

Faculté de philosophie, arts et lettres

**Written corrective feedback: focus on
English teachers' current practices in
the Fédération Wallonie-Bruxelles and
avenues for improving efficiency.**

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INTRODUCTION

We live in a world where being bi/multi-lingual is considered a major asset in the workplace. As English is currently one of the most frequently spoken languages in the world, it is commonly taught in non-English-speaking countries. As a consequence, the number of English learners has drastically increased in the past decades. In our context (the Fédération Wallonie-Bruxelles), a large number of students are therefore following English as a foreign language (EFL) classes.

When learning or teaching a language, we have to receive or to give corrective feedback (CF) at some point, as it is part of the process of learning and teaching. Corrective feedback is researched in several connected domains/fields such as Second Language Acquisition (SLA), English as a Second Language (ESL) or English Language Teaching and Pedagogy, among others. Sheen and Ellis (in *Hinkel*, 2011) define corrective feedback as being what learners receive as a comment regarding their linguistic errors found in oral or written productions in a second language. CF can therefore enable students to evaluate their own level, but also to progress and to prevent them from making similar mistakes in the future. Its efficiency has been questioned throughout the years, and it has been studied by teachers and researchers for decades. On the whole, literature tends to highlight CF as being profitable for learners but it also discusses the ideal and contextual conditions for its provision.

This MA dissertation will focus on teachers' current practices regarding corrective feedback. More precisely, this dissertation will address the use of written corrective feedback in English secondary school classes from the FWB. Writing is an important and difficult skill to acquire for students. It is part and parcel of the ELT/EFL classes and the main aim of this dissertation is to establish the current practices regarding written corrective feedback in schools from the Fédération Wallonie-Bruxelles and then to see whether and how those practices change according to the learners' level. Suggestions for improving/maximizing the effects of feedback will also be provided.

The structure of the dissertation will be organized as follows: we will first cover the theoretical background on the research topic by first defining CF and its various types, including WCF and its diverse forms. This part will also address the debate on WCF's effectiveness and will provide several authors' points of view. Studies on the most effective uses of WCF will also be detailed to see which manners of using WCF are the best ones in the students' interest.

After having established this theoretical background, the dissertation will then include the study of WCF current uses in schools from the Fédération Wallonie-Bruxelles. More precisely, feedback from different levels and an online survey addressed to English teachers will be analysed and discussed. The dissertation will then focus on trying to find alternative forms or additional content (such as other aspects to grade) for teachers to include in their feedback. This will echo techniques and approaches from the most effective studies that will have been included in the earlier chapters.

This subject is interesting and relevant to work on as it will bring valuable information about how and why we should use corrective feedback. As there is not much research on the use of WCF in Belgium yet, additional knowledge will be brought. It will enable us to approach various ways of correcting English learners' written mistakes. Moreover, personal motivation is also at the core of the present work. As a future English teacher, it seemed interesting and relevant to have the possibility to work on English didactics. This MA dissertation will allow me to learn more on how I should correct my future students' productions with a view of being the most effective possible. It will also enable me to be confronted to various teachers' work, giving me inspiration for my future career. Furthermore, I chose to write my MA dissertation in this specific language -English- to have an opportunity to improve my own English writing skills, as I do not always feel confident or qualified enough on the matter.

PART I: THEORETICAL APPROACH

Chapter 1: Corrective feedback – definition and various types

A general definition of CF would be the following one: “Corrective feedback takes the form of responses to learner utterances that contain an error. The responses can consist of a) an indication that an error has been committed, b) provision of the correct target language form, or c) metalinguistic information about the nature of the error, or any combination of these.” (Ellis, Loewen and Erlam, 2006, p.340).

CF is an important feature when teaching English. Its purpose is to help learners to progress and avoid mistakes in the future.

In the following paragraphs, we will define CF by listing the various types typically presented in the literature. In order to do so, we will address the two main types of CF: oral and written corrective feedback. Then we will focus on subtypes: direct (or explicit) and indirect (or implicit) corrective feedback, immediate and delayed corrective feedback, and other subtypes of corrective feedback that are rarer but pointed out as well by various authors.

1.1. Oral corrective feedback (OCF)

OCF is one of the main types of CF. As our main focus will be on written CF, we will only provide rather broad and general introduction to OCF, a form of CF that takes place orally. Its purpose is to orally correct mistakes a learner would make while speaking. Lyster and Ranta (1997) classified six types of OCF: explicit corrections, recasts, clarification requests, metalinguistic clues, elicitations, and repetitions. We are going to cover an overview of these various types of OCF as Lyster and Ranta (1997) classified them:

- An **explicit correction** takes place when the teacher clearly indicates that an error has been made and provides the student with its correction.

For example, let us read the following structure:

Student: I eated an apple for breakfast.

Teacher: What you want you to say is “ate”. In the simple past tense, the right form of “to eat” is “ate”.

- A **recast**, which appears to be the most used type of OCF, is when the teacher repeats the structure of their student by correcting the mistake without indicating it. Very often, students miss recasts and do not get the correction because they did not notice that their teacher changed a word or a part of structure.

For instance, we have this exchange:

Student: I **goed** on holidays with my family during summer.

Teacher: That's great! Was it in Spain that you **went**?

- A **clarification request** is when a teacher asks a student what they meant by saying what they said, without telling them a mistake has been made. The teacher asks for clarification, explanation.

This would be illustrated by the following example:

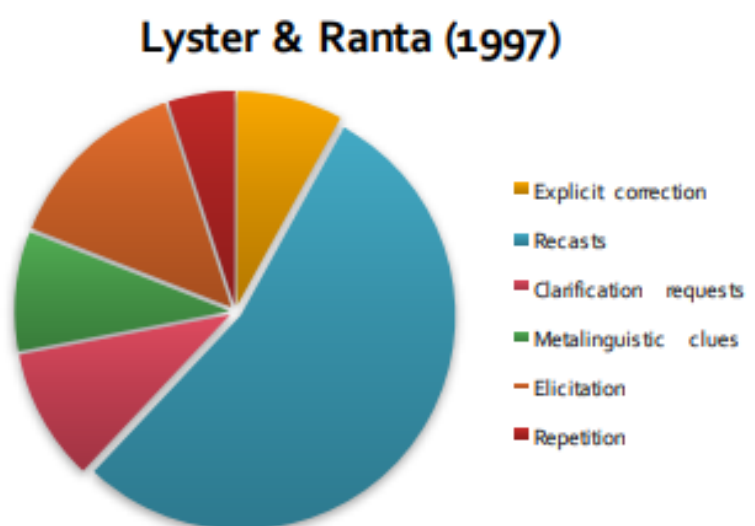
Student: Every morning I food my cat.

Teacher: You food your cat? What do you mean you food your cat?

- **Metalinguistic clues** occur when the teacher gives a clue about the mistake such as when saying "Do we say XXX?".
- **Elicitation** is when the teacher repeats the structure used and subtly encourages the learner to repeat and correct the error.
- When teachers repeat their student's mistake on an interrogative tone, they are using **repetition** as a type of OCF.

In a context of French immersion classrooms, Lyster and Ranta (1997) classified the use of various OCF in this way:

Table 1, use of various OCF in classrooms (Lyster and Ranta, 1997)



As we can see on this graph, recasts are mostly used in comparison with other types of OCF. While many studies focused on how OCF is used and on how we should use it, we will rather focus on how to use WCF as this has been less investigated than OCF.

1.2. Written corrective feedback

As the second chapter of this MA dissertation will be specifically dedicated to WCF, we will only address it here through a broad definition.

WCF is a form of CF that focuses on written productions from learners. As Ellis (2009, p. 3-4) pointed out, “it takes the form of a response to a learner utterance containing a linguistic error. The response is an other-repair and can consist of (1) an indication that an error has been committed, (2) provision of the correct target language form, (3) metalinguistic information about the nature of the error, or any combination of these (Ellis, Loewen, & Erlam, 2006)”.

Among the studies that were conducted on WCF, it is its efficiency that has mostly been questioned for decades as we will see it in the next chapter. After having covered the subtypes of CF, we will compare OCF with WCF.

1.3. Direct/Explicit corrective feedback vs. indirect/implicit corrective feedback

Corrective feedback can either be implicit or explicit. Implicit feedback is when there is no concrete or overt indicator that the learner made an error. However, in explicit feedback types, it is clearly indicated that an error has been committed (Ellis, Loewen and Erlam, 2006).

In comparison with OCF, WCF tends to be direct/explicit as students or learners are aware of the fact that they are being corrected when they receive their WCF.

However, as mentioned previously, OCF can either be provided with direct correction or indirect correction (Sheen & Ellis, in Hinkel 2011). The first case occurs when the correct form is provided to the learner in order to correct their mistake(s) and can be introduced by speech forms such as “You made a mistake, you should have said ‘went’ instead of ‘goed’”. As the authors pointed out, it can also simply be indicated by metalinguistic comment such as “You need the correct form of the past tense”.

In the second case, the error is corrected without being clearly indicated, as it can be illustrated in the following example:

- Student: “I goed on holidays.”
- Teacher: “Oh, great, you went on holidays! Where was it?”

Ellis, Loewen and Erlam (2006) conducted an experiment on OCF and concluded that explicit CF was more effective than implicit CF.

We should note that additional metalinguistic comments can also be given in CF regardless of WCF being direct or indirect. Regarding WCF, some authors agree to mention that it has even been proved more efficient when it is accompanied by oral metalinguistic explanation to reinforce its impact (Bitchener, 2008; Lee, 2013).

1.4. Immediate corrective feedback vs. delayed corrective feedback

Just as for direct and indirect CF, immediate and delayed CF subtypes exist. Quite obviously, immediate CF is when an error is instantly corrected. In opposition to this, delayed CF forms are given later than immediate CF. Although, when dealing with delayed CF, we can find short-delayed feedback or long-delayed feedback, as Li pointed out (2010).

Sheen and Ellis (in Hinkel, 2011) highlighted that for logical reasons, WCF is generally more delayed than OCF as the teacher must have some time to correct their learners' written productions, while it is not especially necessary when facing oral mistakes.

Li (2010) led some experiments in order to establish the most efficient form of CF, combining implicit/explicit CF with immediate/delayed CF. He concluded by observing that when being confronted to immediate and short-delayed posttests (tests that were taken by students after they had received feedback), explicit feedback seemed to be more efficient. However, when dealing with long-delayed posttests, implicit CF would be the best option. These results highlight the fact that implicit CF would have enduring effects. This could be explained by the fact that when implicitly corrected, learners have to provide some work and thoughts for the correction while with explicit CF, the answer is simply generally given or did not take much effort and work from the learner.

1.5. Corrective feedback: other approaches

Other authors also have more original and specific approaches regarding WCF, such as Póltorak (2011) who mentions a distinction between a “feedback *traditionnel*” (traditional feedback) and a “feedback *électronique*” (electronic feedback), which relies on technological means by making use of digital tools. This would actually be quite relevant within the context of lockdown because of the Covid19 pandemic. Indeed, classes are now mostly held online and teachers must turn to many digital tools.

Another type of feedback that can be interesting to look at is the *dynamic* written corrective feedback as defined by Hartshorn et al. (2010). Dynamic WCF should include several parameters such as being meaningful, timely, constant and manageable. While we have seen

that many authors recommend applying focused WCF, a dynamic WCF aims to be personal and is therefore individually based on the needs of each student and their error types. To pair with that kind of feedback, students are invited to keep an inventory of the mistakes they make, and an inventory of typical mistakes made by English learners. This allows them to have a clearer idea of their accuracy in writing and of their progression (Hartshorn, et al., 2010).

1.6. Brief comparison between OCF and WCF

As Pawlak (2012) stated, OCF and WCF tend to be studied together even though those are two different types of CF. He investigated the field and concluded that those types should be used more jointly. However, there are some divergences between both types. Sheen (2010, p. 211) affirmed that “(...) with the exception of the delayed versus immediate difference, these differences are more a matter of tradition than of necessity”. We would treat those feedback types differently because of some tradition or habit when in fact we should not.

Pawlak (2012) then gathered information from several studies (Pawlak 2006; Sheen 2010; Sheen and Ellis 2011) to create a table (see below) that could synthetize the main differences that could be found between OCF and WCF:

Table 2, Differences between OCF and WCF (Pawlak, 2012)

Oral corrective feedback	Written corrective feedback
Corrective force may not always be clear	Corrective force is usually clear
The feedback is publically available	Feedback only on one's own errors
The feedback is provided online and offline (i.e. immediate and delayed)	The feedback is provided only offline (i.e. it is delayed)
Relatively straightforward focus (i.e. target language form)	Considerable complexity of focus (i.e. many aspects of second language writing)
Both input-providing (e.g. recast) or output-inducing (e.g. clarification request) corrective techniques are available	Both input-providing (direct correction) or output-inducing (indirect correction) corrective techniques are available
The feedback can be explicit (overt) as well as implicit (covert)	The feedback can only be explicit (overt) as the intervention is evident
The correction can be conducted by the teacher, the learner who erred, or a peer	The correction can be conducted by the teacher, the learner who erred, or a peer
Metalinguistic information possible	Metalinguistic information possible
Conversational or didactic	Mostly didactic
Possible direct impact on implicit, procedural knowledge	Only explicit, declarative knowledge affected in the main

Pawlak found that one of the most interesting and striking differences between both types was that OCF could sometimes be unclear and could lead to different interpretations when WCF was generally explicit and unambiguous. This is easily explained by the contexts in which those occur. Indeed, Pawlak stated that “the main reason for this is that, due to limited attentional resources, the need to focus on various aspects of the process of speech production and the demands of real-time interaction, the learner may prove to be unable to notice, let alone

fully comprehend and process, the corrective reaction in the course of message conveyance.” (Pawlak, 2012, p.97). On the other hand, when dealing with WCF, it is almost impossible for the learner not to understand the teacher’s corrections. In truth, the comments are noticeable, generally being in the margin of a written production, and specifically draw the learner’s attention.

Another major difference is that WCF tends to be more personal and individual than OCF, which is generally given in front of the whole group of learners and it makes the correction available for the public. In Pawlak’s opinion, WCF prevents students to discuss the problems that were pointed out by the teacher with their peers.

However, while those phenomena are often separate types of correction, Pawlak, basing his statements on Sheen (2010), highlighted that it would be profitable to use them jointly. In fact, he quoted Sheen: “(...) one can hypothesize that written correction imposes less cognitive load on memory than oral CF, which typically demands a cognitive comparison online and requires learners to heavily rely on their short-term memory. Combining oral and written CF thus might make it possible to optimize learners’ processing of the feedback, which, in turn, might expedite L2 learning.” (Sheen, 2010, p. 210. in Pawlak, 2012). We can clearly see that both approaches offer some advantages, and we should sometimes use them separately and sometimes together.

Chapter 2: Written corrective feedback – a controversy regarding the efficiency and various WCF strategies

2.1. Truscott vs. Ferris: a debate on the effectiveness of WCF

As a pivotal feature of the learning process, WCF has been investigated by many researchers. Truscott (1996, p. 329) defines WCF as being a “correction of grammatical errors for the purpose of improving a student’s ability to write accurately”. Whilst authors generally agree on the definition of WCF and on its purpose, they have been debating about its effectiveness for several decades, even going as far as questioning its value. Before focusing on **how** to use WCF, many authors wondered **if** we should use WCF.

Ellis (2009) and Lee (2017) refer to the Truscott (1996, 1999, 2007) and Ferris (1999, 2004) debate. Both authors exchanged opinions directly one against the other over the years.

According to Truscott (1996, 1999, 2007), WCF would be ineffective and even harmful. He argued that WCF was only useful to correct one and one production only (the one that has been corrected and/or graded), but that this feedback would definitively not prevent the learner from making the corrected mistakes again in future productions. He went on and pointed out that authors were using WCF to correct grammar by tradition and he explicitly denied the effectiveness of the traditional grammar correction that is made in classes.

