mistakes and EFL students have positive attitudes towards the importance of proofreading in minimizing EFL students’ writing mistakes. In this research a descriptive method was adopted in which two questionnaires have been used. The first one was designed for third year LMD students of English at L’arbi B’en M’hidi University, Oum El Bouaghi. The second was given to teachers at the same university. The questionnaires were analysed and compared in which the results of both questionnaires show that proofreading is an efficient technique that assists students reduce the amount of their writing mistakes.

Key words: Proofreading, EFL, LMD, Writing, Mistakes.
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List of Abbreviations

**EFL:** English as a Foreign Language

**LMD:** Licence, Master, Doctorate

**Q:** Question

**%:** Percentage

**ETC:** And so on

**I.E.:** It means
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Résumé

المختص
General Introduction

The main aim of teaching English is to develop the four language skills, i.e. listening, speaking, reading and writing. Writing is one of the four language skills which are given great emphasis in second language learning. Furthermore, students learn writing in different ways, but they encounter many difficulties which deprive them to produce good pieces of writing. The mastery of the writing skill is crucial since constant evaluation either formative or summative is conducted which is based on the students’ writing performance.

Therefore, teachers adopt and adapt a variety of methods in the writing classes to ensure that the students do extremely well in writing. Therefore, in order to ensure students’ mastery of the writing skill, teachers need to employ methods which produce positive outcomes in the students learning. One of the recommended methods in teaching writing is the incorporation of the proofreading strategy.

Accordingly, the focus of this research paper is to draw the students’ awareness and attention towards the importance of proofreading in writing so as to reduce mistakes and improve their writing style.

Statement of the Problem

The present study investigates the problematic issue concerning making mistakes during the writing process, which is clearly noticed in every written material of EFL students. Writing, is considered one of the productive skills that require competency and proficiency. In fact, writing mistakes are always exist in EFL students’ pieces of writing such as grammar, spelling, and punctuation mistakes, and because making mistakes is one of the students’ common problems in writing, our main interest is to present the proofreading strategy to raise student’s awareness about its importance and to help them improve their writing level through reducing or eliminating their mistakes.

Aim of the Study

The aim behind conducting this study is to examine whether or not the use of the proofreading strategy is effective in eliminating students’ writing mistakes.

Research Questions and Hypotheses

This study seeks to answer the following questions

1- What are teachers’attitudes towards the use of proofreading strategy in minimizing students’ writing mistakes?

2- What are students’ attitudes towards the use of proofreading strategy in minimizing students’ writing mistakes?

According to the questions raised above it is hypothesized that
1- Teachers have positive attitudes towards the use of proofreading strategy in reducing EFL students’ writing mistakes.

2- Students have positive attitudes towards the use of the proofreading strategy in minimizing EFL students’ writing mistakes.

**Research Methodology**

This research is conducted through the descriptive method which we believe is the most appropriate method to test the above hypotheses. In this research we dealt with third year LMD students, in addition to teachers from the department of English, University of L’arbi Ben Mhidi, Oum El Bouaghi, Algeria. 20% of the population is included (Yount, 2006) in which we have chosen 30 students from a population of 144 and 20 teachers from a population of 38. In order to test our hypotheses, obtain data required from our subject and to fit the aim of the present research we focused on one instrument which is the questionnaire. We proposed two questionnaires one for teachers and another for students who were chosen due to the teacher/student experience in the field. Both of them were designed to show whether the use of the proofreading strategy minimizes EFL students’ writing mistakes. Also, the analysis of both teachers’ and students’ questionnaires show us to what extent their answers are in correlation either positively or negatively with our hypotheses.

**Structure of the Dissertation**

Our research is divided into two main chapters. The first chapter is devoted to the theoretical part. It is divided into two sections. The first section presents a review of some theoretical issues in writing, which includes the nature of writing and its role, the differences between spoken and written languages. And then, we shed light on some teaching approaches that help teachers to teach writing. Also, it tackles the most common stages of writing. Furthermore, we explore the difficulties that face students in writing. Finally, this section provides some difficulties that students face while writing.

The second section is devoted to a deeper view into the proofreading strategy, and it presents its meaning, its importance in reducing students’ mistakes, the difference between revising, editing and proofreading and the most proofreading methods that students’ should follow. Then we finish by the most proofreading marks and abbreviations. The second chapter is completely practical it seeks to answer all the questions stated in the problem. Moreover, it provides a detailed analysis of the students’ and the teachers’ questionnaires.
Chapter One: The Theoretical Part

Section One

The Writing Process

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Introduction

Writing is one of the four language skills; it is the center of teaching and learning in higher education. It is the productive skill that students should master or at least should be able to write correctly. Undoubtedly, this skill is not an easy task that is why this chapter is concerned with presenting some theoretical issues about writing and it includes the definition of the writing process, its role in EFL classes, and stating the difference between written and spoken languages. In addition, it sheds light on some teaching approaches that help teachers to teach writing, as well as the most common stages of writing. It explores, also, the different types of writing, and then it determines the most common problems and difficulties faced by EFL students while writing.

1.1.1. Definition of the Writing Process

Writing is a way of communication that uses graphic symbols; that are combined to form words and words to form sentences and so on. It is not only a means of communication where students can share their views and thoughts; it is actually a prerequisite to master other language skills.

According to Harmer (2004) “writing is a recursive process”, which means that students revise throughout the process, frequently moving back and forth among the stages (p,12). He states also that writing encourages students to focus on accurate language use because it is taken into consideration when students are engaged in their writing process. Harmer (2004) claims that “Both writing and speaking have their own signs, symbols, and devices to make communication more effectively” (p.17). So writing is a specific ability that helps humans to put their own thoughts into words to communicate their feelings in a meaningful form.

In addition, as stated by Rice and Huguley (1994) writing is “an activity that leads to a completed document, including brainstorming or idea generating, gathering, planning and organizing, drafting, revision, and editing” (p,71). This idea is supported by Hedge (2005): “Writing is the result of employing strategies to manage the composing process . . . it involves a number of activities: setting goals, generating information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process “(p.302).

1.1.2. The Role of Writing Skill

The writing skill is considered as an important part since it is a priority to language teaching and learning, and it is given in order to improve the level of their
students. In fact, writing is not only a means to express thoughts, feelings, and arguments it is also a means to help the person to think critically and solve problems in his life.

According to Harmer (2004), it is through writing that someone can improve his capacities and comprehension in reading, and that through the teaching of writing conventions (grammar, spelling, vocabulary…) students will reinforce their competence in reading comprehension. In other words, writing about a text will enhance the students’ ability to comprehend through analysing, interpreting and manipulating key ideas in the text because writing has always been seen as a way of applying and reinforcing what has already been taught and learned.

For Tribble (1990), learning how to write makes it possible for individuals to take on social roles which are denied to those who do not have this skill (p,15). In other words, Writing expresses social relationships which exist due to the individuals’ creation via discourse, but these relationships are not only discourse.

Actually, being aware of the importance of the writing skill is a benefit for students since it helps them to write correctly and logically, helps them to create coherent ideas and helps them to build an active participant in the society.

1.1.3. The Difference between Writing and Speaking

Any language must include a spoken and a written forms through which people are able to communicate; and when learning a language, “Speech comes first, reading and writing come later” (Huebener, 1965: 14).

Though writing and speaking are productive skills, they are so different. According to O’Grady et al. (1996) “Speaking and writing are different in both origin and practice spoken language is acquired without specific formal instruction, whereas writing must be taught and learnt through deliberate effort . . . there are many people who are unable to write. While spoken language comes naturally to human beings, writing does not” (p,59). They may differ in the following points:

- Spoken messages are transmitted by oral communication through the mouth while written communication is written down on paper.
- While speaking, the speaker produces grammatically incorrect expressions, whereas in writing, he is expected to write grammatically correct words and with proper spelling.
- The productive skills differ at the level of “formality” that is, writing is formal and compact, while speaking is more informal and repetitive (Raimes, 1994: 35).
- When speakers use their voices (pitch, rhythm, stress) and gestures, pauses, intonations and simple sentences with lot of ands and buts and words with few syllables to
communicate their messages, for instance, “I don wanna go to the party kuz it sounds boring”, writers rely on words on the paper and more complex sentences with connecting words like “however, although and who” to express their ideas, for example, “I don’t want to go to the party because it sounds boring”

Moreover, in terms of planning, writing needs more time than speaking, this last tends to rely on the context of the interaction more than writing. Speakers and addresses are often face-to-face while writers and readers are not.

Therefore, for Daine et al. (1997), writing is not naturally acquired i.e., the act of writing is not a spontaneous one and that is why students acquire or learn to speak better than writing (p,4). Another major difference is that, with writing the audience are usually absent whereas in speaking they are present in the sense that, listeners in a conversation are not passive participants of others’ words, through the use of interjections and the use of echo to keep the conversation going or to check the students understanding.

1.1.4. Approaches to Teach Writing

There are different types of approaches to teach writing, and among all of them this production will include only three types which are: the product approach, the process approach and the genre approach.

1.1.4.1. The Product Approach

Is a form-based approach that focuses on what is produced by a student after assigning him a writing task. The latter, is concerned with the writers’ knowledge of the structure of the language, and writing in this case is considered to be an imitation of texts produced by the teacher that is, students in the product approach are asked to produce a parallel text to what has been taught.

However, teachers who adopt a product approach make sure that the end product is grammatically correct. As reported by Nunan (1989) “The product approach to writing focuses on the end results of the act of composition, i.e. the letter, assay, story and so on. The writing teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on” (p, 36). Moreover, the teacher becomes the judge of the final product.

In the product approach there are four main stages to be followed by the students. Badger.R and White.G (2000) claim that there are four stages in the product approach which are; familiarization, controlled writing, guided writing and free writing. The familiarization stage raises the students’ awareness towards certain features of a particular
text, i.e., students during this stage read the text (the model text), and then highlight features and structures from this model. For example, students examine how the text is organised and how sentences are related to each other in paragraphs beginning by the topic sentences, and moving to the last sentence, the concluding sentence. In the controlled and guided sections, learners practise the skills with increasing freedom until they are ready for the free writing section i.e., students will organize ideas and try to use the structures and rules which have been thought before to write a text or an essay like the one in the model text (p.153).

Moreover, a typical product class requires students who are familiar with a set of descriptions of houses, by identifying prepositions and the names of rooms used in a description of a house. At the controlled stage they may produce simple sentences about houses from a given table. The learners might then produce a piece of guided writing based on a picture of a house and, finally, at the stage of free writing, a description of their own home.

1.1.4.2. The Process Approach

The process approach came as a reaction to the weaknesses of the product approach. It was defined by Trible (2003) as “an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models” (p.39).

In this approach students work collaboratively or in small groups; they are asked to do activities in groups in order to discuss and exchange drafts with each other which is a positive way to encourage and motivate learners to write. Nunan (1991) demonstrated that “the approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing. In addition and more controversially, attention to grammar is played down” (p,87). In fact, this means getting learners to interact with each other mainly for feedback as we stressed above so that writing is not seen as a solitary or isolated activity as it was usually thought of, but a more creative and dynamic one.

He assumed that, students using this approach should go through a series of stages during their writing in order to produce a final product. These stages are: “planning” in which the students decide on a topic and gather ideas; “drafting” is where students write their first draft based on ideas which were generated in the first stage; “revising” is the third stage where students can add new ideas, modify some structures or delete unnecessary or inappropriate ones. In the final stage which is for “editing”, students make
sure that the text is correct and free from mistakes. Students can improve their writing step by step since instructors will guide them through the whole process of their writing tasks by giving them feedback and enough time and opportunity through peer and teacher review.

Finally, to summarize it the process approach comes as a reaction to the product approach. The former stresses the creativity of the individual writer and sees writing as a highly complex activity. This orientation pays attention to the development of good writing rather than the imitation of model texts. The process approach emphasized that writing is an activity that is composed of a variety of activities, and that these different activities are typically recursive. The teacher in the process approach becomes a facilitator.

1.1.4.3. The Genre Approach

Since the mid-1980s, considerable attention has been paid to the genre approach to teaching writing. In terms of writing in a second language, The Routledge Encyclopedia of Language Teaching and Learning has defined the genre approach as “a framework for language instruction”. That is, this approach supports students’ writing with generalized, systematic guiding principles about how to produce meaningful passages.

According to Badger and White (1999), the genre approach regards writing as predominantly linguistic but, unlike product approaches, they emphasize that writing varies with the social context in which it is produced (p.155).

In the genre approach teachers teach students the various kinds of writing constructions. For example, the advertisement letters …in order for students to recognize the different kinds of words, structures and characteristics applied in each type of text. In this context Harmer (2004) argues that: Knowledge of genre (understanding how different purposes are commonly expressed within a discourse community) is only one of the many “knowledge” or “competence” that a reader brings to the task of reading, and which writer assumes the reader will know (p. 17).

This means, that students should know and recognize the different purposes and objectives behind or within a discourse or a test.

1.1.5. Stages of the Writing Process

There are certain stages or steps for the writer to follow during the writing process and they are very important to achieve good pieces of writing. The writer goes through the planning, drafting, revising, and finally editing in order to produce something in the written form.
1.1.5.1. The Pre-Writing Stage

This step is the starting point at which we think about ideas to our paragraph. This can be done by many ways like brainstorming, do free writing, take notes, question one another, and learn strategies for organizing ideas. As Butler (2007) advised, interaction with classmates is good for generating ideas, and peer review raises students’ awareness of the audience for their writing.

Hedge (2005) stated that during planning writers should think about three major issues. First, they have to decide the “purpose” of their writing which later on would influence their style of writing, their information and the language they employ. The second issue is the “audience” which they are writing for. This does not only influence the form of language, but also the kind of language whether it is formal or informal. Finally, the third one is the “content structure” of the piece of writing which is about how to order facts and ideas that the writer determined to include (, p.54).

All in all, in this step students are not required to write correctly and perfectly but just putting their general thoughts on papers.

1.1.5.2. Drafting Stage

This stage is considered as the second stage of writing after the pre-writing one. At this stage the writer puts down and writes on all his ideas, thoughts, and information developed during pre-writing. “We can refer to the first version of a piece of writing as a draft” (Harmer, 2004, p. 5). The writer produces his first draft, in which he decides how to organize his ideas and information, what should be included and what should not be.

Brown and Hood (1989) argue that: “The drafting stage is where you really begin writing. The most important thing here is to get words into paper it is not time to worry about spelling, grammar, punctuation or the best wording” (p. 14). In other words, the writer in this stage have to concentrate more on ideas and content of the topic rather than correcting mistakes of grammar and spelling, because they will be corrected in the revision stage.

1.1.5.3. Revising Stage

Revising is the most important step; it is considered the evaluation of what has been written in the drafting paper before submitting the work. The student should read again what he has written to see if there is a mistake of grammar, syntax…etc., or to see if there is a structure which should be avoided, because it is unnecessary, and to look for ambiguous or misunderstood structures to leave them away. That is, they check what was written to make sure how efficiently they have communicated their meanings to the reader.
Brown and Hood (1989) stated that Revising involves checking that your content and purposes are Clear and appropriate for your reader, in the particular writing Situation, it is not just a matter of checking spelling, punctuation and grammar. It involves arranging, changing, adding, leaving out words, and so on… (p. 20).

1.1.5.4. Editing Stage

Editing is considered as the final stage of the writing process. In this step, priority is given to the form and structure rather than the content. In the editing stage the writer has to check that he makes the right choice of words, and he has to proofread to look for mistakes for example mistakes in; spelling, punctuation and grammar. According to Byrne (1991), writers edit their work by rereading it and checking for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like (p,5).

1.1.6. EFL Students Difficulties in Writing

In order to construct meaningful and well-structured sentences, to punctuate correctly and to choose appropriate vocabulary students should be aware of language conventions that make the writing easy. But many EFL learners consider writing as a complex activity which requires both mental and physical efforts. Thus, the difficulties that EFL learners are bound to face in written production include: vocabulary, grammar, spelling, punctuation, coherence and cohesion.

1.1.6.1. Vocabulary

Diamond & Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognise words, and know their meanings as well. Thus, when a student is effectively able to recognise and use a word in different contexts and write them well, she/he never commits mistakes.

1.1.6.2. Grammar

In order to get a message across, students should know the rules, the norms and the grammatical knowledge that are very important and necessary in writing. Actually, the majority of students encounter difficulties with grammar, for example, they do not know how to employ the right verb with the right tense, the plural form, modifiers, adjectives and adverbs.

Writing, like any other skill, has its mechanical components. These include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts. Such things are the nuts and bolts of the writing skill and they need to be focused on at certain stages of learning to write in English” (p.44).

The meaning of this quotation is that writing is based on certain components such as handwriting which should be clear for the reader, spelling, punctuation and grammar which Harmer talks about by saying that the sentences should be well-formed and well-constructed from the level of the tenses of verbs, prepositions, and other grammatical issues.

1.1.6.3. Spelling

Spelling mistakes are characterized by the fact that many words are pronounced the same but are written differently and carry distinctive meanings. Spelling difficulty for learners can be caused by the lack of correct connection between sounds of words and their spelling. For example: « to », « too », « two », « then » and « than », « effect » and « affect ».

1.1.6.4. Punctuation

Punctuation plays a prominent role in writing; it is a set of symbols used in writing to link between the units of a sentence. As it is reported by Harmer (2004) students often make mistakes such as the wrong use of punctuation for instance; when to put commas, capital letters, full stop, and such mistakes make their writing not only incorrect but also ambiguous and difficult to be understood (p.49). According to Flower (2006) “When you sketch a continuous argument and begin to imagine someone reading the piece, it is time to put in at least the heavier stops. These help to indicate the tone and guide your reader through the paragraphs (p.82).