He first looked at L1 writing skills and WCF by referring to various studies (Knoblauch and Brannon 1981; Hillocks 1986; Krashen, 1984; Leki, 1990) and argued that in this context, grammar correction was useless. To Truscott’s (1996) mind, this was not enough to claim that WCF would be ineffective in a L2 context, but it was a starting point for doubt.

He then mentioned various studies to prove that WCF would not be interesting in that context either. He turned to Semke’s study (1984). In this study, students were divided into four smaller groups, each of them receiving various types of feedback forms. One group only received comments regarding content, while the three other groups also had comments on errors, though given in different ways (one on both content and form, one only on form, and one on form without the corrections). This study showed that the group that made the best progress and improvement was the group who only had corrections regarding the content of their writings. Therefore, Truscott used that study, among others, to make his point. According to the author, it is traditionally tempting to believe in WCF because we assume that if a mistake is highlighted and corrected, a learner would and should remember it next time. However, he

went on and explained that this was an easy short-cut but that in reality, most learners would not remember those as learning is rarely immediate but is a gradable process.

He went further by saying that when teachers correct all the errors of a written production, a major part of those corrections is too difficult for the learner to understand, the student would not be ready to understand them. Furthermore, he claimed that learning was most efficient when combined with a low level of stress and that corrections tend to add stress for learners and to force them to face negative aspects of their abilities, therefore having a harmful impact on them. He added that the time used by teachers and students for corrections could be used for other aspects of learning and would be, from his point of view, more profitable. We should nonetheless keep in mind that Truscott specifically refers to grammar correction (excluding other types of corrections such as spelling errors, for instance).

With regard to those claims, Ferris (1999, 2004) defended that WCF could be profitable to learners depending on the quality of the correction. The author directly responded to Truscott's paper. She acknowledged that there were some aspects to review and improve when dealing with WCF, so she accepted some of its criticism, but claimed that WCF should remain a central aspect in teaching. That we just had to change the use we make of it and that we should better research the matter because Truscott's claims were, according to her, premature and lacked relevance and should therefore be further studied. She urged the need for further research.

She argued that we need to make a distinction between qualitative corrections and poorer corrections and that the effectiveness of WCF partly depends on this feature. She also argued that the conditions of studies cited by Truscott were too different every time, that he had exaggerated some points in order to support his own thesis and that he willingly denied evidence against his thesis. She went on and insisted on keeping corrections as most students wanted to receive those comments. Ferris thought that Truscott's opinion was not relevant as research was neither conclusive nor complete. In another paper in response to Truscott, Ferris (2004) claimed having done research for a few years and came to three conclusions (1) the research based on the question is not adequate; (2) inconsistencies made previous studies on error correction incomparable; and (3) existing research that existed at that moment predicted (without conclusively proving) positive effects from WCF.

She argued that without being completely sure of WCF's effectiveness, teachers feel as they have some sort of duty to correct their learners, who are demanding those corrections. She examined six studies (Ashwell, 2000; Fathman & Whalley, 1990; Ferris & Roberts, 2001;

Kepner, 1991; Polio et al., 1998; Semke, 1984) that investigated a comparison between correction and no correction. Three of them supported positive evidence that WCF was indeed effective and helpful in regard to learners towards progress (Ashwell, 2000; Fathman and Whalley, 1990; Ferris & Roberts, 2001). She added that one had found positive evidence as well but surprisingly interpreted it in a negative way (Kepner, 1991), that the study of Semke (1984) used by Truscott was not conclusive because some information was missing, and that finally, one was in favor of Truscott's claims and thesis (Polio et al., 1998). She maintained that those studies were all showing different results, making it impossible and irrelevant to state a strong point as Truscott attempted to, although those results seemed to be in favor of WCF.

Since the beginning of this controversy, many authors tried to arbitrate on the matter. Studies (Sheen 2007, Bitchener 2008, Ellis 2008, Ellis 2009, Sheen & Ellis 2011, Bitchener 2012) have since established that WCF can indeed be effective depending on the way it is used.

In order to prove that WCF could be effective and because previous studies lacked relevance, Bitchener made his own experiment and study (2008). Different types of correction were also investigated in order to see if some were more effective than others, meaning he attempted to go further than just seeing if WCF was useful or not for learners.

He decided to focus on CF that targeted a specific error category (two uses regarding the article system of the English language, 'a' and 'the'). What is more, he chose to integrate a specific design in his study: there was a pre-test and a post-test design, and the experiment was based on new productions from the same genre. He pointed out that previous research usually focused on revisions of pre-test productions rather than creation of new ones. Furthermore, there were four groups, including a control group (that did not receive WCF) to compare it with other groups to see if WCF would be effective. Bitchener chose to do so because previous studies never referred to a control group and were therefore, from his point of view, unable to make any statement regarding the effectiveness of WCF. The three other groups did not exactly receive the same types of feedback. Here are the different types that were used: direct corrective feedback; direct corrective feedback plus written meta-linguistic explanation; and direct corrective feedback plus written and oral meta-linguistic explanation. This is explained by the author (Bitchener, 2008) by the fact that previous research had only focused on comparing direct WCF with indirect WCF. Therefore, he chose to compare different ways of making use of direct WCF by adding meta-linguistic explanation. According to Bitchener (2008), direct WCF is just giving the correction without any context when meta-linguistic explanation provides the students with rules explaining the errors that occurred in their productions.

As Bitchener (2008) highlighted it, Ferris (2004) indicated the need for a study including several parameters: (1) a control group (which does not receive corrective feedback) in order to compare it with the others; (2) a longitudinal measurement of accuracy improvement in new pieces of writing by means of pre-test and post-test comparisons; (3) instruments that are valid measures of progress; and (4) an intensive targeting of one or only a few error categories at a time. Therefore, Bitchener integrated those variables in his study. As the researcher stated, this study was designed to answer three questions:

- (1) Does accuracy in the use of two functions of the English article system vary over time? (2) Does accuracy in the use of these features vary according to the type of corrective feedback provided? (3) Does accuracy in the use of these features vary as a result of the interaction of feedback type and time? (Bitchener, 2008, p. 109)

For each of the students' productions, they were asked to describe what they could see in a picture. The goal was to see how they would make use of 'a' as the determiner of something that is mentioned for the first time, and how they would make use of 'the' as the determiner of something they already mentioned. The second writing took place two weeks after the first one, but a few minutes after receiving CF. Finally, a third writing was realized two months later (without the students knowing when this would happen to prevent them from studying before it occurred).

His research results were the following ones: *(Table 3, students' progress according to feedback types*

(Bitchener, 2008)

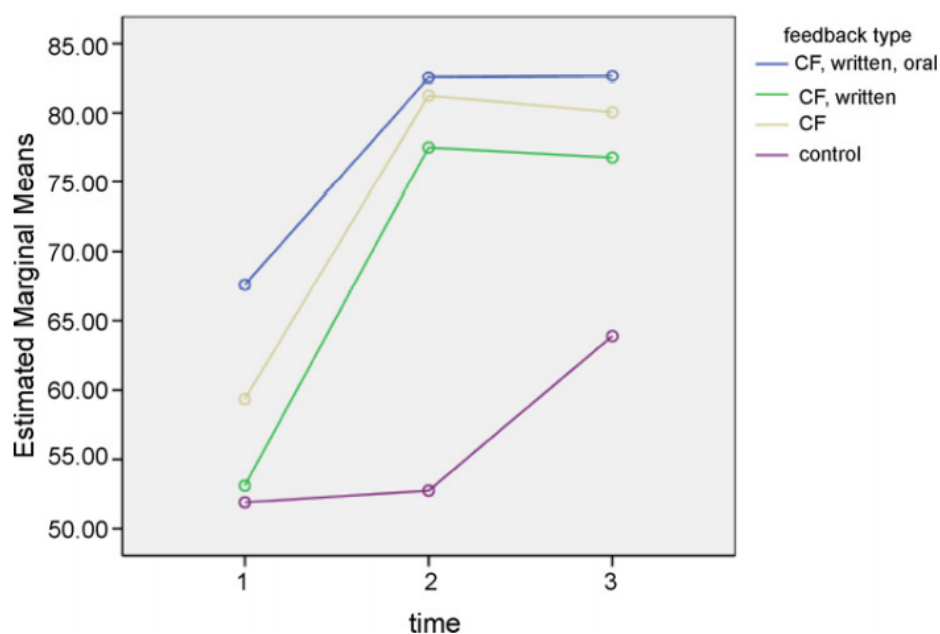


Fig. 1. Accuracy by group and time.

The results clearly indicate that significant progress was achieved by students who received a form of CF and that this progress was retained over a long period of time (2 months). The author used those to end the debate between Truscott (1996, 1999, 2007) and Ferris (1999, 2004).

More specifically, students receiving direct CF and meta-linguistic explanations outperformed the control group that did not receive any sort of CF. This was not a surprise. However, what was unanticipated was that the group receiving written meta-linguistic explanation in addition to direct CF had lower accuracy than the group that received CF without meta-linguistic explanation. As the author pointed out (Bitchener, 2008), it was certainly because the mean performance of group three was higher before the experiment. He also considered the possibility that the written explanation was not sufficient enough to have a relevant impact because the targeted feature had probably already been taught to students before.

The debate about the effectiveness of WCF has left many sceptical, which can explain the reason for on-going studies on the subject. However, this study should be considered as extremely valuable as it can put an end to this debate on the effectiveness of WCF, proving the significant effectiveness of the latter. Sheen & Ellis (in Hinkel, 2011) have concluded that the debate should now be closed as CF has been proved efficient in both oral and written forms. They also indicate that learners affirm their desire to be corrected in order to progress and that their consciousness of being corrected plays a major role in their acquisition. As we have seen, CF and WCF are complex phenomena that require more research and studies to complement education programs and teachers' practices. This once again justifies the interest of the present MA dissertation. Nowadays, WCF remains the subject of many studies that are still going on but focus on *how* WCF should be used rather than on *if* it should be.

2.2. WCF: various uses and strategies

WCF has now been proved to be efficient, as seen previously, but it can be used in many different ways. In the following paragraphs, we are going to see the possible strategies of use regarding WCF and what is promoted by researchers in order for it to be the most useful possible.

2.2.1. WCF – a negative form of feedback

Within the framework of corrections and errors, we can be confronted to different kinds of reactions. Some learners will embrace those errors and view them as an opportunity to progress and learn. However, some other learners will have great difficulties to see errors and corrections as a beneficial tool because they will feel discouraged. Their opinion of themselves will be dragged down and they will lose their confidence towards their ability to learn the language.

Ellis (2009) distinguished positive and negative feedback. Indeed, he explained that “Positive feedback affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance.” (p.3) He mentioned that little attention was given to positive feedback, in comparison with negative feedback. According to him, “negative feedback signals, in one way or another, that the learner’s utterance lacks veracity or is linguistically deviant. In other words, it is corrective in intent” (Ellis, 2009, p.3).

Sheen and Ellis (in Hinkel, 2011) refer to Ur (1996) to highlight the fact that even if WCF seems to be effective, it remains a negative form of feedback as it points out mistakes, which are often seen in a negative way by the learner.

Therefore, a solution to counteract this negative effect would be for teachers to also include positive forms of feedback in order to highlight good aspects in the pieces of writing they are grading.

That is the reason why Sheen & Ellis (2011) mention that linguistic features should not be the only aspect that is graded. For instance, teachers could also give marks and comments on particularly good writing features but also on the content or the organization of a written production instead of only grading linguistic aspects. When using other aspects for grading, it could encourage learners with difficulties to keep working towards progress.

Positive feedback has been shown to be a form of encouragement towards progress for the students. In fact, Lee (2017) illustrated that very well. The author referred to Hattie and Timperley (2007) when claiming that CF is said to be in the top five to ten features that affect students’ achievements the most, even though it of course depends on variables regarding different types of CF. Lee (2017) pointed out that CF is not always used in its most efficient way. According to the author, who referred to other authors (Hattie and Timperley, 2007),

feedback should be divided in three sections: ‘where I am going’/feed up; ‘how I am going’/feed back and ‘where to next’/feed forward.

In the first section, the ‘feed up’ part, specific and concrete goals must be given to learners in order for them to know what they are supposed to achieve, where they are going in terms of learning. To have a constructive form of feedback, the teacher must highlight the students’ performance in relation to these targeted goals when correcting. According to Lee (2017), this aspect is pivotal to effective learning. However, he mentioned that most of the time CF is not used properly and that teachers tend to give very general feedback comments, making generic feedback forms instead of specific and concrete feedback information. We can of course understand that what makes this goal difficult to achieve is often the school context. Indeed, teachers have many students and cannot often afford to always make very personal and specific feedback for each of their learners and for each of their productions. In order to do so, we could revise the teaching system by using several teachers for one group or just having smaller groups of students, as it is done in some other countries such as in Norway.

The second stage, called “feed back”, enables us to see the students’ progress. This stage should highlight clues to help learners go from their current level to the desired level. It is in relation with the first stage we have just seen. It must include very specific statements about what was well done, to congratulate the learner on the achievements made, and information about how to improve their productions. This second stage has to help learners to move forward in what they should and/or should not do, as a sort of diagnostic. Yet once more, Lee stated that most of the time, teachers give very general comments and that those tend to be quite negative, by for instance focusing on the fact that there were many grammatical errors. By doing so, this stage ends up by underlying learners’ weaknesses and making them feel judged instead of informing them of strengths and ways to reach the goals that were set for their learning.

At last, the ‘where to next’ stage must allow students to get information about what to do next. Indeed, teachers could offer suggestions for future challenges or ideas on how to cope with difficulties in the future.

By making use of those three stages in a proper way, CF should be rather effective according to Lee (2017).

One last way to encourage learners and use WCF in an efficient way would be to train learners how to best perform rewriting tasks. Indeed, Guénette (2012) referred to Chandler (2009) to point out the relevance of asking students to rewrite their corrected written

productions. When learners rewrite their texts, it would help them to notice, understand and remember the various corrections of their linguistic errors. Guénette (2012) insisted that students be able to self-correct their mistakes when rewriting. For instance, if a teacher is trying to cover a specific targeted structure that was the object of many errors from their learners, the teacher can provide an example of correction for this error type. Then, the teacher can ask their students to rewrite the productions and tell them to pay attention to the targeted structure.

2.2.2. *Focus vs. unfocused WCF*

Most authors seem to agree on the fact that correcting all linguistic mistakes is not a good idea. Studies point out that teachers should target one or two categories of errors per feedback moment, which is called “focused corrective feedback” (Sheen & Ellis, 2011).

As Lee (2017) depicted it by referring to other studies (Ferris et al. 2013), we can also call those two different approaches ‘comprehensive WCF’ (= unfocused, taking all error types into account) or ‘selective WCF’ (= focused, taking only some error types into account). Authors appear to be in favor of this selective/focused corrective feedback type.

For instance, Bitchener (2008) and Lee (2013) both mention that it makes more sense to target only a limited number of errors in an intensive way rather than underlying every error, otherwise learners are lost because of the information overload (Bitchener, 2008). Therefore, the multiple corrections become useless as learners will forget them among all the information that is given. Bitchener added that previous studies have shown more reliable results when focusing on very few categories of mistakes. While carrying out an experience himself, as we have previously seen, he therefore chose to focus on one targeted error: the article system of the English language with the distinction between *the* and *a*, for instance.