1.1.6.5. Coherence and Cohesion

Indeed the majority of students when writing fail to achieve coherence and cohesion in paragraphs, probably because they do not know how to organize and classify their thoughts and ideas in a structured and well-formed paragraphs or essays, or because they have a lack in vocabulary.

Students as well commit mistakes such as the wrong word order and choice of words. Fowler (2006) demonstrates that: “If you are native speaker, choosing a word order is not usually regarded as a difficult part of writing”( p.75). Therefore, students need or should
practice and learn how to organize sentences together in the right order to produce well-formed paragraphs or any written text (Harmer, 2004, p. 75).

**Conclusion**

In sum, writing is one of the four basic skills that should be mastered by the majority of students due to its great importance in the educational field. Students also should differentiate between spoken and written languages because each language has its functions. Therefore, while writing students should follow particular stages to produce well-formed pieces of writing, teachers as well should adopt the appropriate approach among the three ones. However, in order for students to achieve a good proficiency writing level they have to overcome their vocabulary, grammar, spelling, punctuation and coherence and cohesion difficulties.
Section Two

The Proofreading Strategy

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Introduction

It has been known that some students submit their written product with plenty of mistakes; even if they are proficient writers this is mainly because they do not revise their written product to check for accuracy and to search for mistakes. More precisely, the majority of students do not proofread what they write since proofreading is considered a final and very essential stage in the writing process, so students should master the proofreading skill which is very crucial in writing in order to submit pieces of writing free from mistakes.

This section sheds light on the proofreading strategy that involves; definition of the proofreading stage, the deference between revising, editing and proofreading, the importance of proofreading, proofreading methods and the most common proofreading marks and abbreviations.

1.2.1. Definition of the proofreading stage

Proofreading is a slow and careful reading of any piece of writing on papers or on a computer screen to search for errors and mistakes in order to correct them. So it is a kind of revision of what someone has already written.

Anderson (1990) states that: “The real secret to proofreading your own copy is reading it slowly and critically as though someone else had written it” (p. 02). That is to say, proofreading is a careful reading to check for accuracy in any written documents.

Another definition of proofreading by Smith(2003) is the following: “The process of proofreading means that you will be correcting mistakes in your writing and looking for ways to improve and perfect your writing”( p. 170). That is to say, proofreading is the process of polishing your own writing to become correct and clear.

Proofreading is mainly concerned with the process of correcting mistakes which are obvious “the surface mistakes” such as mistakes of punctuation and spelling, not with the content and meaning “deeper mistakes”, because it is the final step of correcting and revising a document.

1.2.2. The Deference between Revising, Editing and Proofreading

It is very difficult to differentiate between revising, editing and proofreading due to the similare functions.

Numerous researchers and writers have distinguished between these two processes “proofreading and editing”. Gilad (2007) for instance demonstrates that “there is a small difference between the role and responsibilities of the editor and the proof-reader (p,14). According to him the editor pays little attention to grammar, punctuation, and spelling;
whereas the proof-reader have to concentrate more on those surface or mechanical errors rather than on dealing with the content.

May (1997) as well distinguishes between the two processes he defines editing as “the writing task immediately preceding proofreading that attempts to ensure that the writer’s fundamental message comes across as effectively as possible. Editing generally requires writing bits and pieces, and perhaps major sections of a document” (pp. 24-25).

Proofreading on the other hand, involves making only minor changes or deletions to a document, but no major rewriting” (May, 1997, p. 24). That is to say, editing is primarily concerned with the preciseness, and clarity of thoughts and ideas, while proofreading is only concerned with the correction of spelling, punctuation, capitalization…mistakes.

Proofreading is also, different from revising. According to Grenville (2001) “as you revise you will be looking for changes that will help readers understand the information better or be more convinced by your argument. Once you have found the places that need fixing, you have to decide whether to cut, add or move” (p. 153). Unlike, proofreading is the final check for mistakes at certain areas such as grammar, spelling and misuse of punctuation.

1.2.3. The Importance of Proofreading

Proofreading is a pivotal step in the writing process and it is an effective tool to make the students’ writing more professional and complete.

Proofreading can be seen as a positive factor for students to produce good and clear pieces of writing with the right punctuation, proper spelling and appropriate grammar structures because they may learn from their mistakes through checking for words in dictionaries and sentence structures in grammar books.

Smith (2003) states that: “The process of proofreading means that you will be correcting mistakes in your writing and looking for ways to improve and perfect your writing” (p. 170). So, the good writer is the one who tries to make his writing as good and better as he can without careless mistakes. That is to say, when doing the proofreading process the student is working hard to ensure clarity through correctness and consistency.

In other words, a student in a classroom situation who submits a good and interesting piece of writing free from mistakes will impress his teacher, and the teacher also will be proud of his student, by contrast, an essay, or a document plenty of mistakes reflects and expresses careless and incompetency.
So, a correctly and well-formed document conveys a positive image to the reader, and also gives a positive image to the student or writer; whereas, careless mistakes convey a negative message and reflect bad impression from the reader.

To conclude, proofreading is a very effective step in writing because it helps to ensure correctness in students’ pieces of writing and to avoid costly and embarrassment mistakes.

1.2.4. Proofreading Methods

In order for students to proofread their pieces of writing effectively, they should follow many ways of proofreading that can be very helpful when proofreading their own writing.

Fry states that there are some ways for writers to proofread their writing. These ways or strategies according to “Fry” are the following:(2002, p.78-79)

1.2.4.1. Read aloud

While the student reads his copy or document, he has to read it aloud to force the brain to slow down and examine the piece of writing more carefully as well as to allow them to notice the different types of mistakes particularly the surface-level grammatical mistakes which are often overlooked as the student read silently. When reading aloud, the process engages multiple senses i.e., seeing and hearing simultaneously can enable the student to pick up on mistakes that may have missed if only one of senses were engaged.

1.2.4.2. Having someone else to read the copy

Often the student is too familiar with his or her paper. Therefore, after finishing writing he may select one of his relatives to read the paper aloud for him. This can be an effective way to hear and detect mistakes because the reader is distant from the students' paper or unfamiliar with the students' writing i.e., the reader does not contribute in the writing process.

1.2.4.3. Reading the copy backward

This technique enables the student to read the paper from back to front or from the end to the beginning starting by the last paragraph till reaching the introduction. It is considered as an effective way to oblige the student to focus on the structure by reading each individual word. That is to say, the student will be constrained to read the copy word for word and letter for letter without focusing on the meaning of sentences. By reading sentences in a reversed order the reader will focus more on correcting mistakes rather than focusing on the flow of ideas.

1.2.4.4. Use the spellcheck

Writers can use the computer spellchecker as an extra pair of eyes to correct mistakes in spelling; it focuses more on correcting punctuation and spelling mistakes. In fact, this
technique is not always useful because it cannot correct all mistakes and it is not interested in the correction of meaning. For example: the use of the word “sea” instead of “see” cannot be corrected by the use of the spell checker program.

1.2.5. Proofreading Marks and Abbreviations

There are certain marks and abbreviations to be used to indicate mistakes during the proofreading process i.e., they are shorthand symbols and notes. These symbols are very helpful for teachers when correcting students’ essays or any other written materials to identify mistakes and to indicate the changes that need to be made to a piece of writing.