Sheen and Ellis (in Hinkel 2011) specify that the use of unfocused corrective feedback -feedback forms that do not target a category but correct all linguistic mistakes- has been proven profitable as well and that more comparative studies should be carried out regarding focused and unfocused feedback. They also insist on the need to be consistent and precise to obtain better results in the learning acquisition. Regarding the types of correction, several types exist and seem to be promoted by those authors. The teacher can directly correct the mistakes, but self-correction is also encouraged. Therefore, indirect correction from the teacher appears to be a valuable compromise as the teacher indicates an error but the students still have to correct it themselves. However, when dealing with this approach, it is necessary to make sure that the

student has the necessary knowledge for the correction, otherwise it will not be productive (Sheen & Ellis, in Hinkel, 2011).

Lee (2013, 2017), who also wrote on WCF, shares the same vision of the quantitative and qualitative aspects of categories that should be targeted in WCF. He relied on previous studies himself -including the various ones of Bitchener- and his personal experience as a teacher to point out that it has been proved more effective and efficient to focus on a few types of errors rather than correcting every error or mistake the student has committed (Lee, 2013). He quoted Bitchener by underlying the fact that a main argument in favor of selective WCF is that “it is less overwhelming and more manageable for L2 students than unfocused WCF as the latter can easily lead to ‘information overload’” (Lee, 2017, p. 67). He went on and added that focused WCF would apparently allow students to better understand their errors made in writing as it was argued by Ferris (1995) or Hendrickson (1980). Because of a smaller number of underlined and corrected errors, students would most likely remember and understand the corrections (Ellis et al. 2008).

However, Lee (2017) pointed out that studies that established those arguments were generally conducted in created contexts that were based on a small selection of errors (that were from a chosen category). In real-life conditions, students have to pay attention to a much bigger number of mistakes and error categories as Van Beuningen (2010) mentions it. Lee (2017) specifies that the better compromise would be for teachers to select several types of mistakes without correcting every error (Ferris 2010; Storch 2010).

What is interesting to know is that Lee underlined that our use of focused vs. unfocused WCF should depend on the learners’ levels. He mentioned that Bitchener and Ferris (2012) have concluded that we should use selective WCF with beginning learners for them to better remember rules and in order to not make them feel overwhelmed by the number of mistakes or unable to progress. This would allow them to gradually gain knowledge and avoid some errors in their written productions. However, comprehensive WCF would be more suitable for learners who do not make many mistakes and/or have an advanced level in the language.

Furthermore, he added that it would be more emotionally manageable for students to deal with only a few errors than with a major number of ones, as many mistakes can make students feel as they are failing (Lee, 2013).

Both of those authors agree on the fact that it would be more beneficial to effectively focus on few types of errors in WCF instead of pointing out every error of language.

2.2.3. *Errors vs. mistakes*

Regarding what should be included in WCF, Lee (2013) went even further than other authors by distinguishing errors from mistakes. Errors would be due to a lack of comprehension and should therefore be pointed out and worked on, but mistakes would only be due to failures from the learner's memory, and therefore perceived as minor compared to the gaps of learning that provoke errors (Lee, 2013, p.112).

Ellis (2009) mentioned that Corder (1967) distinguished “errors” from “mistakes” as well. According to Corder, an error occurs as the result of “lack of knowledge” (involving a gap in competence) (Ellis, 2009, p.6). However, it is said that a mistake is “a performance phenomenon, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automaticity” (Ellis, 2009, p.6).

If not all authors seem to make that distinction, we can nonetheless see that Corder and Lee's definitions concur.

Lee (2017), by referring to Bitchener and Ferris (2012), specified that when using focused WCF, it would be relevant to use this distinction. He went on by saying that teachers should distinguish mistakes (that are in fact errors that can easily be corrected by the learners themselves) from errors, that must be underlined by teachers because it would not be possible for learners to self-correct them. He mentioned the work of Ferris (1999, 2011) that operated a differentiation between treatable and untreatable errors. The first ones would be governed by rules while the second ones would not. This would be helpful to notice and focus on while using WCF as the latter would be more effective when dealing with treatable errors, according to Ferris. Finally, Lee (2017) mentioned focusing on high-frequency errors (that are context related) as Bitchener and Ferris (2012) highlighted it.

2.2.4. *Direct and indirect corrections*

When facing WCF, we can find direct and indirect corrections of errors. Ellis (2011, p.73) distinguished those in three ways: “direct corrections (underline/circle the error and provide the correct form); coded corrections (underline/circle the error and attach a code from a specified code list); and indirect corrections (underline/circle the error without providing a code or an answer).”

He studied WCF among teachers and pointed out that different combinations of various WCF types were mostly used in general. Although, among those three types, coded feedback seemed to be the most used.

In the following table, we can see examples of direct corrections:

Table 4, direct correction, Ellis (2008)

a	a	the
A dog stole bone from butcher . He escaped with having bone . When the dog was		
over	a	a
going through bridge over the river he found dog in the river.		

Every correct form is provided to the student by the teacher. As Ellis (2008) argued, this type of correction is particularly interesting and relevant to use with learners who would not be able to correct their mistakes themselves and who need explicit guidance. The researcher referred to other specialists such as Ferris and Roberts (2001) to claim that such direct corrections should be used with learners of rather low levels who usually lack proficiency. If this correction type is necessary for beginning learners, it unfortunately does not involve them in the correction process.

In the following table, we can see examples of coded corrections:

Table 5, coded correction, Ellis (2008)

A dog stole X bone from X butcher. He escaped with XhavingX X bone. When the dog was going XthroughX X bridge over XtheX river he found X dog in the river.	
X = missing word	
X __X = wrong word	

In this example, we can see coded corrections, which are mostly used according to Ellis (2008, 2011). The learner is informed of a certain type of mistake thanks to a code but is not given the right form as it would be the case with direct correction. The correction process, in this case, involves learners as they must look for the correct forms themselves. However, as Ellis (2008) mentioned it, it does not guarantee long-term learning. Indeed, he pointed out a debate between several studies (Lalande, 1982; Lee, 1997; Ferris and Robert, 2001) that contradict each other, and he therefore concluded that involving the student in their corrections is as relevant as not to, if the student has the ability and knowledge to self-correct the errors.

2.2.5. Peer-reviewing

Peer-review can also be another alternative when it comes to varying feedback forms. As Lee (2017) highlighted, many benefits can be gained from peer-reviewing/peer feedback, although some problematic features can also be identified.

For instance, Lee (2017) mentioned several studies (Nelson and Murphy 1992; Sengupta 1998; Tsui and Ng 2000; Tuzi 2004; Hu 2005; Rollinson 2005; Yang et al. 2006) to bring up some of the advantages WCF by peers can offer. Among those, we can find the following ones: “increasing audience awareness, enhancing students’ understanding of their own strengths and weaknesses in writing, fostering critical thinking, and promoting learner autonomy” (Lee, 2017, p. 59-60). Using peer-reviewing would enable learners to have a better understanding of what should appear in their productions and how those could be better understood from a reader’s point of view.

Even if those features have some great advantages, Lee listed some other studies (Nelson and Carson 1995; Min 2005, 2006, 2008), that showed disadvantages of this type of WCF. It appears that students are generally reluctant when dealing with peer-reviewing and would lack serious involvement. Furthermore, many highlighted their proficiency as being rather limited. Finally, school contexts would not allow peer-reviewing to be used at its best because of some constraints as time or class and group size.

Nonetheless, when followed by and guided with a good training, peer-reviewing can be very helpful for the students. Lee (2017) argued that it would sometimes motivate the corrected students to make more changes in their writing and that it should therefore be used with teacher feedback. Using those jointly would be beneficial in L2 writing. While the author mentioned that peer-reviewing studies were often conducted in the context of universities, he went on and claimed that it would also be useful for learners from secondary schools. He mentioned Woo et al. (2013) and Berggren (2015) who both established the effectiveness of peer-feedback among younger learners. We should note that Lee argued that using the L1 when it is the same for the students in peer-review can be helpful, especially in terms of content and organization.

It appears that making use of this strategy is therefore a good idea as it can be an effective tool for learning. We should nonetheless keep in mind that a training to peer-review is necessary for it to be the most relevant possible. Such training can allow learners to focus on global aspects rather than on local ones (Rahimi, 2013). Furthermore, it has been proved by

Ruegg (2015) that students who were trained to peer-review performed better than those who were not.

In order for students to be prepared for peer-reviewing, it is advised that teachers explain the purposes of peer-reviewing to learners (Lee, 2017). They must be told that if they do the task in a proper way, this type of WCF can help both their peers and themselves to progress, strengthening their writing skills. By learning to correct, they will learn how to review their own productions and to have a critical mind. Lee (2017) also recommended that teachers try to develop among students a positive attitude towards peer-reviewing through common discussions and by sharing questions and experiences about this particular type of correction. Of course, he also pointed out that this kind of experience had better effects when conducted in a good environment: learners should feel secure and what should be highlighted is the ability to try. Attempting and making efforts have to be put at a high position. In addition to these criteria, motivation remains the most needed aspect when dealing with peer-reviewing. Lee (2017) mentioned the idea of setting some goals pre-writing and then students should ask their peers to focus on those goals while correcting. If need be, the teacher can provide specific sheets to the learners. Still according to Lee (2017), grouping students in pairs appears to be better for young learners.

2.2.6. The use of L1 in L2 classes and feedback

According to Brown (2006), who refers to Williams and Burden (1991), teachers can choose to integrate the first language of students (L1) in their classes or not. The author does not seem to promote one way or the other and says teachers' choice just shows a reflection of what they believe is the better system. For instance, if a teacher only uses the second language (L2) without focusing on grammar instruction, it is fair to assume they think that the L2 is acquired in a similar way than the L1. In contrast, if an instructor uses the L1 to teach L2 grammar and/or accuracy with deeper explanations, they probably think the L2 can be learned through a contrastive analysis with the students' mother language. Both methods have been used in language teaching for many years.

Ellis (2016) mentioned that studies (Nakatsukasa and Loewen, 2015; Storch and Wigglesworth, 2003) showed the relevance of *sometimes* using the L1 to solve problems related to the L2, especially in communicative skills.

Hartshorn et al. (2010), explained that learners with a lower level and/or younger learners tend to be influenced by their first language when learning a second one, whilst students with higher proficiency appear to be less affected by their L1.

Those studies highlighted the potential positive impact of L1 use in L2 learning, but more specifically, De la Fuente (2015) showed interest in the use of L1 or L2 in **feedback**. The questions the researcher raised were the following ones: “Should advanced learners process explicit corrective feedback about the L2 as L2 input? Can learners effectively process it? Does L1 explicit feedback help or hinder awareness and further processing of L2 forms?” (De la Fuente, 2015, p. 174).

De la Fuente mentioned the need for explicit knowledge to foster language learning. She defined the latter as being “conscious, accessible through controlled processing” (De la Fuente, 2015, p.175) in opposition to the unconscious and easy language forms that are used in communication and often associated with language learning. When referring to this explicit knowledge, she wanted to put it in comparison with a set of conditions that Ellis (2006) defined as follows: “any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically, and/or process it in comprehension and/or production so that they can internalize it” (Ellis, 2006, p. 84 *in* De la Fuente, 2015, p.175). What was therefore relevant to analyze was the ability for learners to understand feedback according to the language used in the feedback. Basically, the main point was to see if explicit knowledge was more developed in L2 feedback or L1 feedback to see which one would be the most relevant to use.

Other studies are brought up by De la Fuente (2015), and those seem to favor the use of the L1 in feedback for beginning learners (Lado et al., 2013) and intermediate learners (Rosa & Leow, 2004). Based on such observations, it could be argued that advanced learners should be able to understand feedback given in the second language. However, De la Fuente (2015) quoted Cook (2001, p.408) in the following sentence: “even very advanced L2 learners are less efficient at absorbing metalinguistic information from the L2 than from the L1”. The researcher urged for more studies regarding the matter.

De la Fuente (2015) therefore conducted a study that showed a significant difference in learning that can be attributed to the different languages used in feedback. Indeed, when teaching a difficult Spanish grammar structure to English natives, learners who received feedback in their first language were able to outperform learners who received feedback written in the L2. Such research established that L1 feedback can provide more explicit knowledge for

learners of all levels. Even if it is especially more relevant for younger or beginner-level learners, it still applies to advanced students, despite the fact they can understand feedback given in the L2.

In conclusion, it can be argued that feedback given in the L1 can be more relevant than feedback given in the L2. The studies that were just mentioned proved that not only sometimes using the L1 can be beneficial for the students, but also that feedback in the L1 will foster their learning.

2.2.7. Differentiated instruction/feedback

Differentiated instruction is a growing concept in the teaching field. Dixon et al. (2014) pointed that all students learn differently and what will work for one learner will not specifically work for another one. Differentiated instruction is defined as follows by Tomlinson and Jarvis (2009, p. 599):

“Differentiation is an approach to curriculum and instruction that systematically takes student differences into account in designing opportunities for each student to engage with information and ideas and to develop essential skills. Differentiation provides a framework for responding to differences in students’ current and developing levels of readiness, their learning profiles, and their interests, to optimize the match between students and learning opportunities. These three dimensions of student difference can be addressed through adjustments to the content, process, products, and environments of student-learning, and each is justified by a research-based rationale.”

This concept enables teachers to consider their students individually instead of as a group and adjust their teaching according to individual and personal parameters. It gives them the opportunity to focus on the needs of each learner in order for them to learn in the best way possible according to their abilities, personalities, interests... Of course, such a practice requires a very high flexibility from teachers. However, those efforts will be in the best interest of the students and will ensure and maximize their instruction.

Yet, as Cai et al. (2019) argued, learners-related factors are a crucially missing aspect of feedback. They referred to Read et al. (2005), Boud and Molloy (2013) and Nicol (2013) to highlight that feedback depends on tone, quantity, timing and learners’ receptivity. Hence the importance of differentiated feedback.

To conduct their study, Cai et al. (2019) designed two different feedback types: a “promotion” feedback type, and a “prevention” feedback type. The first one emphasized what the learner has successfully achieved and promoted the potential goals they could reach if they do recommended activities. The second one focused on what the student did wrong and warned the learner of the consequences that may ensue if they do not realize the recommended activities. This system was based on the regulatory focus theory (Higgins, 1997) which distinguishes two self-regulation systems (promotion and prevention) that orient learners’ behaviors towards goals. The promotion system deals with aspirations, success, goals, progress. The prevention system is in regard with obligations, or responsibilities. In a nutshell, the former highlights risk-taking, and the latter incites to be rather prudent, as Cai et al. (2019) summarized it.

In the following table, examples of each feedback types are provided:

Table 6, Promotion and prevention feedback types, Cai et al. (2019)

Table 2. Examples of promotion and prevention feedback.

Promotion feedback	Prevention feedback
(a) Hello <i>Student Name</i> : ... You have successfully <i>achieved at least 70%</i> of the correct answers.	Hello <i>Student Name</i> : ... You <i>missed less than 30%</i> of the quiz items.
(b) ... Statistics is very important. Many college students <i>land great job opportunities because they have excellent statistical and analytical skills...</i>	... Statistics is very important. Many college students <i>fail to land good job opportunities because they lack statistical and analytical skills...</i>
(c) Asking questions to professors and tutors has been shown to be a great way to <i>improve course performance</i> .	Asking questions to professors and tutors has been shown to be a great way to <i>prevent any problems</i> .
(d) ... We have seen many students have <i>made huge progress... because they ask for help</i> with their study. If you have any questions..., please feel free to discuss them with the tutors at the Center for Academic Success...	... We have seen many students <i>fail to improve their performance... because they don't ask for help</i> with their study. If you have any questions..., please feel free to discuss them with the tutors at the Center for Academic Success...

To see if the use of different feedback types would impact the learners, the researchers created two different sets of conditions. The first set was made of students receiving the type of feedback that matched their regulatory focus. The second set was composed of learners receiving feedback from the opposite regulatory focus. To determine the regulatory focus type of each student, a questionnaire was addressed to the learners. From the researchers’ perspective, two questions were raised: (1) Is there a significant interaction effect between the students’ regulatory focus and the type of feedback they receive? (2) Would the above effects, if any, vary for students with different prior performance in the statistics course? (Cai et al., 2019, p.437). In addition to creating two different kinds of feedback, the researchers adapted those according to the level of the students (up to 5 various levels: above 90%, 81%–90%, 71%–80%, 61%–70%, 60% or below), creating a total of 10 possible situations.