Proofreading abbreviations and marks can be used to indicate changes, and they are especially used when proofreading on papers not on computer screen. Tables 1-2 represent the most common abbreviations and marks:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>📄 or 📄 or 📄</td>
<td>delete</td>
<td>take out</td>
</tr>
<tr>
<td>♂</td>
<td>close up</td>
<td>print as the word</td>
</tr>
<tr>
<td>♂</td>
<td>delete and close up</td>
<td>close up</td>
</tr>
<tr>
<td>♂</td>
<td>caret</td>
<td>insert here, so something</td>
</tr>
<tr>
<td>#</td>
<td>insert a space</td>
<td>put anywhere</td>
</tr>
<tr>
<td>🌐</td>
<td>space evenly</td>
<td>space evenly where indicated</td>
</tr>
<tr>
<td>⚡</td>
<td>let stand</td>
<td>let marks stand as set</td>
</tr>
<tr>
<td>🧘</td>
<td>transpose</td>
<td>change order here</td>
</tr>
<tr>
<td>/</td>
<td>Separates proofreader marks. Is also used as a final stroke after and insertion</td>
<td></td>
</tr>
<tr>
<td>⚛</td>
<td>move to the left</td>
<td>too far to the right</td>
</tr>
<tr>
<td>⚚</td>
<td>move to the right</td>
<td>too far to the left</td>
</tr>
<tr>
<td>📔</td>
<td>set as ligature (such as æ©)</td>
<td>encyclopedia</td>
</tr>
<tr>
<td>⚙</td>
<td>align horizontally</td>
<td>alignment</td>
</tr>
<tr>
<td></td>
<td>align vertically</td>
<td>align with surrounding text</td>
</tr>
<tr>
<td>✕</td>
<td>broken character</td>
<td>imperfect</td>
</tr>
<tr>
<td>Icon</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>индент or insert em quad space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>begin a new paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spell out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>set in CAPITALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>set in SMALL CAPITALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>set in lowercase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>set in italic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>set in roman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>set in boldface</td>
<td></td>
<td></td>
</tr>
<tr>
<td>= or = or \ or /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hyphen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>\ or — or \ or —</td>
<td></td>
<td></td>
</tr>
<tr>
<td>en dash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>\ or – or \ or –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>em (or long) dash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>\ or ^ or _</td>
<td></td>
<td></td>
</tr>
<tr>
<td>superscript or superior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>\ or _ or \</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subscript or inferior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>centered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>apostrophe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>; or ,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>semicolon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>: or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>colon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot; or ’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quotation marks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>( or )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>parentheses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ or ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brackets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Query to author: Is this as it is supposed to be?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>\ or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inverted letter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now—at last! —we know.
Table 02: Proofreading abbreviations (Webster_comment 2003)

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ab</td>
<td>a faulty abbreviation</td>
<td>She had earned a Phd along with her M.D.</td>
</tr>
<tr>
<td>Agr</td>
<td>agreement problem: subject/verb or pronoun/antecedent</td>
<td>The piano as well as the guitar need tuning. The student lost their book.</td>
</tr>
<tr>
<td>Awk</td>
<td>awkward expression or construction</td>
<td>The storm had the effect of causing millions of dollars in damage.</td>
</tr>
<tr>
<td>Cap</td>
<td>faulty capitalization</td>
<td>We spent the Fall in Southern Spain.</td>
</tr>
<tr>
<td>CS</td>
<td>comma splice</td>
<td>Raoul tried his best, this time that wasn't good enough</td>
</tr>
<tr>
<td>DICT</td>
<td>faulty diction</td>
<td>Due to the fact that we were wondering as to whether it would rain, we stayed home.</td>
</tr>
<tr>
<td>Dgl</td>
<td>dangling construction</td>
<td>Working harder than ever, this job proved to be too much for him to handle.</td>
</tr>
<tr>
<td>-ed</td>
<td>problem with final -ed</td>
<td>Last summer he walk all the way to Birmingham.</td>
</tr>
<tr>
<td>Frag</td>
<td>fragment</td>
<td>Depending on the amount of snow we get this winter and whether the towns buy new trucks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P/A</td>
<td>pronoun/antecedent agreement</td>
<td>A student in accounting would be wise to see their advisor this month.</td>
</tr>
<tr>
<td>Pron</td>
<td>problem with pronoun</td>
<td>My aunt and my mother have wrecked her car. The committee has lost their chance to change things. You'll have to do this on one's own time.</td>
</tr>
<tr>
<td>Rep</td>
<td>unnecessary repetition</td>
<td>The car was blue in color.</td>
</tr>
<tr>
<td>R-O</td>
<td>run-on sentence</td>
<td>Raoul tried his best this time that wasn't good enough.</td>
</tr>
<tr>
<td>Sp</td>
<td>spelling error</td>
<td>This sentence is flaude with two mispellings.</td>
</tr>
<tr>
<td>-s</td>
<td>problem with final -s</td>
<td>He wonder what these teacher think of him.</td>
</tr>
<tr>
<td>STET</td>
<td>Let it stand</td>
<td>The proofreader uses this Latin term to indicate that proofreading marks calling for a change should be</td>
</tr>
</tbody>
</table>
The problem with these cities are leadership.

He comes into the room, and he pulled his gun.

Seldom have we perused a document so verbose, so ostentatious in phrasing, so burdened with too many words.

What affect did the movie have on Sheila? She tried to hard to analyze its conclusion.

### 1.2.6. The effect of the proofreading strategy in minimizing students’ writing mistakes:

After reviewing the major literature items of the writing process and the proofreading strategy, it is extremely important to examine the relationship between writing and proofreading technique.

The correlation between proofreading and the writing process is resembled in a study conducted by Ferhana (1983) that is entitled, “Learning from Mistakes: using correction code to improve students’ writing skill in English composition class.

This study tried to examine the effectiveness of using correction symbols to give feedback in the writing process and it aimed at enhancing the effect of correction symbols on fostering the learners’ ability to correct their mistakes as well as to reduce them.

This study was followed an experimental design in which the teacher divided her class into few sessions. In the first session students are given a list of correction symbols and then the teacher explained the different symbols of the different mistakes. In the second session the teacher showed power point slides with examples demonstrating how to edit a successful composition following clues provided by the teacher. In the third session the teacher asked her students to practice few sheets to teach them how to correct their mistakes following the already given signs. Finally, they were asked to write paragraphs on different topics.

However, the results showed that feedback form i.e., correction code was useful in helping students correct their mistakes reporting that they liked the use of mistakes codes because they helped them to locate errors and identify easily their type. The findings showed also, that students are interested in developing their writing skill and correcting
their own mistakes and therefore, expecting their teachers to apply this strategy in marking their students’ written works.

Finally, this study revealed that the majority of students benefit a lot from the process of correction that engages students in a continuous process of correcting, re-writing and submitting their written productions free from mistakes which obviously improve their overall writing skill.

**Conclusion**

Proofreading is vital skill in the writing process that should be given much importance by students in order to reduce their writing mistakes. Raising students’ awareness towards the use of this stage is one goal that may be achieved by the application of its methods such as reading aloud as well as differentiating between the three processes revising, editing and proofreading.
Chapter Two: The Practical Framework (The Analysis and Discussion of the Results)

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Introduction

In order to fulfill the aim of this study, a questionnaire is distributed to teachers as well as students at the English department. The questionnaire aims at gathering data about teachers’ and students’ perceptions towards the effectiveness of the proofreading strategy in minimizing EFL students’ writing mistakes. The first part of his chapter will deal with the followed methodology in this study, starting by an explanation of our choice of the questionnaire as a gathering data tool for the research. First, the sample will be tackled then the description, followed by the administration, analysis and a discussion of the results of each questionnaire.

2.1. Choice of the method

In order to accomplish the objective of this research, a descriptive research method was convened. Data were collected through the use of two questionnaires; the students’ questionnaire and the teachers’ questionnaire aiming at eliciting both students’ and teachers’ opinions about the importance of using the proofreading stage in reducing EFL students’ writing mistakes.

2.2. Questionnaire

2.2.1. Definition of Questionnaire

Questionnaires can be defined by Brown 2001 (as cited in Zaltàn 2003) as “any written instruments that present responds with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.” (p.6). In other words, questionnaires are a series of written questions that particular persons would answer for the sake of gathering information.

2.2.2. Advantages of questionnaire

According to Zaltàn (2003), questionnaires have many advantages that can be summarized as follows:

1- They are not time and effort consuming.
2- They are financially less consuming in comparison with other research instruments.
3- They are versatile; they can be used with a variety of people in a variety of situations targeting a variety of topics.

2.2.3. Limitations of questionnaire

According to Zaltan (2003, p; 10-11), questionnaires have some limitations and problems that can be summarized as follows:

1- Simplicity and superficiality of answers: Principally, because respondents are left with their knowledge when they fill in the questionnaire items.
2- Lack of students' reliability and motivation: Because most of respondents are not aware about the research core, this is the main reason why they misread or misinterpret questions and deal with it as a boring activity.

3- Little or no opportunity to correct the respondents' mistakes: Because most respondents do not know the exact response to a question but answer it without indicating their lack of knowledge and without any personal contact between the researcher and the informant. So, researchers cannot check the seriousness of the answers and to correct the erroneous responses.

2.4. Students’ questionnaire

2.4.1. The sample

The target population of this survey is third year LMD students of English, at the English department, at the University of Larbi Ben Mhidi, Oum El Bouaghi. The number of population is difficult to handle and to study. Therefore, we have dealt with a sample, which consisted of 30 students from a total population of about 144 students. The participants, in this study were chosen from four classes with a random selection. The reason behind choosing to work with third year LMD students is because they have already studied and are still studying written expression module and they had experiencing writing in most modules.

2.4.2. Description of the students’ questionnaire

The students’ questionnaire was composed of (16) questions divided into four sections.

Section one: General Information (Q1-Q2)

The first section consists of two independent questions. In Q1, students are asked to give their gender. Q2 aims at showing whether their choice to be an English student is personal or imposed.

Section two: The Writing Process in EFL Classroom (Q3-Q9)

The second section involves seven (7) questions to elicit students’ attitudes towards the importance of the writing skill in EFL classes. In Q3 students are asked to give their perceptions about to what extent is learning writing important. Q4 seeks to ask students about their level in writing. Furthermore, Q5 and Q6 ask students whether they consider writing as a complex task and which difficulties they struggle with when they write. In Q7, students are asked to state what teaching approaches their teachers follow. In Q8 and Q9, students are asked to give their perceptions about the most important stage in the writing process and if they use them while writing.
Section three: The proofreading strategy (10-16)

In Q10 students are asked to state their opinions towards the importance of using proofreading strategy in the writing process. Q11 asks about whether students are motivated by their teachers to use this strategy. In Q12 and Q13, students are asked if and how they proofread their writing. In Q14, students are asked about what kind of mistakes they find a lot while proofreading their copies. Q15 was about students’ self-correction of their spelling, grammar and punctuation mistakes they find in their writing.

Section four: Students’ attitudes towards the effectiveness of proofreading in minimizing EFL students’ writing mistakes.

The last part of students’ questionnaire is composed of one question targeting students’ perceptions towards proofreading strategy use in reducing writing mistakes. Q16 requires students to state their views towards the role of the proofreading stage in eliminating their writing mistakes.

2.3.4. Administration of the students’ questionnaire

The students’ questionnaire was administered to third year LMD students at the English department at L’arbi Ben Mhidi University, Oum El Bouaghi. We have chosen thirty (30) students out of one hundred forty four (144). The questions were clear enough and progressed in a logical order for helping students understand them hence provide appropriate answers.

2.4.4. Analysis of students’ questionnaire

Section one: General information: (1-2)

Q1 : Students’ Gender :

a- Male
b- female

Table 3

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 3 as well as figure 1 above show that the target population consists of 26 females and 8 males. We can say that the highest percentage (86.67%) is related to the females whereas (13.33%) are males. This means that females are more interested in learning the foreign language than males.

**Q2: Was studying English?**

a- Personal  
b- Imposed

**Table 4**  
Students’ Choice to Learn English at University

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>26</td>
<td>86.67%</td>
</tr>
<tr>
<td>Imposed</td>
<td>4</td>
<td>13.33%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>
As indicated in the table (4) above, the majority of the respondents with a percentage of sixty eight point sixty seven (86.67%) claimed that English is their personal choice. Only thirteen percent (13%) of them seemed to be obliged to study English. In general, this high percentage indicates that students have strong desire and willingness to learn the language. As a result, the majority of the respondents are motivated since they have an intention to study English.

**Section two: The writing process in EFL classroom (Q3-Q9)**

Q3- To what extent is learning writing important to you?

- a- Very important
- b- Important
- c- Not important

**Table 5**

Students’ Attitudes towards the Importance of Learning the Writing Skill

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>16</td>
<td>53.33%</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>Not important</td>
<td>2</td>
<td>6.67%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure (3) demonstrates that the majority of our participants (53.33%) are interested in the writing skill. Our students prefer to write and seek to enhance their level in writing. 40% of the participants affirm that writing is just important. While few number of the participants (6.67%) state that writing is not important.

**Q4- How is your level in writing?**

a- Excellent  
b- Good  
c- Average  
d- Bad
Table 6
Students’ Level in Writing

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td>Average</td>
<td>14</td>
<td>46.67%</td>
</tr>
<tr>
<td>Good</td>
<td>13</td>
<td>43.33%</td>
</tr>
<tr>
<td>Bad</td>
<td>2</td>
<td>6.67%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 4 Students’ Level in Writing

The results show that the level of the majority of students in writing is average with a percentage of (46.67%). Thirteen (43.33%) students are good in writing. Whereas, two students claimed their writing to be bad (6.67%). Only few students (3.33%) assume that their writing level is excellent. These results (table 4 and figure 4) indicate that most of students have the ability to write acceptable pieces of writing.

Q5- Do you consider writing as a complex task?
   a- Yes
   b- No
The results in table 7 show that (73.33%) of students consider writing a complex and not an easy task to be mastered, and only (26.67%) of students consider writing as an easy task.

Q6- Which difficulties do you struggle with when you write?
   a- Vocabulary
   b- Grammar
   c- Spelling
   d- Punctuation
   e- Coherence and cohesion
   f- All of them
Table.8
Students’ Difficulties in Writing

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Grammar</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
<td>6.67%</td>
</tr>
<tr>
<td>Punctuation</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Coherence and Cohesion</td>
<td>7</td>
<td>23.33%</td>
</tr>
<tr>
<td>All of them</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure.6 Students’ Difficulties in Writing

According to the results in the figure 6, the mostly noticed difficulties that face students while writing are: Vocabulary (30%), Coherence and Cohesion (23.33%), Spelling (20%), Grammar (16.67%), Punctuation (6.67%) and (3.33%) of answers goes to all the suggested problems together.

Q7- Which of the following approaches does your teacher use?
   a- Product approach
   b- Process approach
   c- Genre approach
Table 9

Students’ Attitudes towards the most Common Approaches Used to Teach Writing

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product approach</td>
<td>4</td>
<td>13.33%</td>
</tr>
<tr>
<td>Process approach</td>
<td>17</td>
<td>56.67%</td>
</tr>
<tr>
<td>Genre approach</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 7 Students’ Attitudes towards the most Common Approaches Used to Teach Writing

The replies given by the respondents, as shown in table (9) and figure (7), allow to the conclusion that the process approach is the one which is widely used by their teachers at Oum El Bouaghi University to teach writing to third-year EFL students. In statistical terms, the highest rate (56.67%) of students choose answer (b) which is the process approach. The rest of the respondents (30%) have opted for (c) the genre approach. Concerning the product approach the results obtained indicate that only (13.33%) of teachers use this approach when teaching writing.
Q8- In the process of writing, which stage do you think is the most important?
   a- Prewriting
   b- Drafting
   c- Revising
   d- Editing
   
Table.10
Students’ Attitudes towards the most Important Stage in the Writing Process

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-writing</td>
<td>10</td>
<td>33,33%</td>
</tr>
<tr>
<td>Drafting</td>
<td>14</td>
<td>46,67%</td>
</tr>
<tr>
<td>Revising</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Editing</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure.8 Students’ Attitudes towards the most Important Stage in the Writing Process

The results show that most students (46,67%) indicate that the drafting stage is the most important step, and 33,33% of students believe that pre-writing is the most important step. Three students claim that editing, their percentage is about (10%), and also three students answered revising (10%).
Q9- Do you go through the writing stages while writing?
   a- Yes
   b- No

Table.11
Students’ Usage of the Writing Stages

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>76.67%</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>23.33%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure.9 The Students’ Usage of the Writing Stages

In figure 9, the results obtained from the participants’ responses assert with the percentage of (76.67%) that they use and follow the writing stages, while (23.33%) of respondents do not use these stages because it is not important to them.

Section three: The proofreading stage

Q10- Is the proofreading stage important in the writing process?
   a- Yes
   b- No
Table 12
Students’ Attitudes towards the Importance of the Proofreading Stage in the Writing Process

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>73.33%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>26.67%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 10 Students’ Attitudes towards the Importance of the Proofreading Stage in the Writing Process

Table 12 indicates that the highest rate of respondents (73.33%) were positive and they agree that proofreading should be used in the classroom, while (6.67%) see the contrary and for them there is no need to use this phase.

Q11- Does your teacher motivate you to proofread?
   a- Yes
   b- No
Table 13  
The Teacher as a Motivator for Proofreading

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>53.33%</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>46.67%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 11 The Teacher as a Motivator for Proofreading

As shown in the table 13, more than the half of the students (53.33%) do not feel afraid to write or make mistakes because they are motivated by their teachers to proofread their pieces of writing. In contrast, (46.67%) do feel afraid due to the lack of teachers’ motivation to proofread.

Q12- Do you proofread your writing?
   a- Yes
   b- No
Table 14: The Student as a Proofreader

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>73.33%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>26.67%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From what is displayed in table 14, it is clearly shown that the great majority of students do prefer proofreading their productions their percentage was (73.33%), while a percentage of (26.67%) shows that proofreading does not take part of the writing process. These results reflect that students use this strategy effectively.

Q13- How do you proofread your writing?
   a- Read aloud
   b- Have someone else to read the copy
   c- Read the copy backward
   d- Use the spellchecker
By examining table 15, it can be seen that most students (14) have chosen reading aloud as a proofreading method whereas seven (23.33%) students do prefer to have someone else to read the copy. Moreover, six (20%) respondents read their copy backward and only three (10%) use the spellchecker.

Q14- While proofreading your copy, what kind of mistakes do you find a lot?
   a- Grammatical mistakes
   b- Spelling mistakes
   c- Punctuation mistakes
   d- All of them
From figure 14, we noticed that the great majority (33,33%) of students find themselves committing all kinds of mistakes, then spelling mistakes with a percentage of (26,67%), grammar mistakes in the third place with (23,33%) and at last punctuation mistakes with (16,67%).