They divided the students into three groups in the two sets of conditions: a group of high performances students, a group of middle performances students, and a group of low performances students. On the whole, results showed that differentiated feedback was beneficial for students from middle level, but did not impact higher and lower levels students in any kind of way.

Globally, it can be postulated that using differentiated feedback should be promoted in teaching as it has been proven effective for a major part of the students. Indeed, students from middle-level usually represent a larger proportion of learners than poorer and higher levels students. As the latter are not impacted in any way by differentiated feedback and as it helps most other learners, it should be used by teachers whenever it is manageable for them to do so.

2.2.8. Other approaches – mostly e-feedback

We have previously seen some other approaches of WCF such as dynamic WCF, for example. Another approach of WCF that could be relevant to work on would be WCF based on technology. Amid the Covid-19 pandemic context, most students are now facing distance education/learning and it is more relevant than ever to have a look at what technology can bring to WCF. Furthermore, our century has developed many technological devices and tools that can enable us to progress in various ways. It has some great potential.

Making use of electronic feedback forms has been considered in several studies and we can find both arguments for and against it, as Lee (2017) established. From a positive perspective, it would allow teachers to save a considerable amount of time. Furthermore, as is the case for peer-reviewing, it would foster learner autonomy. Lee based his claims on several studies such as Li et al. (2015); Wang et al. (2012) and Warschauer and Grimes (2008).

However, those types of feedback are sometimes criticized because of their (semi-)automatized aspect. Many researchers, such as Deane (2013), argue that written productions should be read by human readers. Finally, as highlighted by Lee, some researchers mention the lack of positive evidence in the impact of electronic feedback (Stevenson and Phakiti, 2014).

Nonetheless, electronic feedback remains a relevant tool that promotes AFL/AAL as it would encourage students to work and progress by themselves. Instead of using automatic electronic feedback, we could use programs that help teachers to correct, for instance.

Other than such (semi-)automatized types of feedback, it could be interesting to look at different ways of providing feedback through electronic means such as websites, apps, school

web-based platforms or even electronic documents. In such cases, feedback would be given and elaborated by the teacher and would not depend on artificial intelligence or natural language processing tools. With the progress of technology and the ability of new generations to make use of it, it is undeniable that technology will play a significant role in the future of schools and education. Furthermore, this is even more relevant to look at considering the Covid-19 lockdown context.

Whilst Tafazoli, Nosratzadeh and Hosseini (2013)'s article on *Computer-mediated corrective feedback in ESP courses: Reducing grammatical errors via Email* deals with English for Specific Purposes (ESP) and higher education students, it is still partly relevant to analyze because it can establish the efficiency of digital WCF. Furthermore, before the current 'online teaching' context, digital WCF was mostly used in higher education institutions and universities.

In their article, the authors present a study that they conducted to answer two questions: "(1) Is there any difference between the effect of electronic feedback as opposed to paper feedback on the grammatical accuracy of Iranian ESP students' writings? (2) What are the attitudes of ESP students towards electronic feedback in their courses?" (Tafazoli, Nosratzadeh and Hosseini, 2013, p. 355).

There were 86 participants to the study. Throughout the second semester of the academic year of 2012-2013, they regularly had to submit written assignments for which they would receive feedback on their grammatical accuracy. One class had to submit online assignments (they had to use Microsoft Word Processor, then send their work *via* emails) and the other one had to hand in traditional assignments (on paper) to their teachers. In both context, students received feedback where wrong words/phrases were underlined, and the right forms were included. The class that had to submit their assignments via emails received e-feedback while the other class received in-class feedback.

Before making this experiment, it is worth knowing that the researchers made sure the two groups were of comparable levels in grammar and computer familiarity thanks to several tests that were realized for the study. After having written their assignments and received feedback, a post-test was done to measure the difference in progress between the two groups. The results showed a significant difference between the two classrooms: the students who benefited from e-feedback made fewer grammatical errors than the others. Therefore, Tafazoli, Nosratzadeh and Hosseini (2013) stated that it appears that computer-mediated feedback has a bigger influence on learners' writing accuracy than traditional feedback. However, as the

authors pointed out, we should keep in mind that electronic devices offered features to their users such as highlighting spelling errors or wrong verb agreements, which can impact the results.

Chang, Watson, et al. (2012) also compared e-feedback and traditional feedback by addressing the students' preference. Once again, it was in the context of higher education but this study can still provide insight into what could be beneficial for secondary school students.

First and foremost, the authors referred to many studies (Dickinson, 1992; Seliem & Ahmed, 2009; Chang, 2011; Dickinson, 1992) to compare the advantages and disadvantages of both feedback types. They pointed out that the timeliness of e-feedback was generally more helpful in the process of learning. They also highlighted that this feedback type was more encouraging for students overall. Finally, e-feedback would "tone down criticism on feedback" (Dickinson, p.6. in Chang, Watson, et al. 2012).

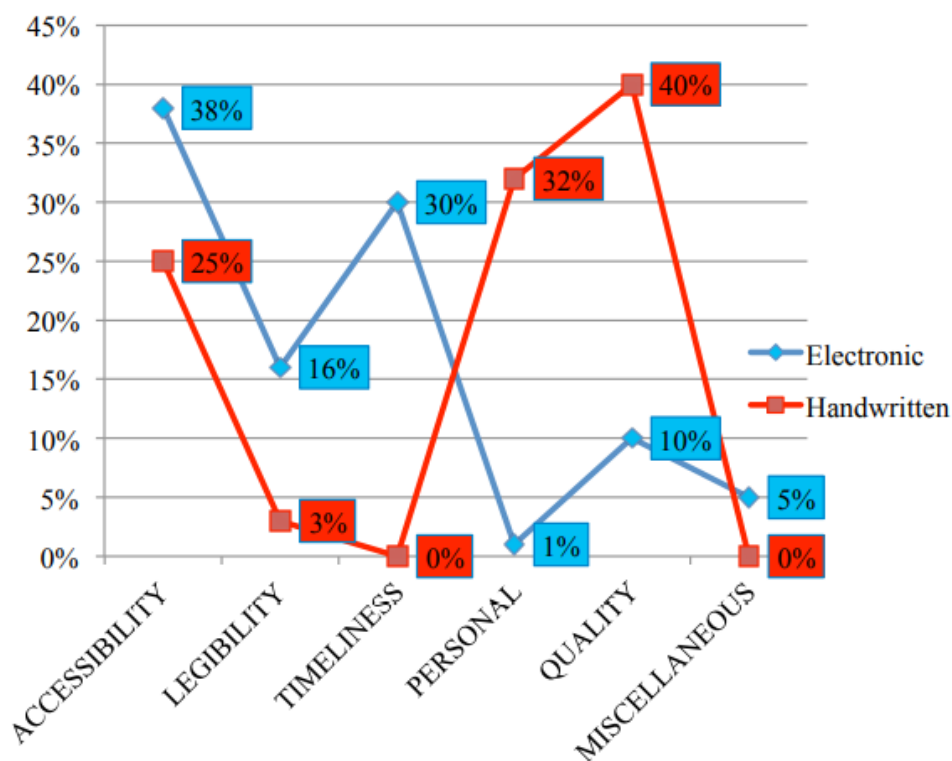
Despite those significant advantages, the authors also mention previous studies that showed some disinterest from the students -or even antipathy- towards electronic feedback (Ferguson, 2011; Scott, 2006 in Chang, Watson, et al. 2012). What was mostly argued was that in the context of electronic feedback, there was a lack of social contact and interaction (Scott, 2006; Price et al., 2010 in Chang, Watson, et al. 2012). However, it was sometimes claimed that WCF was too difficult for students to understand because of the illegibility of their teachers' handwriting (Denton et al., 2008; Ferguson, 2011; Price, et al., 2010 in Chang, Watson, et al. 2012) which could require an oral meeting to clarify feedback comments. This would rarely be an issue with e-feedback.

Chang, Watson, et al. (2012) created a questionnaire in order to determine the learners' preferences between handwritten feedback and electronic feedback. In this context, the definition used for electronic feedback was the following one: "feedback that is typed and shared electronically with students via emails, forums, Facebook, etc." (Chang, Watson, et al., 2012, p. 5). They gathered the answers of 250 students.

Six different parameters/topics were taken into account: accessibility, timeliness, legibility, quality, personable, and miscellaneous. The results showed a preference for electronic feedback over handwritten feedback. Indeed, 68% of them indicated their preference for e-feedback against 32% in favour of the traditional feedback type.

In the following chart, we can see the results:

Table 7, Students' preference between e-feedback and handwritten feedback, (Chang, Watson, et al., 2012)



In general terms, students tended to say that e-feedback was easier because access to this feedback type is possible anywhere any time: they can check their feedback on their smartphones and just need an internet access. They also specified that it was more manageable for them to organize and consult their feedback forms when those were electronic, when handwritten feedback could easily get lost or misplaced. However, some students stated that paper feedback was more convenient because it did not require electronic devices such as a computer or a smartphone. Students added that teachers tended to give feedback faster online than in class. Moreover, learners are always sure to properly read and understand e-feedback thanks to dactylography. Interestingly enough, students also pointed out that e-feedback was probably better for environmental reasons, which seems to matter to them (Chang, Watson, et al., 2012).

Considering that technology is highly integrated in our society and in current school systems, it is worth taking these studies into account when dealing with feedback.

Chapter 3: Methodological aspects

3.1. Context of research

As previously mentioned, this dissertation focuses on English learners who study English in secondary schools from the Fédération Wallonie-Bruxelles (FWB). Two types of populations were targeted.

The educational system in Belgium is made of three cycles. Each of those cycle lasts two years. While the first cycle is common to every student, the last two are divided in what we call “streams”. There are four of them: general, technical, art, vocational. In the present dissertation, the focus was put on students and teachers from the second and third cycle from the general stream. More precisely, we will analyse WCF given to students from the last three years of the most typical academic path (in terms of number of students that follow it) in the FWB.

First, an online survey was created. The questionnaire was designed using *Google Forms* and was shared on social media to reach a rather large audience. It was made for English teachers and aimed at establishing a general overview of the various ways of correcting and grading that are applied in the targeted schools. This sample is based on 25 teachers from different schools. This makes up the first public that was targeted.

The second observational part of the present study was conducted in two EFL classrooms from secondary schools depending on different education networks. The two schools were from the same region (Brabant Wallon, in the French-speaking part of Belgium) and will be anonymized. The first school is a private school from the SeGEC, the network who mainly organizes the educational programs of Catholic schools. We will now refer to this school as “School A”. The second school, “School B”, is a school from the official network of the French Community. Two teachers were contacted (one from each school) and were asked to share samples of their students’ corrected written productions. Both of those classrooms are made up of students that study English as their second foreign language (LM2).

3.2. External and internal comparisons

We will first analyse the questionnaire, which aims at giving us a general view of the proportion of various correction strategies used by teachers from schools from the FWB.

3.2.1. *Questionnaire*

Fifteen questions were included in the online survey:

1. How often do your students write written productions?

Every day – Twice a week - Twice a month - Every month - Less than once a month

2. When do you correct your students' written language?

Only in written productions - As soon as I see a mistake, even in an exercise or a test based on another skill

3. Do your students write their productions on paper or on computer?

On paper only – On computer only - Both, but mostly on paper - Both, but mostly on computer

4. Is your feedback general (for the whole group) or individual?

General only - Individual only - Always both - Usually personal, but if a mistake is general I will correct it for the whole group

5. When grading, which aspects do you correct?

Form only (grammar, spelling, vocabulary...) - Content only (structure, coherence, relevance...) - Both, but mostly form - Both, but mainly content - Both, in an equal way

6. Do you sometimes correct several times the same written production (implying students can rewrite it)?

No, I only correct a written production once - Yes, they can always rewrite their productions - Yes, they can sometimes rewrite their productions

7. What do you correct?

Every mistake - Only mistakes about what is currently being taught - Mistakes about what is currently being taught and serious mistakes

8. If the very same mistake keeps happening in a production, you correct it...

Every time - Once, but I alert the student of this repetition - Only once without any other comment

9. For your corrections, what do you use (several answers possible)?

A colour code (e.g.: red for wrong tenses, green for vocabulary, blue for coherence/cohesion...) - A letter code (e.g.: V for vocabulary, G for grammar...) - I underline or circle - I write comments

10. Do you give the right answer/form when you point a mistake?

Yes, to be sure the student gets the right answer/form - No, I let students correct their own mistakes for them to better remember those

11. Do you sometimes use French in your corrections?

Yes, a lot - Yes, a little bit - No, never

12. Does your way of grading and correcting change according to your classes' level?

No, I do not change my way of correcting - Yes, I adapt my corrections (e.g.: less French than with other classes...)

13. Do you sometimes use peer-reviewing?

Yes, it's useful and beneficial - No, it is useless

14. Do you have guidelines about correcting?

Yes, my superiors gave me directions - We have decided the correction modalities collaboratively with colleagues - No, I correct as I wish to do so

15. (Open question) Don't hesitate to share additional comments on the way you address corrections

The questions were linked to the theoretical aspects we have previously discussed in order to establish a correlation between what researchers highlighted in their studies on WCF and what teachers actually do when they give feedback to their learners. We will analyze the answers to those questions and provide a general overview of the current situation before analyzing the samples provided by the teachers more in depth.

3.2.2. *Samples of written productions*

The two teachers who agreed to participate in this study were asked to share three types of corrected written productions: one of very good level, one of medium level and one of poor level. This would enable the present study to make a double comparison: (1) comparing the practices from teachers in different educational networks and (2) comparing each teacher's corrections according to the different levels of their students. Therefore, we have an *external*-comparison (between the two teachers/two systems) and an *internal*-comparison (between the different corrections of a same teacher).

It must be noted that precise grades were not specifically asked and that the assessment of what constituted a “very good level”, “medium level” and “poor level” was left to the interpretation of each teacher.

School A teacher provided six corrected written productions: two of each type (even though only three were initially asked). Those were productions written by six different students. The first three came from one classroom, and the other three from another one. The two classrooms (and therefore the six students) are supposed to be of the same level: both are in the last year of the third cycle of the educational program in Belgium. The grades that were provided were the following ones: 8/20, 8/20, 13/20, 13,5/20, 18/20 and 18,5/20.

School B teacher chose to give three corrected written productions as initially asked. Two of the chosen students were from the same group, in the first year of the last cycle. The third student was from a classroom from the second year of the last cycle, as the students who were chosen by the school A teacher. The provided grades were the following ones: 3/30, 14/30 and 24/30.

Both teachers use an evaluation grid, which can be found in the annexes of the present study, alongside the corrected written productions. As for the schools and the teachers, the students will be anonymized.

PART II: PRACTICAL ANALYSIS

Chapter 4: practical analysis: current practices in the FWB

4.1. Context of written productions – ways of correcting

In the following paragraphs, an analysis of the answers to the online questionnaire is provided. Such an analysis provides an overview of the current practices in the FWB before going into the deeper analysis of corrected written production samples. Those practices will be compared against the previous theoretical chapters.

4.1.1. Frequency of written productions in FWB secondary schools

According to the teachers' answers to the online survey, 50% of them ask their students to write a production approximatively twice a month. The second most chosen answer was "every month", as 37.5% of them pointed out. Only 8.3% of those instructors chose "less than once a month". Even fewer of them, that is to say 4.2%, stated that their learners write productions on a weekly basis.

As those results indicate, it is clear that written productions are a major part of learning in English classes from FWB schools. WCF is given as often as productions are required by the teacher and is therefore very present in our research context. As previously seen, WCF has a considerable impact on students' learning and progress. Consequently, it is relevant to analyze current WCF practices in the FWB.

4.1.2. Contexts in which teachers correct students' written mistakes

To the question "When do you correct your students' written language?", two answers were possible: "Only in written productions" or "As soon as I see a mistake, even in an exercise or a test based on another skill". The first answer was chosen by 83.3% of the teachers while the second one was picked by 16.7% of them.

Correcting written mistakes is, as Ellis (2009) highlighted, a negative type of feedback as it underscores what the learner did wrong. Referring to Ur (1996), Sheen and Ellis (2011) explained that negative feedback can discourage students. Therefore, it would be wise and relevant to keep written corrections for written productions only and to integrate positive comments as well. Pointing out and/or correcting errors in exercises or tests that are not part of the written production context could destabilize learners and prevent them from progressing.

Exercises and other skills tests should be seen and used as an opportunity to learn more with enthusiasm without it being focused on grammatical mistakes.

Fortunately, it is what the majority of teachers from the FWB seem to do if we take into account this online survey as less than 20% of them correct students' errors in contexts other than written productions.

4.1.3. Medium of production/correction used: paper vs. computer

For 62.5% of the educators, their students use both computer and paper for their written productions but mostly paper. A third of them, that is 33.3%, instruct their learners to use paper only. The remaining 4.2% stated that their students also use both computer and paper but mostly computer. None declared that their students only use computer.

Currently, there is still a clear predominance of paper in the FWB school system. Nonetheless, as previously mentioned, the use of technology is growing in both society and education. That may also explain the preference of students for e-feedback rather than traditional WCF: nowadays, students are very comfortable with technological devices and are always connected, as Chang, Watson, et al. (2012) showed in their article where students had a preference for e-feedback. Whilst the study those researchers conducted was based on slightly older learners, we can hypothesize that those results can also be applied to students from the third cycle of education in the FWB, as the age gap is very small, and students of this age are also very connected. Furthermore, the current pandemic has fostered the use of technology in classrooms and has shown the potential of digital tools. Using computer for productions and correction can be relevant and will probably be increasingly used in future years.

4.1.4. Rewriting a production: an under-exploited task

Rewriting tasks are not commonly used. Around half of the teachers (54.2%) said they would *sometimes* let students rewrite their pieces of writing. More than a third of them (37.5%) said they would *never* do it. Finally, 8.3% of them declared rewriting tasks were *always* instructed when dealing with written productions.

Rewriting tasks should probably be encouraged more as Guénette (2012) highlighted their value for learning. The researcher pointed that rewriting their texts would help students to understand and remember the errors they previously made. Therefore, promoting rewriting would be profitable and encouraging. In fact, as a concrete example, this very study/dissertation

has been the object of various corrections from its supervisor and rewriting of sections by its author, and this has been helpful.

4.1.5. General and individual feedback in FWB

No teacher said they were using general feedback only. In fact, 75% of them confirmed they were always giving individual feedback but that they would globally correct a mistake that occurred in several productions. Both general and personal feedback types are always jointly used for 20.8% of those teachers. Lastly, 4.2% declared they were only using personal feedback but never general feedback.

Using both personal and general feedback with a group of learners can be beneficial for the students' learning. Indeed, WCF has been shown more individual and targeted than OCF, which can be helpful for students as it is part of differentiated instruction (which means the teacher tries to meet the individual needs of their students).

However, Pawlak (2012) pointed out that this could also be a negative aspect of WCF as a general and oral feedback form makes the corrections available for everyone. According to the researcher, WCF would prevent learners to discuss the mistakes or problems that were highlighted by the teacher. Therefore, using both WCF and general oral feedback regarding written productions can turn out to be a compromise that would be the most valuable choice of correction. Every student could benefit from written personal feedback, as it implies differentiated instruction. At the same time, the whole group could gain from a general oral correction which would encourage discussion and enhance learning. The teachers who answered the online survey tend to use them jointly as the results show that most of them employ both.

4.1.6. Various ways of pointing mistakes

A noticeable majority of the participants underline or circle mistakes (87.5%) and/or write metalinguistic comments on their students' productions (83.3%). Around half of them (54.2%) use a letter code and 8.3% a color code. When using a code (letter or color), it goes with underlining and/or circles.

Such correction types are direct corrections and coded corrections as classified by Ellis (2008). Ellis pointed that coded corrections were generally the most frequent. Here, in the FWB, teachers tend to write metalinguistic comments more than they use codes.

When correcting, 54.2% of the participants said they usually point mistakes without providing corrections. This would implicate the students in the correction process as they would have to find the right forms themselves. In contrast, 45.8% of the teachers said they always provide the right linguistic features to the learners to make sure they would get the right forms.

However, we have seen that Ellis (2008), by referring to several studies (Lalande, 1982; Lee, 1997; Ferris and Robert, 2001), established that involving the learner in self-correction would not guarantee long-term learning. Of course, when learners have to correct their own mistakes, they should have the sufficient knowledge to do so. The risk is that students receive their copies without even correcting the errors. What seems to be a good compromise would be to let the learners correct their own mistakes by using a rewriting task, which has been proven useful.

4.1.7. Corrected aspects when grading

When a teacher has to grade their students' productions, they are confronted to both form (grammar, spelling, vocabulary...) and content (structure, coherence, relevance...). Both are considered and corrected equally for 62.5% of the teachers. Both aspects are also corrected for 29.2% but with a focus on form, versus 4.2% who also corrected both but with a focus on content. Finally, 4.2% correct form only.

As already stated, it is important to grade other aspects than linguistic features, according to Sheen and Ellis (2011). Indeed, in agreement with the idea of offering a positive feedback type, it would be beneficial for learners that teachers also focus on content or the organization of written productions. When graded on such features, learners are encouraged to keep working and making efforts. It often gives them the impression of having more value to their pieces of writing. As linguistic features are often what is more difficult for them, focusing on aspects that are less problematic can make them feel better about their writing abilities. Furthermore, making a proper use of content features is also useful when learning a language.

Therefore, it is necessary for teachers to consider both form and content, which appears to generally be the case in the FWB.

4.1.8. Types of mistakes that are corrected

When asked what they usually correct, 87.5% of the participants stated they always correct every mistake from their learners' written productions. In contrast, only 12.5% of them indicated that they correct mistakes about what is currently being taught in class and serious mistakes that may occur in the productions. None declared only correcting mistakes about what is currently being taught.

This must be put in parallel with focused (= selective) and unfocused (= comprehensive) feedback. As a reminder, using focused WCF means taking into account only some error types versus taking all error types in consideration when using unfocused WCF. Researchers showed that focused feedback seemed to generally be the better choice (Sheen & Ellis, 2011; Lee, 2017; Ferris et al., 2013; Bitchener, 2008).

Both Bitchener (2008) and Lee (2013) pointed that correcting all errors would be a distraction for students, who would be lost because of the information overload it entails. Consequently, learners will forget most of the corrections among the information that is provided. When facing a smaller number of errors, students tend to better remember the corrections and the mistakes they made (Ellis et al., 2008). Furthermore, it is emotionally more manageable for learners to deal with fewer pointed errors, so they do not feel as if they were failing (Lee, 2013, 2017). What is more, targeting only a few error types would enable teachers to gain some time when correcting. On the whole, researchers established that a focus should be put on quality rather than quantity.

Nonetheless, Lee (2013, 2017) highlighted the importance of considering the learners' level when choosing between focused and unfocused feedback. Indeed, selective feedback would be interesting to use with beginning learners so they can remember major linguistic rules without being discouraged by large amounts of mistakes. This would help them to gradually avoid mistakes in productions, as previously seen. On the other hand, comprehensive feedback should be used with advanced learners as they do not need to learn major linguistic rules but need more specific corrections.

As the online survey indicates, a considerable majority of teachers from the FWB stated they tend to correct every mistake in a production. Secondary schools' students do not usually have a very high level of English. Therefore, instead of using unfocused feedback, it would be interesting for teachers to turn to focused feedback as learners could benefit from it.

If the very same mistake/mistake type keeps appearing in a written production, 54.2% of the teachers said they would correct it each time. The approximate other half of them (45.8%) said they would correct it once but alert the student of this repetition. None stated they would only correct it once without other indication.

As seen earlier, Lee (2013) distinguishes errors from mistakes. Errors are due to a lack of comprehension, but mistakes are only due to temporary failures from the learner's memory (Lee, 2013, p.112). According to the researcher, errors should be part of WCF because they imply a gap of learning, but mistakes are rather minor. Therefore, if a wrong form keeps happening in a written production, it is what Lee brands as 'error' and it must be corrected. However, rather than just pointing it or providing the right form, reminding the linguistic rule(s) to the students is important, to keep them from making this error in the future.

4.1.9. The use of peer-reviewing

Peer-reviewing has been established as a way of varying feedback types. Two thirds (66.7%) of the teachers from the FWB declared they sometimes use peer-reviewing because they perceive it as useful and beneficial for the students versus a third of them (33.3%) who said they never use peer-reviewing and see it as useless. It must be noted that in the open section for comments, one of the participants said they would gladly use peer-reviewing for other skills but that they found it difficult to use when dealing with written productions. Another one said they find it helpful but only rarely use it, without further explanation.

As mentioned previously, this feedback type can be relevant to use. As a reminder, Lee (2017) pointed several advantages of peer-reviewing such as "increasing audience awareness, enhancing students' understanding of their own strengths and weaknesses in writing, fostering critical thinking, and promoting learner autonomy" (Lee, 2017, p. 59-60). Peer-reviewing is also a good strategy to enable learners to better understand what their own writing should look like, because they adopt a reader's point of view.

However, the researcher also pointed out several issues of this feedback type, such as a lack of motivation and seriousness. In order to counter those problems, previous training must be given to foster peer-reviewing. For instance, the teacher must explicitly explain the benefits that can come from this feedback activity. It is necessary to highlight that peer-reviewing helps both the reader and the writer to progress at the same time, as previously mentioned. According to Rahimi (2013), the idea of focusing on global aspects rather than local ones should also be

encouraged. Interestingly, Lee (2017) mentioned that using a common L1 in peer-reviewing is helpful for students.

Two thirds of the teachers from the FWB sometimes use peer-reviewing. What can be an issue in this context is that ‘sometimes’ is rather vague. In those two thirds, maybe only a few teachers regularly use peer-reviewing. Furthermore, at least one third of them never make use of this feedback form. Consequently, it would be beneficial to promote peer-reviewing in secondary schools from the FWB, and to encourage teachers to train their students for this feedback use.

4.1.10. The use of French in corrections

In the present study, the context of research gathered students that all shared the same L1, that is French. In the online survey, teachers from the FWB were asked if they used French in their corrections and feedback.

Around half of them (45.8%) said they used *a little bit* of French in their corrections, 29.2% declared referring *a lot* to the L1, and precisely a quarter of them announced *never* using it in feedback.

On the whole, less than a third of the participants use a lot of French in their corrections, which could represent an issue when considering the studies that were previously mentioned. Indeed, not only those have shown the usefulness of using the L1 in L2 classes (Brown, 2006; Hartshorn et al., 2010; Ellis, 2016), but De la Fuente (2015) proved the beneficial aspects of using the L1 in feedback. Her research has established that feedback given in the L1 provided more explicit knowledge to learners, which was necessary for a good understanding of the pointed mistakes. This was particularly predominant for young learners or for those with a beginner level, but also for advanced students. In the present context, learners’ ages go from around 15 to 18, which is rather young, and their level ranges from beginner to intermediate.

When taking this into consideration, it can be posited that feedback should preferably be given in French for those learners. However, a quarter of the teachers said they would never use French in their feedback and around half of them that they would only use it a little bit. It would be relevant to turn to the L1 more often to insure a better progress for the students. Of course, learners of higher levels can understand feedback given in the L2 but would still make better performances if they received constructive feedback in the L1.

4.1.11. Adaptation of corrections

The teachers who answered the online survey were asked if they usually make adaptations or changes in their corrections and feedback from one student to another. To this question, 37.5% of them declared they would not adapt their feedback comments and 62.5% said they would sometimes do it. As an example of changes made according to the students' levels, less or more use of the L1 in correction was given.

On the whole, approximately a third of the teachers never adapt their corrections. Among the two other thirds, changes according to the students' level are made. However, this does not really coincide with differentiated feedback as Cai et al. (2019) recommended it. As previously covered, those researchers showed that using the regulatory focus theory to either give promotion feedback or prevention feedback could be relevant for most students, that is to say learners who have a medium level. Such students would make better progress if feedback was given according to their personalities. Learners from poor and high levels would not be positively or negatively impacted. Therefore, it could be interesting to make the students take a test to see their regulatory focus type and give them the proper feedback type. Some of them would need their feedback to focus on success, progress, aspirations or aims. Others would develop better with feedback involving precautions or responsibilities. To summarize, it could be interesting for teachers to use differentiated feedback.

Interestingly, one of the teachers said in the open section they invest a lot of time in feedback and create specific exercises for students according to the problems they encounter when writing. Unfortunately, this does not reflect the majority of teachers in the FWB and seems rather difficult to manage in those teaching conditions.

4.1.12. Summary: global types of correction

Before setting a general conclusion on the correction types that are used, it must be noted that only 58.3% of the teachers have absolute freedom of choice regarding the way they correct their students. A third of the teachers (33.33%) said they collaboratively decided the correction modalities with their colleagues. Finally, 8.3% said their superiors gave them directions on how they should correct learners. Therefore, not all of these types of correction are the choice of the teachers who apply them.

In conclusion, we can see that for about half of the criteria, a majority of teachers seem to do what researchers preconize: they usually correct mistakes in written productions contexts

only, they correct both form and content, they sometimes use peer-reviewing in their classes, and they tend to use the L1 (French) both in feedback and teaching. Regarding other aspects, such as the common use of personal and general/oral feedback and the use of differentiated feedback, teachers partly do what researchers recommend. However, on the use of computer, rewriting tasks and focused feedback, teachers from the FWB should seemingly have to update some correction habits to make their feedback more effective and relevant.

Now that we have provided a general overview of current teaching practices in the FWB, we will analyze correction samples in more depth.

4.2. Changes in corrections according to the student's level

4.2.1. Teacher A

As previously mentioned, School A teacher provided six corrected written productions, two for each level asked. The students were all in the last year of the third cycle from the FWB educational program, but from different classes. They were asked to write around 150 words on the topic “Taking risks”.

It should be noted that teacher A uses a French code made up of four letters: P for ‘pertinence’ (relevance; but the teacher specified that it also takes originality and taking risks into account), V for ‘vocabulaire’ (vocabulary), C for ‘cohérence’ (coherence), G for ‘grammaire’ (grammar). Each of these categories make up a quarter of the overall mark. At the bottom of the production page, they write “P: x/5, V: x/5, C:x/5, G:x/5” in order for the students to be aware of the repartition of their marks. This illustrates that Teacher A chose to correct both form and content, in what appears to be an equal way.

4.2.1.1. Analysis of good productions

- First good production: 18.5/20

Student 1 wrote a total of 165 words. Teacher A underlined and circled six elements they considered as mistakes. Those were the following ones:

- “A lot of people dare do something **their** are afraid of”

Regarding this mistake, the teacher only circled it without providing the right form. However, the letter “G” could be found on the page margin, letting the student know their error was related to grammar.

- “**Personnally**, I agree with the title of the text”

For this error, the double letter ‘n’ was circled and the teacher indicated the letter “V” in the margin.

- “If you don’t take risks, your life will be boring and you won’t have **something** different”

In this case, the word “something” was underlined and the word “anything” was provided above the first one. The teacher provided the answer, and the letter “G” was written in the page margin.