Q15- Do you correct the grammar, spelling and punctuation mistakes you find in your writing?
   a- Yes
   b- No
Table 17
Students’ Correction of their Mistakes

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>86.67%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>13.33%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 15 Students’ Correction of their Mistakes

This question meant to see whether students do correct their grammar, spelling and punctuation mistakes they find in their written materials or not. It is evident in the table 15 that more than half (68.67%) of students correct their mistakes and only (13.33%) do not.

Section four: The effect of using proofreading in minimizing EFL students’ writing mistakes

Q16- do you think that the use of the proofreading strategy is effective in minimizing your writing mistakes

a- Yes
b- No
Table.18  
Students’ Attitudes towards the Effectiveness of Proofreading Strategy in Reducing Students’ Writing Mistakes

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>93,33%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>6,67%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure.16 Students’ Attitudes towards the Effectiveness of Proofreading in Minimizing Student’ Writing Mistakes

This question shows that the majority of students are (93,33%) strongly agree that proofreading is important in reducing the amount of mistakes “such mistakes of grammar, spelling and punctuation” from their productions.

2.4.5. Discussion

The analysis of the students’ questionnaire revealed numerous facts about their perceptions towards the importance of proofreading in reducing their writing mistakes and increasing their writing level.

Through analysing our research questions that includes sixteen questions we noticed that most students are conscious about the importance of writing but they disregard it because they think that it is difficult to transmit the intended message and they feel afraid of making grammar, spelling and punctuation mistakes.
Concerning teaching writing, students seem to have different perceptions towards the different teaching approaches. Some are interested in writing using the process approach since it allows them to go through a series of stages and improves their writing step by step and produce the final draft. Furthermore, the others were interested in writing about a common and understandable topic through using the genre approach. Whereas, others prefer to use the product approach and try to produce a parallel text to what has been taught.

The majority of students consider their level in writing as average, some of them as weak and some of them as high, and we tried to know their weaknesses and the difficulties they face through giving them suggestions which could be related to grammar, punctuation, spelling, coherence and cohesion and all of them.

However, throughout the third section in which proofreading is the main concern, the majority of students claimed that this strategy is important asserting that their teachers motivate them to use it in the classroom. In addition, students’ are convinced of the fact that using proofreading as a technique raises their writing level and reduces their writing mistakes. Thus, the first hypothesis is confirmed.

2.4. Teachers’ Questionnaire

2.4.1. The sample

The target population of this survey are teachers of English, English department, at the University of Larbi Ben Mhidi, Oum El Bouaghi. We have dealt with a sample, which consisted of twenty (20) teachers from a total of (38). Participants were selected mainly for the easiness of access, in other words, for the ability to get in touch with most of them at the university.

2.4.2. Description of the teachers’ questionnaire

The teachers’ questionnaire was composed of (17) questions divided into four sections.

Section one: General information: (Q1-Q2)

The first section consists of two independent questions. In Q1, teachers are asked to give their teaching experience. In Q2, they are asked to state their experience in the teaching of written expression module at University.

Section two: The writing process in EFL classroom (Q3-Q11)

The second section involves nine (9) questions to elicit the teachers’ attitudes towards the importance of teaching writing. In Q3, teachers are asked to provide their perceptions about the importance of teaching the writing skill. In Q4, they are asked how they can evaluate their students’ level in writing. In Q5, they are asked whether they are satisfied
with their students’ level or not. In Q6 teachers are asked whether writing is difficult for their students or not. Q7 asks teachers about what areas of difficulty do students have when writing. In Q8, teachers are asked what writing approach they apply in the classroom. Furthermore, in Q9 and Q10 teachers are required to give their standpoints about the important stage in the writing process as well as the most difficult one for their students. In Q11, teachers are asked to indicate how often they find mistakes while correcting students’ pieces of writing.

**Section three: The proofreading stage (Q12-Q17)**

The third section involves six (6) questions to extract teachers’ attitudes towards the importance of proofreading strategy in minimizing EFL students’ writing mistakes. In Q12, teachers are asked if they teach students to proofread their writing. Q13 seeks to explore how teachers prefer their students to proofread their copy. Moreover, Q14 asks about how many students do proofread their materials before submitting them. Q15 asks about what makes students do not proofread their written mistakes. In Q16, teachers are asked if they use the proofreading marks and abbreviations while correcting students’ writing copies.

**Section four: Teachers’ attitudes towards the effectiveness of proofreading in minimizing EFL students’ writing mistakes.**

This section is composed of one question that aims at eliciting teachers’ perceptions about proofreading and its role in eliminating students’ writing mistakes. Q17 is about teachers’ perceptions towards the effectiveness of using proofreading strategy in minimizing EFL students’ writing mistakes.

**2.3.3. Administration of the teachers’ questionnaire**

The questionnaire was given to teachers at the English department at Larbi Ben M’hidi University, Oum El Bouaghi who have been teaching English for a considerable period of time and hence they have the experience that makes their answers beneficial for the completion of the present research.

**2.3.4. Analysis of the teachers’ questionnaire**

**Section one: General information: (Q1-Q2)**

**Q1- How long have you been teaching at university?**

a- Less than 5 years  
b- 5-10  
c- 10-15  
d- More than 15
### Table 19

#### Teaching Experience

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>5-10</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>10-15</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>More than 15</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Figure 17 Teaching Experience

According to the results shown in the table (19) and figure (17) above, the majority of the population are experienced teachers i.e. a percentage of (45%). They have been teaching English for 5 to 10 years, whereas eight (40%) have an experience of five years. Only three teachers have an experience of more than 15 years (15%). In general, this result indicated that our population has an acceptable experience in teaching English.

### Q2- How long have you been teaching written expression?

- a- Less than 5 years
- b- More than 5 years

### Table 20

#### Written Expression Teaching Experience

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
As shown in this figure, all teachers (100%) answered the question positively; this indicates that the written expression module is their major teaching concern.

Section two: The writing process in EFL classes

Q3- How important is the writing skill?
   a- Very important
   b- Important
   c- Non important at all

Table 21: Teachers’ Attitudes towards the Importance of Writing

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Important</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Not important at all</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
As it is shown in the table 21 and figure 19, more than half of the population (90%) of teachers agree that writing is a very important skill. While, two teachers (10%) consider writing as an important one.

**Q4- How can you evaluate your students’ level in writing?**

- a- Low
- b- Average
- c- High

**Table.22**

The Students’ Level in Writing

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Average</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>High</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to the result obtained in this figure (20), we can assume that the majority of the teachers claim that the level of their students in writing is average with a percentage of 60%. On the other hand, the remaining teachers (8) assert that the level of their students in writing is low with a percentage of 40%.

Q5- Are you satisfied with their level?
   a- Yes
   b- No

Table.23
The Teachers’ Evaluation of Students’ Level in Writing

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
Almost all teachers said that they are not satisfied with the students’ bad level (80% of them); except four (20%) who said that they are satisfied with their level.

If No, please explain why?

As it is has been mentioned in the table that 80% of the teachers are not satisfied with their students’ level in writing. Those teachers state that the majority of students are not able to write without making mistakes. In addition, some teachers state that the poor production may be due to the lack of knowing the principles, techniques and structures of writing and even the grammatical rules. Students’ also do not make efforts to improve their writing skill and stick only to the assignment of the teacher. Besides, other teachers have claimed that students do not practice and do not read in order to improve their level in such a skill which is needed in their educational career, because good writing needs extensive as well as intensive reading.

Q6- Is writing difficult for your students?

a- Yes

b- No

Table.24

<table>
<thead>
<tr>
<th>Teachers’ Attitudes towards the Difficulty of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option</strong></td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
This question is about the teachers’ opinion about the task of writing for third year students whether it is difficult or not. According to the results which are exposed in the table (24) and figure (6) above, 85% of the teachers see writing as a difficult task for students; whereas 15% of the participants indicate that it is not totally difficult. So, we assume that the majority of the teachers agree that writing is a difficult task for third year LMD students.

**Q7- what areas of difficulty do students have when writing?**

a- Yes

b- No

**Table.25**

**Teachers’ Attitudes towards Students’ Writing Weaknesses**

<table>
<thead>
<tr>
<th>option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Grammar</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Punctuation</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Coherence and Cohesion</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>All of them</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
As it has been indicated in figure (23), and according to the results obtained, participants stated that students have problems with all of these aspects, but with different rates. For instance, the highest percentage of these aspects goes to all of them (vocabulary, grammar, spelling, punctuation and coherence and cohesion) with a percentage of (40%), grammar comes under with a percentage of (20%) that is to say; students have problems with grammar and how to apply it correctly in their writing. Concerning vocabulary (15%) of the respondents said that their students have problems with this aspect. Finally, coherence and cohesion and punctuation have the same percentage (10%).