- “Let me explain, you don’t have to **always** make “all-in” decisions”

For this section, the original sentence from the first student did not include the word “always”. Teacher A considered it was missing and added it, without any letter or comment in the margin.

- “This was **in** theory but actually it’s really difficult to dare things”

For this fifth sentence, Teacher A crossed the preposition ‘in’ and wrote ‘the’ right above it. The letter in the page margin was a G.

- “**Next to that**, I would never take not reasoned “all-in” decisions”

Finally, Teacher A underlined “Next to that”, added a V in the margin, and wrote “Besides” as the right form for the student’s sentence.

Teacher A gave 18.5/20 as a global mark but did not provide any additional comments on the matter. The marks were given as follows: 5/5 for P, 4.5/5 for V, 5/5 for C and 4/5 for G. Apparently, 0.25 point is taken for each mistake from a letter type as there were 3 Gs in the margin and 2 Vs and 1.5 point taken down.

Teacher A seems to use both underlying and circling when correcting. However, in both cases where circling was used (for ‘their’ and ‘personnally’), the right form was not provided. The only indication towards the mistake was the letter in the page margin. This must mean that Teacher A thinks the student has the sufficient knowledge to self-correct these mistakes.

However, when Teacher A chose to underline or cross out a mistake (for ‘something’, ‘in’ and ‘next to that’), the right form was always provided alongside the letter from the page margin.

No letter was provided when Teacher A chose to add ‘always’ in the third sentence. It could be assumed that it means it was not an error in the teacher’s mind but that it was rather a suggestion to enrich the student’s production.

- Second good production: 18/20

Student 2 wrote a total of 258 words, which was way more than what was required. Even if went against the writing guidelines (which required 150 words), Teacher A specified not taking marks off for this as very few students usually write more than what is initially asked and they therefore chose to leave it without it being an issue. Indeed, Teacher A sees this form of involvement as a very positive behavior.

Regarding the text in itself, several problems were pointed by Teacher A:

- “In our society, we belittle a lot of people who **takes** risks but for some reasons, fail.”

The final ‘s’ of the word ‘takes’ was crossed by Teacher A, and the letter ‘G’ was written in the page margin.

- “The twelve types of risks in the text are the twelve most common reasons why we don’t improve our lives. Indeed, if you don’t take risks (not stupid risks) you will be “stuck” in your life. Nothing will change and you will always regret those choices you didn’t make. A great philosopher once told me that “better to live with remorse than regrets” and he was absolutely right. If you still don’t agree, let me tell you this, what do you have to lose? In most **of the** cases, you don’t dare do something just because you are afraid of what people think about you, and in fact, it’s true, everyone judges everyone, it’s a normal behaviour. But you’ve probably noticed that actually, they don’t even remember who you are and surely what you have done. What I want to explain is that the way people look at you *don’t* have to be a break at your expectations. Failure is a part of success and imagine if you succeed all the things **who** will be **beter** for you and even for the others.”

The whole paragraph was problematic for the teacher, who indicated the letter ‘C’ in the margin, meaning this text fragment lacked coherence on its whole. Furthermore, local problems were pointed within the paragraph.

For example, “of the” (see section in bold) was crossed by Teacher A and was accompanied by the letter ‘V’. The “who” in the last sentence was circled and the letter ‘G’ was indicated. Finally, “beter” was underlined and ‘V’ was written in the margin.

It should be noted that a mistake was missed by Teacher A (see *don't* in italics). However, this can be explained because of the coherence problem: the teacher seemed to have difficulties to read this section and may have missed a mistake for this reason.

- “For finish, risks are obviously something **who's** really dangerous if you are not careful, but sometimes, it is the best way to be more confident in yourself and improved your life.”

For this last section, Teacher A circled “who”, without adding any letter or other comment. Teacher A also wrote “= self-confident” under “confident in yourself”, without any letter or additional comment either.

At the bottom of the page, the marks were given as follows: 5/5 for P, 4.5/5 for V, 4/5 for C and 4.5/5 for G. 5 letters were indicated in the margin for this second student, just as for the first one. However, the second student received 18/20 instead of 18.5 as a final mark. This is probably explained by the ‘C’, that concerned a whole paragraph. Indeed, Teacher A seemingly decided to take more marks off because the problem was about a longer section of the text and not simply a local mistake. It must be noted that the two last mistakes (‘who’ instead of ‘that’/‘which’, and ‘confident in yourself’ instead of ‘self-confident’) were apparently not taken into consideration as there was no letter in the margin and no point was taken off for those two. On the whole, this second writing showed more issues than the first one on a quantitative aspect, but the given marks were almost the same. Right forms were not provided to this student, except for ‘self-confident’.

As a first conclusion, the differences between the corrections of those two good productions may mean that Teacher A considered the general level of each student and adapted their corrections accordingly. Teacher A probably expected less from this second student, which could explain that some mistakes were not taken into consideration and that the marks were almost the same despite finding more errors in the second writing. It is possible that Student 2 exceeded their usual level, which was seemingly taken into consideration by Teacher A.

Teacher A also decided not to provide right forms for this writing, contrary to what was done with the first writing. This might mean Teacher A believed that Student 2 had more to gain by working on their mistakes, when Student 1 could directly benefit from the answers because of their supposed better level. Teacher A seemingly believed it would have

been inefficient for Student 1 to correct what is probably already mastered and happened because of distraction.

However, we have seen that Ellis (2008) established the non-relevance of letting students self-correct their errors. Indeed, the researcher referred to a debate involving various studies (Lalande, 1982; Lee, 1997; Ferris and Robert, 2001) that would present different outcomes. Therefore, Ellis concluded that using self-correction was just as useful as not using it, and that it would not guarantee a long-term learning. Therefore, Teacher A should adopt another approach on the matter. For example, the under-exploited task of rewriting, or peer-reviewing.

4.2.1.2. Analysis of middle-level productions

- First middle-level production: 13.5/20

Student 3 wrote a total of 156 words. Teacher A pointed out several elements:

- “Everybody should take a part of those 12 risks because you’ll be happier by taking **it**.”

Regarding this first problem, Teacher A indicated the letter ‘G’ in the margin, circled the word “it” at the end of the sentence and added “them” just above the very same word.

- “The risk losing friendships is a risk that I’m not ready to take already because **those** mean a lot **for** me don’t have dreams that I can achieve now.”

For this sentence, the teacher wrote ‘G’ and ‘V’ in the page margin. The word ‘those’ was circled and ‘this’ was written just next to the mistake. Finally, Teacher A wrote ‘to’ on top of ‘for’.

- “For the moment I can combine work and friendship so it’s not a problem for me **to** not take this risk.”

For this case, the ‘to’ was circled and an arrow was used to indicate it should be between ‘not’ and ‘take’. The letter referring to grammar was added in the margin.

- “Personally I’m not afraid **to do** some mistakes, I always thought that **doing sometimes** mistakes is important because it’s a great way to learn, you can remember **more easily easier**.”

The teacher wrote ‘of doing’ instead of ‘to do’, with the letter G from the code. However, it should be “of making” instead of “of doing”; this can be problematic as the teacher leaves

the mistake here but corrects it later. Furthermore, Teacher A added 'have' after the 'I' starting the second proposition, transforming the simple past into present perfect. The letter 'G' was indicated a second time for this section. The word 'doing' has been crossed and 'making' replaced it. 'Sometimes' has been circled and an arrow showed its new position: between 'mistake' and 'is'. 'V' and 'G' were added in the margin. Finally, Teacher A crossed the section in bold and replaced it with 'more easily', with the letter 'V'.

- "It's not that bad to **do** mistakes sometimes ultimately".

For this sentence, Teacher A only circled the verb "do", without any further comment or indication. As previously said, it can be considered problematic as the teacher used "to do" + "mistakes" in the previous paragraph, which can confuse the student.

- "All of those 12 risks are good to take because they can just make you happier. I think **I'm going to take certainly all of** those risks one day in my life."

Regarding this last section, Teacher A crossed "am going to" and replaced it with "will". What is more, they moved "certainly" and put it just after "will". Finally, the teacher added "of" between "all" and "those". The letter 'G' was written twice in the margin, and the letter 'C' once, with an exclamation mark. Teacher A also wrote "repetition" in the margin.

The repartition of the final marks was as follows: 4/5 for P, 3.5/5 for V, 3.5/5 for C and 2.5/5 for G. "Try to use a more complex and varied voc." was added as a general comment. It appears that when the level is lower, Teacher A sometimes adds a comment or a suggestion for the student to progress.

It has been established that Teacher A seemingly takes a 0.25 point off every time a letter is noted in the margin. However, "G" was written 8 times, and 2.5 points were taken off instead of only 2. In the evaluation grid, it is not specified how much should be taken off per mistake, which means it is left to the teacher's appreciation. According to this, it can be concluded that Teacher A considered some mistakes that were made here more serious than others and chose to take more points off accordingly. The same goes for coherence: the letter was only written once, but a whole point was removed.

What is interesting is that 'V' was only written three times, yet the teacher took 1.5 point away and made a general comment about it. That must mean Student 3 did not make a lot of vocabulary mistakes, but that their general level of vocabulary was poor in comparison with what had already been taught and what should be mastered. Furthermore, the teacher

mentioned that the student repeated some words through the text. For these reasons, Teacher A focused on vocabulary rather than grammar.

The correct forms were provided by the teacher each time, except for the “do” that was circled. This is an issue as in the two previous corrections from the teacher regarding what should be used with “mistake(s)” as a verb, “do” and “make” were both used. Therefore, the student cannot have sufficient information to properly correct this mistake, as the teacher made a mistake too. Of course, every teacher is allowed to make a mistake from time to time, but it is an issue here. When the right form is not provided, we have mentioned in the previous chapters of the present study via Ellis (2008) that the students should have enough information to be able to correct their own mistakes, which is not the case here. In this case, the student will either not correct their mistake, or will not be able to do it properly. This illustrates a good reason to use rewriting tasks, as it was praised by Guénette (2012).

- Second middle-level production: 13/20

Student 4 wrote a text made of 218 words, exceeding what was asked.

Here are the problematic features that were highlighted by the teacher:

- “Is taking risks a good idea? How far **de** we have to go? **Today I’ll tell you about it.** We are in a world where taking risks is a habit, but is it useful?”

For this first section, Teacher A changed “de” and wrote “do” instead, adding a ‘G’ in the page margin. What is more, the teacher put “Today I’ll tell you about it” between brackets and put a ‘C’ in the page margin.

- “To begin, I think that to succeed in **the** life, we have to take risks and follow **your** instincts. But here are risks **to** not take. It is useless to take risks that we regret after. We must differentiate risking one’s life and taking risks **deemed**. The new trend is **the** extreme sports. It pushes athletes to **do** always faster and higher. Those sports are practiced by people who are in need of thrills. And it’s **deadly**.”

This paragraph was the object of many changes from the teacher. First, “the” was crossed and marked with a ‘G’. Second, “your” was replaced by “our” and was also about grammar. The same goes for “To”, that was moved just after “not”. “Deemed” was underlined with a wavy line and marked with a ‘V’, which normally means Teacher A expected another word that would better suit the sentence. Furthermore, another “the” was crossed, which indicates that student 4 has some recurrent difficulties with this grammar point. Then “go” has been

added above “do” that was circled and marked with a V. Finally, “deadly” has been underlined and the letter ‘V’ was found in the page margin.

- “**After**, I can take risks and I think that’s good. But I take risks just if it brings me positive things in return. I will not take the risk of **dyling** but I can **can** leave all to do the job of my dreams and risk **loose all**.”

The first word, “After”, was underlined with a wavy line and marked with ‘C’. Teacher A seems to have linked the word choice to a coherence problem rather than a vocabulary issue. “Dyling” was corrected and changed by “dying”, without any letter or comment. The second “can” was crossed without any additional remark, as it was obviously a mistake due to a lack of concentration. The double vowels ‘O’ in “loose” were circled and “all” was underlined and replaced with “everything”. Both were marked with the letter ‘V’.

- “To finish, there are risks **to be** hurt emotionally. It’s something that scares me. If I **say** my feelings **to someone** I figure **he** can use this to attack me. So it is a **risks** that I will never take.”

For this section, “to be” was crossed, replaced with “that can” and marked with a ‘G’. However, the student also might have meant “there are risks of being hurt emotionally”, which was not considered by Teacher A. “Say” and “to someone” were crossed and replaced with “tell someone”, marked by a ‘G’. The pronoun “he” was transformed into “they”: Teacher A added a ‘t’ at the beginning and a ‘y’ at the end. The mistake was put under the grammar category. The word “risks” was mistakenly put in the plural, so Teacher A crossed the final ‘s’ and once more indicated a problem of grammar.

- “In conclusion, I can take risks but nothing incredible. I’m **to** young to die or suffer.”

For this last section, the vowel ‘O’ was added at the end of ‘to’, and Teacher A highlighted a vocabulary problem.

The distribution of the final marks was as follows: 3.5/5 for P, 2.5/5 for G, 3.5/5 for C and 3.5/5 for V. Even though 13/20 is almost the same final grade than 13.5/20, Student 4 did not receive a global comment on the production as Student 3 did.

Once more, Teacher A did not especially take 0.25 point off per mistake. We can therefore see that points are definitely taken off according to the teacher’s judgment, without providing the evaluation grid even though the corrections are based on it.

For this fourth production, correct forms were provided by the teacher each time, meaning Teacher A was not sure that Student 4 had the sufficient knowledge to correct their own mistakes and wanted to ensure that the learner could have access to the right forms. Some of the mistakes were due to inattention, but others were more serious, and one was even repetitive. It would have been interesting to take the opportunity to remind a rule to the learner as it appears it was needed.

What is different from the other productions that were analyzed so far is that points were taken off regarding *Pertinence* in French (= relevance). Indeed, Student 4 only got 3.5/5 for this category. However, nothing was written about that in the feedback form. Teacher A did not write any comment, suggestion or explanation regarding the matter.

Regarding productions of middle-level, Teacher A chose to always provide the right forms to the students. This must indicate the desire of the teacher to make sure their learners have access to the right forms: if they had not been provided, it is possible that the students would not or could not have been able to correct the mistakes on their own.

Even though Student 3 had 12 letters in the margin pointing at a mistake each and Student 4 had 17, they almost had the same marks. Furthermore, one of the students benefitted from a global comment that was even a piece of advice, when the other did not. This highlights some differences in the way of correcting that are difficult to justify. In order to stay consistent in the corrections and to be neutral, it would be interesting if Teacher A filled the evaluation grid each time (and not only having it in mind) while only focusing on the production without being affected by the context or the student's identity.

4.2.1.3. Analysis of poor productions

- First poor production: 8/20

Student 5 also exceeded the required number of words with a production of 210 words.

Teacher A pointed several issues:

- “People **doesn’t** take enough **riks** in **thier** live.”

This first sentence was corrected as follows: “doesn’t” was circled, an ‘s’ was added to “riks”, “thier” was circled as well and the ‘v’ in “live” was changed into a ‘f’. Four letters were written in the margin: ‘G’, ‘V’, ‘G’ and ‘V’.

- “But it’s essential to go further in **the live**. Taking risk is very useful because it’s a bug asset to make **some progre**. But sometimes **they** are risks that you shouldn’t take.”

Regarding this section, the letter ‘G’ was written in the page margin twice. Teacher A crossed the “the” and changed “live” in “life”, as in the first sentence.

“Some” was crossed as well, even though it could have been left as it was.

“Progre” was changed with “progres”, which is a mistake from Teacher A, as an additional ‘S’ is still missing in the correction.

Finally, “they” was circled.

For those two first sections, vocabulary mistakes were corrected, but grammar errors were only spotted without the right form being provided despite the relatively high number of mistakes.

- “Currently, people **doesn’t become** aware of taking risks can be **benefic**. For example **dare to ask to her/his** boss a promotion. But sometimes it’s beter to avoid taking dangerous risk like **drive** too fast. It can be very dangerous because it can be fatal for you or **they** others. But on the other hand **ask** your partner to **merry** is a risk that you should take because in both cases it’s a lesson of life.”

For this whole paragraph, the letter ‘V’ was written three times and ‘G’ was indicated seven times.

“Doesn’t become” was replaced with “aren’t” which was written above the first word, although “doesn’t” had been circled and “become” had been underlined, which can confuse the student as to what is wrong in this sentence.

“Of” was crossed and replaced with “that”.

“Benefic” was changed into “beneficial”.

The two “to” were crossed. “For” was added between “boss” and “a promotion”.

“Dare” became “daring”, “drive” were changed into “driving” and “ask” into “asking”, which indicates the need to reteach the gerund to this specific student.

Finally, “they” became “the” and “merry” was turned into “marry”.

As this section counted many mistakes, Teacher A seemingly changed their approach and chose to give the right form this time, which was not the case at the beginning of the student’s production.

- “The biggest that I **had** taken is to jump from a **briège** into the water. So I was walking with some scout friends and we **had** saw a bridge with a river. We were so excited that

we didn't check the water level. **I** was very dangerous because we could have been seriously injured, but fortunately the water level was enough to jump from the 7 metre high bridge."

Regarding this paragraph, the teacher pointed out three grammar and one vocabulary related mistakes, with a total of four letters written in the margin.

First of all, "had" was crossed and put in the present tense.

Then the second "had" was just crossed, as it was not necessary.

As the third and last grammar error, "I" was turned into "It".

The vocabulary mistake highlighted by Teacher A was that student 5 forgot to write "deep" just between "was" and "enough".

Other than that, Teacher A corrected "briege" into "bridge" but did not count it as an error in itself, perhaps because the handwriting of the student confused the teacher who was unsure whether it was a concrete mistake or not.

As for the previous section, right forms were provided.

- "To conclude, people **has to** take risks but before taking **it**, they **have to** know the goods points and the bad ones and be ready to **confront** a bad situation if it happens."

This last sentence included three mistakes: one of vocabulary, and two dealing with grammar.

"Has to" and "have to" have been counted as one and the same mistake and were replaced by the semi-modal auxiliary "should".

"It" was circled and changed with "them" and "confront" was changed into "face".

Teacher A also gave a suggestion to student 5. Indeed, instead of writing "should know the good points and the bad ones", they suggested writing "should weigh the pros and cons".

The repartition of marks is not given to students who do not pass the test. When the production is graded under 10/20, Teacher A does not give the points under the four sections they usually use and that have been used until now. Indeed, when the number of mistakes is too important, Teacher A will not grade every aspect of the production as it is already failed. A total of 23 mistakes have been reported with letters in the margin.

However, we have seen that positive feedback is important and it would be interesting if the teacher could highlight features that were acceptable in the production. Not having access to all grades can make the student doubt their capacities and hurt

their self-esteem. Indeed, Sheen & Ellis (2011) mentioned that other aspects than linguistic features should be graded, which is not the case for students who fail with Teacher A. The authors have highlighted the relevance and importance of focusing on features such as content and organization. Including such parameters in feedback has been proved efficient to boost the motivation of students, who would work better and therefore make progress thanks to such feedback.

No general comment or piece of advice was given to the student. At the beginning of the production, right forms were not provided. However, they were given in the rest of the text, and Teacher A still pointed every mistake.

- Second poor production: 8/20

Student 6 wrote a text made of 217 words.

Here are the features that were pointed by Teacher A:

- “First of all, **I** kind of agree with the statement in this text that says we should all take those 12 risks. Because we have nothing to lose.”

For this beginning of production, Teacher A underlined the “I” without any comment except for the letter ‘C’, referring to coherence, which does not make sense without further comment or explanation.

- “But the only thing is when it doesn’t happen as you wanted or it doesn’t end well and that’s the hardest part of taking risks but in the same time **that** the point with taking risks. Because it means that you have to go over your fears.”

This paragraph was marked with a ‘C’ on its whole, meaning Teacher A found it lacked coherence again.

What is more, an “is” was missing after “that”, which indicated a grammar mistake.

- “If it happens well you’ll feel **relived**, happy... But if not don’t worry we always **get out for hard, bad, situations stronger**.”

Two mistakes can be found in this sentence: “relieved” was misspelled, which was a vocabulary mistake underlined by the teacher, without the right form being provided. Teacher A also underlined the following section “get out for hard, bad, situations stronger”, adding a ‘G’ in the page margin with no further explanation.

- “Of course you’ll have some disappointment. But you will learn from that and it helps for **further** in your life.”

Regarding this sentence, the teacher circled “further” and moved it between “your” and “life”. However, Teacher A pointed it as being a vocabulary mistake.

- “But here these 12 risks **rest** more on the personality **from** someone. Some people are more outstanding **then** others and taking risks will be easier for them. But I think everyone can work on **himself** to get what **he** wants no matter the amount of self **confidance** you start with.”

The letter ‘V’ was written four times in the margin for this paragraph: once for “rest”, once for “from”, once for “then” and once for “confidance”, which were all circled without providing proper forms, except for the last one.

“Himself” and “he” were counted as one and the same mistake, which was a grammar issue, and Teacher A gave the right forms, namely “themselves” and “they want”.

- “So of course I’m willing to take all of those risks but sometimes it’s your **caracter**, self-**awarness** that **stops** you **to take** these.”

Finally, “caracter” was wrong but was not corrected, just underlined, and “awareness” was obviously misspelled, which was pointed by Teacher A without correcting it.

However, Teacher A suggested “prevents” instead of “stops” and changed “to talk” into “from talking”.

As Student 5, Student 6 did not receive their marks repartition in detail, except for the global grade which was 8/10. However, Student 6 benefited from a global comment, which was given in French. Indeed, the following sentence was written: “Parfois difficile de suivre ton raisonnement, comprendre tes constructions de phrases” with an attention sign. This means Teacher A finds it sometimes difficult to understand the way Student 6 reasons and to understand the constructions of their sentences.

What is interesting is that only two of the six students received a global comment. Indeed, we have seen that the teacher also gave Student 3 a general remark on their production. However, Student 3, who wrote a production of middle level, received a comment in English. Student 6, who realized a text of poorer level, got the comment in French, their native language.

Teacher A - summary box:

	YES	NO
Feedback in the L1	Rarely – only with some students of lower levels	
Inclusion of positive feedback		X
Right forms provided	Sometimes	
Errors underlined/circled	X	
Metalinguistic comments	Rarely	
Computer Production/Correction		X
Paper Production/Correction	X	
Rewritten production		X
Individual feedback	X	
General feedback		X
Considering the content	Rarely	
Unfocused feedback (= correction of every mistake)	X	
Use of peer-reviewing		X

4.2.2. Teacher B

As previously mentioned, School B teacher provided three corrected written productions: one from a student with supposedly the same level than previously analyzed students, and two from students of the previous academic year. The grades that were given were the following ones: 3/30, 14/30, 24/30.

As the students were not all from the same group, there are two different contexts of production. The younger ones had to write 180 words on a post-apocalyptic situation involving an exchange of houses with inhabitants of Jupiter. The last student, from the higher level, had to write on the topic of feminism and gender-related aspects. 180 words were required as well.

Teacher B, unlike Teacher A, always provides the evaluation grid to their students, completed with the grades.

4.2.2.1. Analysis of a good production: 24/30

Student 7 wrote a total of 325 words, which was a lot more than what was required. However, just like Teacher A, Teacher B did not take marks off for it, even though it went against the guidelines.

Here are the features that were considered problematic by the teacher:

- “‘Boys perform better in schools than girls’, this stereotype is **too** known that most people believe it, so they tend to prefer single-sex schools.”

The teacher chose to circle “too” without giving further indication. In fact, Teacher B rarely gives information about the type of mistake and mostly points to them.

- “The mixed schools let boy students have more social interactions with girls, which will increase their **confidet** somehow because boys are easily satisfied once they try to do something and manage to”

Regarding this section, the letters “et” were underlined twice in “confidet”. With this way of pointing the error, the student can at least precisely locate the mistake in the word that is an issue in their production. However, the student does not know what type of mistake s/he made.

- “Otherwise, if they stay in single-sex schools, they won’t develop their **personnalities** enough to fight the life after school, besides *they are* girls in the jobs and one day they’ll have to find their love”

For this matter, a major part of the word was underlined as follows: personnalities. Teacher B tried to point out two issues regarding this specific mistake: (1) that the word only needs one ‘n’ and (2) that the word is supposed to be singular as each person only has one personality.

This explains why this specific part of the word was underlined. However, whilst this can be clear for someone with deep English knowledge (in this context, Teacher B), it might not be clear for the student who will probably miss the fact that there are two mistakes in this word. Teacher B should have underlined the double ‘n’ and then separately underlined the final ‘s’ in order to allow Student 7 to understand there were two errors in the same word. If not, the teacher should at least have specified that there were two mistakes in the word by writing a comment.

In this paragraph, “they are” was used instead of “there are” but was missed by the instructor. Teacher B did not correct it or point to it.

- “But in fact, we can surpass this by putting **more strict** rules in schools, or an awful punishment for this type of behavior so that boys won’t think of it again”

In this case, “more” was completely underlined while only the end of “strict” was. Teacher B tried to indicate precisely the place of each mistake by only underlining what is problematic. By doing so, the student is supposed to understand that the right form is “stricter”.

- “Moreover, it’s believed that girls can organize their *works* better than boys, well, it’s probably true. However, it can be considered as another reason to interact with boys. Having an organized *work* doesn’t necessary mean that you’ll *defenitely* pass your exams, boys have their way of working, the ideal is to **collab** boys’ and girls’ capacities to have the perfect work”

Teacher B underlined the end of “collab” without further explanation.

However, inconsistencies were once again left uncorrected. Indeed, “defenitely” was left with the wrong spelling. Besides, “work” was used twice in a countable way when the context made it uncountable. It should not have been in the plural form or have had a determiner.

- “But if we speak about work, there are no difference between them, we should take this as an advantage to let them work together so they can know more about **both’s** lives and **personnalities**”

For this last paragraph, several aspects of the writing were problematic. Indeed, the double ‘n’ in “personnalities” was underlined by the teacher. The final ‘s’ of possession added to “both” was crossed out. However, there was another problem that was not spotted by Teacher B. Indeed, Student 7 wrote “there are no difference” when the right form should have been “there is no difference” or “there are no differences”, as there is a noun/verb agreement problem.

The division of the marks is very detailed in the evaluation grid, which is given in French, the L1. Overall, the student got 24/30 with the comment “TB”, which stands for *très bien*, a French expression meaning *very good*.

Student 7 was given 4 out of 5 for a section named *Adéquation de la production* in French, which includes the length of the production, the content, the relevance, the type of production... It is a category that globally ensures the production meets the given guidelines.

As for the second category, named *Organisation de la production* in French, Student 7 got 5/5. This category is related to coherence and cohesion. It encompasses a logical and chronological organization, without repetition or contradiction. It also ensures the writing is well organized between connected features that form a well-constructed whole.

There is a third and last category, called *Qualité de la langue* in French, which is about lexical and grammar accuracy, and lexical and grammar richness. It considers the mistakes and the structures used by students in their productions. For this section, Student 7 has been granted 15/20.

If the evaluation grid is rather detailed and helps to understand the global marks, it should be noted that no right/target form was provided, not the mistake type, nor any other specific comment. It seems the students must figure out the mistakes on their own. Furthermore, several mistakes were not spotted by the teacher.

4.2.2.2. Analysis of a middle-level production: 14/30

The grade representing a middle-level production, 14/30, was chosen by Teacher B. Since the teacher chose the production of a student who failed, it can be postulated that Teacher B has high expectations of their students. Student 8 wrote a production of 296 words, which was once more exceeding the required number of words, without it being an issue.

Here were the features that were pointed by Teacher B:

- “I **send** you an e-mail for the home swap that we have concluded on the site. I have a good **new’s** for you and your family. My house is now good and well kept for you. But I **want you tell** the last requirements that I want.”

The beginning of the production includes several mistakes. “Send” and “want you tell” were underlined, while “new’s” was circled. No further information was given in the form of comments, colors or letters.

- “So I begin, if you had a car or a rocket I **would to take it for the road on Jupiter because Jupiter is very great**. Mars isn’t great but if you want my car **of** my overboard they are in the garage. My house is a council house so you are going to meet my neighbours, they are very funny and **helpfull**.”

“So I” was underlined with a wavy line. Teacher B tried to indicate that it was not ideal to start a sentence with the word “so”.

After that, the longer section in bold was underlined and the teacher added a giant question mark on the side of the sheet, marking their incomprehension.

“Of” was underlined twice. This mistake clearly comes from the influence of Dutch and is rather common in French speaking Belgian schools as students generally learn both English and Dutch, often with the same teacher. Teacher B is indeed a Dutch teacher as well.

Finally, the double “l” in “helpful” was underlined, indicating the mistake. The other mistakes may not be that clear for the student, with no indication nor specific parts of the words that are highlighted in the words.

- “My house is **plenty off window** and of **these give directly the morning on the sun**. When you **will** go out I want **you give the key at my neighbours**. This is just a question of security. In the evening you can sleep in all the bedrooms but it will be cold so take a **sweatshirts** because on Mars **the night the surroundings** are cold.”

Regarding this section, several issues were highlighted by Teacher B.

“Is plenty off” was underlined twice. The end of “window” was circled, to indicate the final ‘s’ that is missing. “These” and “give” were circled as well. “Directly the morning on the sun” was underlined. The word “will” was crossed out. “You give the key at my neighbours” was underlined. The end of “sweatshirts” was underlined, this time to indicate that the final ‘s’ is a mistake. “The” was crossed out and replaced with “at”, which is rather significant as it is the first occurrence of the right form being provided by the teacher. Finally, “the surroundings” was underlined with a wavy line, meaning Student 8 could probably have chosen a better words combination, even though it remains unclear.

- “When you **will be to** come, the **key’s** are in the mail-box.”

Once more, the “will” was crossed out. As it is a recurrent mistake in Student 8’s production, Teacher B should have reminded the rule to the student or give him/her exercises on the matter. “Be to” was underlined. “Key’s” was circled. No further comment was provided.

- “The home is **cleaning so you will be do anything**. **I would coming with my** spacecraft on the 24th of July in the period **of the sun and not of the obscurity**. And **I’m going to my house two week’s later**. I hope you had the same **plan’s**.”

The end of “cleaning” was circled and “so you will be do anything” was underlined”. “I would coming with my” was underlined, too. “Of the sun and not of the obscurity” was underlined with a wavy line. “I’m going to my house two week’s later” was underlined. Finally, the end of “plan’s” was circled. The mistakes are highlighted in an inconsistent way: sometimes they are precisely located but not always, and they can be indicated by a circle, underlined elements can be specified or a wavy line used.

- “I forgot about the stairs, **they** are a lot of video games for your children. If you had games for my children **I would to have them.**”

The “they” was circled here, pointing the misuse of “there are”. Interestingly, Teacher B missed several misuses of this structure in the production of a better level. Given that Teacher B corrects this mistake with some of their students but not all of them, it creates inequality.

“I would to have them” was entirely underlined.

- “In my surroundings, *they are* a lot of activities. **My prefer is** the lava floor in the North. If you want they are jet ski in the space and a special sport that **come** from Mars, “the galactic soccer”. If you had a little bit time **I should you to go** see a match. I’m **certainely** that you will be like this **sports**. If you want I propose you to **come see** a match with you a day before you **will be** take the spacecraft to Jupiter. In my cellar there **are going to two galactic** soccer balls if **you had time to play with your children.**”

Teacher B seems to have insisted on that paragraph. Indeed, most of what was underlined was underlined twice. As a matter of fact, “my prefer is”, “come”, “I should you to go”, “certainely” and “sports” were all doubly underlined.