Q8- What writing approach do you apply in the classroom?
   a- Product approach
   b- Process approach
   c- Genre approach

<table>
<thead>
<tr>
<th>Table.26</th>
<th>Approaches Used by Teachers to Teach Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option</strong></td>
<td><strong>N</strong></td>
</tr>
<tr>
<td>Product approach</td>
<td>6</td>
</tr>
<tr>
<td>Process approach</td>
<td>12</td>
</tr>
<tr>
<td>Genre approach</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>
The table above exhibits that (60%) of the teachers use the process approach in teaching writing, while (30%) of them use the product approach. Whereas, (10%) of teachers use the genre approach. This means that the majority of teachers prefer to use the process approach in their teaching of written expression.

**Q9- In the writing process, which stage do you think is the most important?**

- a- Prewriting
- b- Drafting
- c- Revising
- d- Editing
- e- All of them

**Table.27**

**Teachers’ Attitudes towards the most Important Stage in the Writing Process**

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prewriting</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Drafting</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Revising</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Editing</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>All of them</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
As it is demonstrated in table 27, (40%) of teachers claim that the prewriting stage is the most important stage in the writing process, (25%) of teachers assert that it is drafting where students start getting down their ideas and thoughts. Others (20%) claim that all stages are important and each stage complete the other. Moreover, two (10%) teachers select option (d) and only one (5%) teacher select option (c) and these results indicate that they receive little attention.

**Q10- What is the most difficult stage for your students?**

- a- Prewriting
- b- Drafting
- c- Revising
- d- Editing
- e- All of them

**Table.28**

| Teachers’ Attitudes towards the most Difficult Stages of the Writing Process |
|---------------------------|-----|-----|
| **Option**                | **N** | **%** |
| Prewriting                | 8    | 40%  |
| Drafting                  | 6    | 30%  |
| Revising                  | -    | -    |
| Editing                   | 4    | 20%  |
| All of them               | 2    | 10%  |
| **Total**                 | 20   | 100% |
As exposed in the table 29, 40% of the teachers claim that prewriting is the most difficult stage for students during writing, 30% of teachers see that students have difficulty in drafting. Others (20%) claim that some students face some difficulties in writing the final draft, and only 10% see that students encounter difficulties in revising.

Q11- How often do you find mistakes while correcting students’ pieces of writing?
   a- Always
   b- Sometimes
   c- Often
   d- Rarely

Table.29
The Frequency of the Finding Mistakes in Students’ Productions

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Often</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Rarely</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
The majority of teachers said that they always find mistakes when correcting students’ productions and copies (90%). However, 10% of teachers said that they often find mistakes. This means that, writing is really a difficult task for students and that the writing skill is one of the troublesome skills that require lot of training and practice.

Section two: The proofreading stage

Q12- Do you ask your students to proofread?
   a- Yes
   b- No

Table.30
The Teacher as a Motivator to Proofread

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
The table (30) above revealed that 85% of the teachers ask their students this crucial and important step “proofreading process”. Unlike three teachers who said that they do not ask them to apply this step of writing.

Q13: How should your students proofread their writing?

   a- Read aloud
   b- Have someone else to read the copy
   c- Read the copy backward
   d- Use the spellchecker

Table 31
Teachers’ Attitudes towards the most Used Proofreading Methods

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read aloud</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Have someone else to read the copy</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Read the copy backward</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Use the spellchecker</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to the obtained results (table 31 and figure 29), we noticed that twelve teachers (60%) reported that the best method to proofread is to have someone else read the copy, five teachers (25%) choose reading aloud and the remaining teachers’ suggest (10%) reading the copy backward and (5%) choose using the spellchecker.

Q14- How many students’ do proofread their written materials before submitting them?
   a- Only few of them
   b- A large number
   c- None of them

Table.32
Teachers’ Attitudes towards the Number of Students who Proofread their Writing

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only few of them</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>A large number</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>None of them</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to the results, half of the teachers (80%) agree that only few students proofread their written materials before submitting them. Three teachers (15%) said none of them and just one teacher (5%) claim that a large number of students proofread their materials. And that is why the majority of students get bad marks in the module of written expression, and their copies are full of mistakes and red marks.

Q15- Why don’t students proofread their writing?
   a- It is a boring step
   b- It is a neglected stage for them
   c- They have not enough time

Table.33
The Reason why Students do not Proofread their Writing

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a boring step</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>It is a neglected stage</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>They have not enough time</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure (31) indicates that the highest rate of the respondents (65%) agree that students do not proofread their writing because it is a neglected stage for them, that is to say, they are not aware of importance of such stage on which they can discover their mistakes. Few teachers (15%) said that students do not proofread because they find this process boring and a waste of time. Others (20%) state that they do not have enough time in the sense that they are unable to manage their time successfully while writing.

**Q16- Do you use the proofreading marks and abbreviations while correcting your students’ pieces of writing?**

a- Yes

b- No

**Table.34**

**Teachers’ Usage of Proofreading Marks and Abbreviations**

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure (32) above shows that 85% of teachers correct their students’ pieces of writing using proofreading marks and abbreviations i.e., use some specific symbols to indicate the mistakes. Moreover, three (15%) teachers said that they do not use neither proofreading marks nor abbreviations.

Section four: The effect of using proofreading strategy in minimizing students’ writing mistakes

Q17- Do you think that the use of proofreading strategy helps your students to reduce their writing mistakes?
   a- Yes
   b- No

Table 35

Teachers’ Attitudes towards the Use of the Proofreading Strategy in Minimising Students’ Writing Mistakes

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>80%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
From table 35 and figure 33, we clearly notice that the majority of teachers (80%) find that the use of proofreading technique helps students to reduce their mistakes. The remaining respondents indicate that the use of the proofreading technique is not effective in helping students improve their writing level and reduce their writing mistakes.

2.4.5. Discussion

Analysing teachers’ questionnaire paved the way for us to get information about the teachers’ attitudes towards the importance of using the proofreading technique in minimizing students’ writing mistakes. They consider writing as an important and a difficult skill at the same time claiming that it is hard for students to think and explain their ideas in writing free from mistakes. Those mistakes can be due to the lack of proofreading before submitting their work. Moreover, teachers state that proofreading is very important in reducing mistakes, and that it is the best stage of writing in which students should pay attention to grammar, spelling, punctuation and coherence and cohesion. Thus, the second hypothesis is confirmed.

2.5. Comparison between students’ and teachers’ questionnaires

When we compare the two questionnaires we find that there are similarities between the answer of both of teachers and learners as well as differences.

Both teachers and students consider writing as a very important skill in which they state that the writing level and ability of third year LMD students is average. Both of them claim that writing is a complex and a difficult task. For that the majority of students assert
that they make vocabulary mistakes in their writing tasks while the majority of teachers state that their students face or commit all types of mistakes.

In addition, both teachers and students contemplate that the most commonly used approaches in the teaching of writing is the process approach that involves a number of different stages. Also, for the majority of students drafting is the most important stage in the writing process, whereas, teachers consider prewriting as the most important step and the most difficult at the same time where ideas are generated.

As far as the proofreading strategy is used in the assessment of students’ writing, thus both teachers and students consider it as a crucial and important stage in the writing process. Moreover, students proofread their writing through different methods in which the majority of them prefer to read aloud their productions to detect mistakes. In contrast, teachers report that the best method to proofread is to have someone else to read the copy.

Finally, the respondents in the two questionnaires agree that the use of the proofreading strategy to minimize the students’ writing mistakes is very effective.

**Conclusion**

The analysis of teachers’ and students’ questionnaires indicates that the majority of students have difficulties in writing. The results of the analysis strongly support the importance of the proofreading strategy in minimizing EFL students’ writing mistakes and this confirms the hypotheses tested in this research.
**Pedagogical implications**

The findings of the research suggest that proofreading is a very crucial in reducing mistakes from students’ writing mainly spelling, grammatical, vocabulary and punctuation mistakes. Thus, their writing will be accepted in terms of form and content and will be comprehensible. So, in the light of this study the following recommendations seem to be appropriate:

Teachers should inform students about the crucial role of the writing skill and they should encourage them to write more. Also, they should find more effective teaching strategies to develop writing in the classroom.

In addition, teachers should make students aware of the values of the proofreading strategy by stating the benefits and the effectiveness of this strategy to enhance students’ writing proficiency.

Besides, teachers should give more importance to the proofreading step by giving students exercises to practice on; such as sentences or paragraphs which contain mistakes and ask them to find the mistaken statements and then correct them. They should always remind their students to proofread their copies before submitting them.

Students’ on the other hand, must help themselves through choosing the best proofreading method, for example they should read their writing carefully and slowly in order to detect mistakes. Also, they can exchange their copies between each other because peer correction is a very effective factor for them.

Moreover, students should manage their time successfully in order to have enough time to proofread their written materials carefully before submitting them.

Finally, students should never forget this substantial step because it is significantly a beneficial and a very effective way for them to achieve accuracy in their writing and a way of avoiding costly and embarrassing mistakes.
**General conclusion**

We have designed the present study to answer the question of whether or not the use of proofreading strategy has an effective role in minimizing learners’ writing mistakes and improve their writing abilities. The findings gathered in this study support the hypotheses we stated earlier and revealed that proofreading is an efficient technique that helps students produce pieces of writing free from mistakes. Thus, this will lead to positive results on students’ written productions. In other words, the proofreading strategy raises students’ desire and interest towards developing their writing skill through reducing their writing mistakes.

**Limitations of the study**

Our study has some limitations:

The first limitation is the time constraint, because we do not have enough time to deal with larger sample of students and teachers and to use the appropriate tools.

The second limitation is the tool nature being used. In investigating a correlation study, the experimental method of research would be more helpful since it provides more reliable and valid results.
List of References


Smith, B. (2003). *Proofreading, revising, & editing skills success in 20 minutes a day*. U.S.A: Learning Express, LIC.


APPENDICES
Appendix I

Students’ Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire to express your attitudes toward the use of the proofreading technique in developing writing proficiency in English. Your answers are very important for the validity of this research we are undertaken. As such, we hope that you will give us your full attention and interest.

Please, put a tick in the corresponding box and make full statements whenever necessary.

Thank you in advance

Definition of key terms

**Product approach:** is the approach where teachers focus on presenting authoritative texts for students to imitate them as models and are interested in the final product.

**Process approach:** this approach is characterised by focusing on the writer as a producer of the text and focusing on a cycle of writing activities that move learners from generating ideas to the final draft.

**Genre approach:** is the approach that focuses on the genre of writing, i.e., the writer should construct his writing in a way that people within the discourse community will understand what kind of writing it is.

**Pre-writing stage:** is the starting point, where the writer generates and explores ideas about a particular topic before getting ready to write the first draft.

**Drafting stage:** is the second stage of the writing process, where the writer gets down his ideas and thoughts based on the prewriting stage.

**Revising stage:** it is considered the evaluation of what has been written in the drafting paper before submitting the work (re-think, re-examine and re-evaluate).

**Editing stage:** it is the final stage where the writer checks his writing by rereading it and checking for grammar, spelling, punctuation and sentence structure mistakes.

**Proofreading:** is a slow and a careful reading of a particular piece of writing looking for mistakes in order to correct them.
Section One: Personal information

Q1- Are You:
1- Male
2- Female

Q2- Was studying English?
1- Personal
2- Imposed

Section Two: The Writing Process in EFL Classes

Q3- To what extent is learning writing important to you?
1- Very important
2- Important
3- Not important at all

Q4- How is your level in writing?
1- Excellent
2- Good
3- Average
4- Bad

Q5- Do you consider writing as a complex task?
1- Yes
2- No

Q6- Which difficulties do you struggle with when you write?
1- Vocabulary
2- Grammar
3- Punctuation
4- Spelling
5- Coherence and Cohesion
6- All of them
Q7- Which of the following approaches does your teacher use?

1- The Product Approach (The teacher gives the student a writing task and directly asks for final product) □
2- The Process Approach (The teacher gives the student a writing task and follows him through the different stages of writing) □
3- Use the genre approach (The teacher asks the student to write about a common and understandable topic.) □

If others, please specify.

---------------------------------------------------------------------------------------------------

Q8- In the writing process, which stage do you think is important?

1- Pre-writing □
2- Drafting □
3- Revising □
4- Editing □

Q9- Do you go through the writing stages while writing? (Pre-writing, Drafting, Revising and Editing)

1- Yes □
2- No □

Section Three: The Proofreading Stage

Q10- Is the proofreading stage important in the writing process?

1- Yes □
2- No □
Q11- Does your teacher motivate you to proofread?
1- Yes
2- No

Q12- Do you proofread your writing?
1- Yes
2- No

Q13- How do you proofread your writing?
1- Reading aloud
2- Having someone else to read the copy
3- Reading the copy backward
4- Use the spellchecker

Q14- While proofreading your copy, what kind of mistakes do you find a lot?
1- Grammatical mistakes
2- Spelling mistakes
3- Punctuation mistakes
4- All together

Q15- Do you correct the grammar, spelling and punctuation mistakes you find in your writing?
1- Yes
2- No

Section Four: The effect of using the proofreading strategy in minimising EFL students writing mistakes

Q16- Do you think that the use of proofreading strategy is effective in eliminating your writing mistakes?
1- Yes
2- No

Thanks for your collaboration
Appendix II

Teachers’ Questionnaire

Dear teachers,

We would be grateful if you accept answering the following anonymous questionnaire. It aims at finding out what English teachers think about using the proofreading strategy in eliminating the students’ writing mistakes. Please, put a tick in the corresponding box and give full answer in the space provided.

Thank you in advance

Section One: Personal Information

Q1- How long have you been teaching at university?

1- Less than 5 years
2- 5-10
3- 10-15
4- More than 15

Q2- How long have you been teaching written expression?

1- Less than 5 years
2- More than 5 years

Section Two: The Writing Process in EFL Classes

Q3- Do you think that writing is an important skill?

1- Yes
2- No

Q4- How can you evaluate your students’ level in writing?

1- Low
2- Average
3- High

Q5- Are you satisfied with their level?

1- Yes
2- No
If “No” please explain Why?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Q6- Is writing difficult for your students?

1- Yes
2- No

Q7- What areas of difficulty do students have problems with when writing?

1- Vocabulary
2- Grammar
3- Spelling
4- Punctuation
5- Coherence and Cohesion
6- Others

Q8- How do you teach writing skill to EFL students?

1- Use the product approach
2- Use the process approach
3- Use the genre approach

Others please specify.

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Q9- In the process approach, which stage do you think is the most important?

1- Pre-writing
2- Drafting
3- Revising
4- Editing

Q10- What is the most difficult stage for your students?

1- Pre-writing
2- Drafting
3- Revising
4- Editing
Q11- How often do you find mistakes while correcting students’ pieces of writing?

1- Always
2- Sometimes
3- Often
4- Rarely

Section Three: The proofreading stage

Q12- Do your students aware of the importance of proofreading phase?

1- Yes
2- No

Q13- How do you prefer your students to proofread their writing?

1- Read aloud
2- Have someone else to read the copy
3- Read the copy backward
4- Use the spellchecker

Q14- How many students who proofread their written materials before submitting them?

1- Only few students
2- A large number of students
3- None of them

Q15- Why students do not proofread their writing?

1- It is a boring step
2- It is a neglected stage for them
3- They have not enough time

Q16- Do you use the proofreading marks and abbreviations while correcting your students’ pieces of writing?

1- Yes
2- No

Q17- Do you attract your students’ attention towards the importance of proofreading stage in eliminating their writing mistakes?

1- Yes
2- No

Thank you for your collaboration
Résumé

La présente étude vise à mettre en évidence l'importance de la correction dans la réduction des erreurs trouvées dans les productions écrites des étudiants. L'hypothèse de recherche est que, les enseignants et les étudiants ont des attitudes positives à l'égard de l'importance de la correction pour minimiser les erreurs d'écriture des étudiants. Dans cette recherche d'une méthode descriptive a été appliquée dans lequel deux questionnaires ont été utilisés. Le premier a été conçu pour les étudiants de la troisième année, de département d’anglais à l’université de Larbi Ben M’hidi, Oum El Bouaghi. La seconde a été donnée aux enseignants de la même université. Les questionnaires ont été analysés et comparés. Les résultats des deux questionnaires montrent que la relecture est une technique efficace qui aide les étudiants à réduire le montant de leurs erreurs d'écriture. A la lumière de ces résultats, notre hypothèses sont confirmée.
الملخص

تهدف هذه الدراسة إلى تسليط الضوء على مدى أهمية التدقيق اللغوي في الحد والتنقّل من الأخطاء التي يقوم بها التلاميذ أثناء الكتابة. فرضية هذه الدراسة البحثية تتمثل في أن كل من المعلمين والطلاب لديهم اتجاهات إيجابية نحو أهمية التدقيق في تقليل الأخطاء الكتابية.

في هذا البحث تم استخدام المنهج الوصفي الذي تم تطبيقه في استبيانين. الأول صمم لطلاب السنة الثالثة بقسم اللغة الإنجليزية، جامعة العربي بن مهيدي، ام البوادي. الثاني أعطي للأساتذة في الجامعة نفسها.

وقد تم تحليل الاستبيانات ومقارنتها. بالإضافة إلى ذلك، تظهر نتائج كل الاستبيانات أن التدقيق هي تقنية فعالة في مساعدة الطلاب للتقليل من كمية أخطائهم الكتابية وعلى ضوء هذه النتائج، تأكدت فرضيتنا.