However, “will be”, “are going to two galactic”, and “you had time to play with your children” were underlined only once. It is unclear why Teacher B sometimes underlines once, and other times twice. Further information should be given with metalinguistic comments.

Between “come” and “see”, Teacher B added “and” to coordinate the verbs. This marks the second time Teacher B gave the right form.

It should be noted that the structure “there are” was once more misused. However, this time, Teacher B missed it and left it uncorrected. Apparently, the teacher does not master the structure very well.

- “In conclusion, I **think that you will be take take a lot of pleasure and** fun on Mars and If you had any questions ask me **that on** this e-mail.”

For this last section, “I think that you will be take a lot of pleasure and” was underlined while “that on” was underlined with a wavy line.

The final mark was 14/30. On the written production (and not on the evaluation grid as for Student 7), Teacher B wrote “Les idées sont bonnes mais respecte la grammaire”. This French sentence means “The ideas are good but you should respect grammar rules”. Furthermore, the teacher added “Paragraphes” in French, referring to the fact that Student 8 wrote the production in the form of one giant paragraph instead of several smaller and structured paragraphs. At the end of the text, the teacher also wrote “Futur! Consigne!” in French, meaning “Future! Guidelines!” to remind the student to respect the guidelines and express futurity correctly in the writing.

For the *Adéquation de la production* section, Student 8 received 5/5. This means Teacher B judged the length, relevance, content and production type adequate.

However, regarding the *Organisation de la production* section, the student got 2/5. Teacher B estimated that the writing lacked organization and logic. It indeed makes sense as the teacher wrote a question mark on the sheet and added a comment regarding the absence of paragraphs.

Finally, for the *Qualité de la langue* section, the teacher gave Student 7/20. Teacher B did not take marks off for the vocabulary correction and richness of the student. However, marks were taken off regarding the grammar accuracy and the grammar richness. Teacher B judged the grammar errors made it difficult or impossible to sometimes understand the production.

Once more, the right forms were not provided. However, a few metalinguistic comments were written, even though they were very rare and not detailed. As with the first production, some mistakes were left unspotted and uncorrected in the text.

4.2.2.3. Analysis of a poor production: 3/30

For the analysis of a poorer production, Teacher B provided a production that was graded with 3/30. When confronted to such grades, one could postulate that the student did not take the assignment seriously or that they did not write a concrete production. However, it is

not the case here as Student 9 wrote a production of 277 words. It at least shows some investment from the learner.

Let us analyse the parts of the production that were problematic:

- I send you **dis mail for what** you can do **our not**. In **mij livingroom** **er is a bookcase with** one book in gold please **don't totch dis book** but you **can read the order book becarful with the armchair he is old I think he is two hundred** years.

It is clear that Student 9 is influenced by Dutch, as several mistakes establish it throughout the production. Indeed, words such as “dis”, “of”, “en” or “mij” all come from Dutch. Teacher B also teaches Dutch and therefore knows it very well but did not comment it.

What is more, words are also written according to their orality pronounced with a French accent. For instance, we have the examples of “nide” that is written instead of “need” and “someting” without the ‘h’.

The parts of each section in bold are all underlined without any comment or additional element and will therefore not be further analyzed, as the other productions.

- In **mij house** I have two **bedroom** but one **bedroom have a double-bed en its is mij** room if you want you can **use mij bed with** your wife.
- If you want to live in **mij house** you **nide** to respect **three thinks one don't drive with the Ferarri drive with the Opel, two** don't smoke in the house, **three** if you break someting **you payed**.
- Call me when **you coming I will wait for you for to give you the key from the house en you can visiting the house en after that I will be go to Jupiter**.
- To go **theyre I will be take the super jet on ten o' clock AM en the bus on nine o'clock PM en nomaly I will be arrived to your house om ten o'clock OM. En the same way for to go back**.

This section is the only one to differ from the rest as Teacher B added two question marks.

- On Mars you can do a lot **of thinks**, you can go **swemming** in a desert **en after dat you can skiing on the sand, yes we rarely have snow on Mars, you can go flying with a jetpack to if you want**.
- On Mars the people are very friendly, if you need help for **someting asked don't be chaild. I think you know evy think if you have some question call me or send me a mail**.

The evaluation grid was provided, as it was for the other productions. However, this one was empty. Indeed, from 12/30 to 0/30, there is a second table that is specifically designed and called *Grille 2 (Second grid, in English)*. There are 5 categories in that second evaluation grid: 12/30, 9/30, 6/30, 3/30 and 0/30.

Under the category of this production, 3/30, is written “La production ne comporte que quelques éléments disparates”, in French. A translation of this would be “The production only contains a few disparate elements”.

From 12/30, Teacher B did not correct in detail as the level was judged too poor. No global comment or suggestion was provided.

Teacher B – summary box:

	YES	NO
Feedback in the L1	With students of middle level	
Inclusion of positive feedback		X
Right forms provided		X
Errors underlined/circled	X	
Metalinguistic comments	Rarely	
Computer Production/Correction		X
Paper Production/Correction	X	
Rewritten production		X
Individual feedback	X	
General feedback		X
Considering the content	X	
Unfocused feedback (= correction of every mistake)	X (Some mistakes are not highlighted but seem to be forgotten/missed rather than willingly left out)	
Use of peer-reviewing		X

4.2.3. Comparison of the results

The analysis of samples provided by Teacher A and Teacher B globally confirmed the tendencies that were drawn by the online survey. However, it shows that teachers seemingly focus less on content than announced, and do not use a lot of metalinguistic comments. Other than that, it appears to be coherent with the survey results.

Both teachers do not generally use the L1 in feedback except for subjectively targeted students. Teacher B does it with middle level students, while Teacher A seems to do it with students of lower level and medium level, but not every single one of them.

Positive feedback is not included in feedback, not by Teacher A nor by Teacher B. The only aspects that were corrected were grammar mistakes or negative elements (such as the lack of organization or coherence). The teachers did not highlight good features nor provide encouragement.

Teacher A sometimes provides the right forms to the students, in what appears to be a random choice. Indeed, it seems to depend on the mistakes and on the students, and there is no real coherence about whether or not the right forms are provided. Teacher B, on the other hand, does not provide the right forms at all.

Errors are always underlined or circled by both teachers. Teacher A rarely misses an error, while it happens more often with Teacher B. However, their feedback both remains unfocused as the mistakes that are not spotted are accidentally forgotten, and not left out by choice.

Very few metalinguistic comments or remarks are made by any of the teachers. It only happens rarely, and the comments are always concise.

The productions are always written and corrected on paper, but never in electronic format, even during the current pandemic. Both teachers favor paper.

None of the teachers uses rewriting tasks or peer-reviewing.

Both teachers give individual feedback without giving general feedback to their groups in order to reteach or repeat some grammar rules, for instance.

While both teachers sometimes look at the content, it remains rather rare. Indeed, all students were mostly graded on form (grammar, vocabulary...).

All things considered, Teacher A's and Teacher B's way of correcting are relatively similar, except for the fact that Teacher A provides more right/target forms than Teacher B. There is no drastic difference from one teacher to another, hence from one network to the other either in the present case (although it should be noted that we only compared two teachers).

Chapter 5: Suggestions for teaching - discussion and limits

5.1. Suggestions for teaching

5.1.1. Increasing writing frequency

First and foremost, it would be interesting for Belgian teachers from French-speaking schools to increase their students' frequency of written productions. Indeed, as the online survey showed, only half of them ask their students to write twice a month, while a little bit more than a third of them instruct the learners to write one production a month. In order to familiarize students with writing skills and develop such abilities, as it is done with other skills (e.g. speaking, listening and reading), it would be relevant to promote writing on a weekly basis. Students should not necessarily write very long assignments and productions but fostering their writing skills and adapting feedback would be highly beneficial.

5.1.2. More time and dedication towards feedback

What is more, teachers could and even should invest more time and dedication in written feedback. Indeed, the analysis of samples showed that teachers tend to give brief feedback forms with very few comments and individual advice. Feedback is not personalized and tends to be very general. Of course, investing more in feedback should not add working hours to teachers. Those should limit other activities in class, in order to put writing and written feedback at a higher profit. Selective/focussed feedback could also be recommended, as it will be mentioned in the following paragraphs.

5.1.3. Using more positive feedback

Sheen and Ellis (2011), Ur (1996), and Lee (2017) among others have shown the relevance and effectiveness of using positive feedback. When faced with many errors, students tend to be discouraged and to question their capacities and skills. Focusing on positive aspects when grading is very important to counter this psychological effect. Feedback should be made to give a general diagnosis of the level: what works well, and what can be improved. Those authors established the need for positives features to be included in feedback. With this approach, students feel encouraged and progress more.

The analysis of samples showed that Belgian teachers from French-speaking schools do not apply this concept. Positive feedback is not included in feedback at all, which makes it therefore highly negative and can prevent learners from progress.

To align with positive feedback, more attention should be given to content when grading. While teachers from the online survey said they would often consider content, the detailed analysis of samples showed it was not the case. What is graded tend to be form related only, as it is often what causes issues in written productions. Focusing on content as much as on form would add positive aspects to feedback. Most of the time, when content is brought up in feedback, it is related to issues and negative features. When the content is really good but the form is not, feedback tends to be negative and students are penalized, as the content is not taken into consideration. The use of positive feedback should really be part of improved feedback practices.

5.1.4. Focused feedback

Many researchers have pointed out the relevance of using focused feedback. However, this is not a type of practice that is really used in the FWB. Familiarizing teachers with this type of feedback would be very beneficial for both teachers and students and is another one of the suggestions made in the present dissertation.

Bitchener (2008) and Lee (2013) highlighted that focused feedback enables learners to better understand their mistakes. Indeed, when dealing with traditional feedback that underlines every error, students often get lost in the corrections because of the overload of information, as previously stated. Furthermore, it goes in pair with negative feedback as it makes learners feel incompetent when they are put in front of a large amount of mistakes. Hence the need of focused feedback. Ellis et al. (2008) also pointed that with this approach, students will better remember and understand the information regarding the errors they made.

Learners of beginning and medium levels would better benefit of focused feedback as it allows teachers to better teach specific structures. However, advanced learners will better profit of unfocused feedback as they generally already master the structures. Given that students from schools of the FWB are generally of lower and medium levels, they would definitely benefit from focused feedback to learn new structures of the English language. With this approach, they can gradually learn the language rules without feeling overwhelmed or unable to make progress.

Selecting a few mistake types appears to be the best compromise. Focussing only on one type is not enough, but correcting all mistakes seems to be too much. Therefore, Lee (2017) encourages teachers to select a few error types when correcting, by referring to Ferris (2010) and Storch (2010).

Using focused feedback would also be easier for teachers as corrections would go faster. Therefore, everyone would be winning in using his approach.

5.1.5. Introducing students to more peer-reviewing

Using peer-review can also be another suggestion to improve feedback. Not only does it allow teachers to vary feedback forms, but this type of feedback also offers many advantages when properly used.

Indeed, as previously mentioned, Lee (2017) listed some of the benefits of peer-reviewing such as “increasing audience awareness, enhancing students’ understanding of their own strengths and weaknesses in writing, fostering critical thinking, and promoting learner autonomy” (Lee, 2017, p. 59-60). Taking the position of a (proof-)reader would help learners have a better idea of the content, grammar, and structure that should be found in their own writing productions.

To ensure maximal relevance and benefits, every teacher should be properly informed on the matter before using peer-reviewing with their students. Peer-reviewing should be used as a first form of feedback, to give learners a chance to make some changes in their productions before handing them in. Such feedback should be given in the L1 and is particularly helpful regarding content and organization.

Peer-reviewing should also be clearly explained to learners with a presentation of its purpose and advantages. With this approach, students are more motivated and receptive to peer-reviewing. The learning environment must also be very positive for it to be effective.

5.1.6. Using rewriting tasks

The task of rewriting productions is not much exploited in schools from the FWB, as we have seen it through the online survey answers. However, including this task in the process of writing and correcting would improve learners’ writing skills. Indeed, by rewriting texts in which mistakes have been highlighted and by correcting them learners are able to better understand their errors. What is more, the chances of them making those mistakes again are smaller, as shown by Guénette (2012).

Guénette (2012) pointed that it is crucial to remember, when applying this type of task in a class, that students must have the ability to self-correct the errors that have been brought out. Otherwise, the task would be fruitless.

In fact, combining rewriting tasks with peer-reviewing should be explored. The students could correct their peers' productions as a first step. As a second step, after this first feedback, each learner should then rewrite their text.

Another lead to possibly pursue would be to mix focused feedback with the concept of rewriting task. Because of the necessity for students to have enough knowledge in order to self-correct their mistakes when rewriting a task, providing focused feedback prior to the task would be a great tool. Indeed, when a teacher wants to instruct one or two specific structures to a group, they could target those structures in the first corrections they make. Students should receive first feedback with an example of correction for the mistake type. The teacher could eventually reteach the structure to the whole group, then ask the learners to rewrite their productions while correcting the errors.

Rewriting productions would be of great value in teaching. Using this concept in combination with peer-reviewing and/or focused feedback would allow teachers to make feedback the most profitable as possible, as it would allow students to learn more efficiently.

5.1.7. Improving feedback in general

In order to improve feedback in general and maximize its effect on students' learning, teachers could focus on several aspects that will be detailed in the following leads.

A relevant starting point would be to increase the **use of the L1 in feedback** that is given to learners. Ellis (2016), Nakatsukasa and Loewen (2015) and Storch and Wigglesworth (2003) established the usefulness of using the L1 in teaching in general. However, Hartshorn et al. (2010) and De la Fuente (2015) proved it was relevant to use the L1 in feedback for young learners or beginners. Rosa and Leow (2004) also proved it was relevant with learners of intermediate level. As students from the present research context are young and generally at a beginner or intermediate level, they would benefit from receiving feedback in their first language. What is more, De la Fuente (2015) argued that if advanced learners are able to understand feedback given in the L2, they would still benefit more from feedback in L1. Not only receiving feedback in the L1 helps students, but it also fosters their learning. When looking

at research, it can be concluded that using the L1 in feedback in schools from the FWB can only be an appropriate suggestion.

As previously mentioned, using **differentiated feedback** can be an asset for teachers and students (Cai et al., 2019). Indeed, feedback can be adapted to the learners' profile and will impact them more. While it will require a lot of investment from teachers, it would benefit groups of learners in general. It may not affect students from higher and poorer levels, but it will impact medium-level students by helping them to progress more. This larger proportion of learners could benefit a lot from differentiated feedback. Therefore, using differentiated feedback would improve WCF at many levels.

One last idea would be to turn to **e-feedback**. Indeed, Tafazoli, Nosratzadeh and Hosseini (2013) established that students would progress more when facing computer-mediated feedback, which has a bigger impact on students' writing accuracy, when put in comparison with traditional feedback. Chang, Watson et al. (2012) showed students would also tend to prefer that form of feedback. When taking those studies in consideration and witnessing the growing use of technology in our current society, it could be relevant and interesting to sometimes use e-feedback.

5.2. Discussion and limits

5.2.1. Discussion

This MA dissertation had several aims. One of those aims was to focus on current practices regarding WCF in schools from the FWB to get an overview of what is currently done and to see whether or not teachers adapted their feedback according to their students' level.

Another purpose of this dissertation was to offer some suggestions on improving/maximizing the effects of feedback, by establishing a contrast between what researchers recommend and what teachers do.

The subject was interesting to work on as it highlighted valuable new information, since it lacked research on the matter. Furthermore, it offered several leads to follow in order to improve feedback for Belgian teachers from French-speaking schools.

The results showed that teachers have various ways of correcting but tend to share some strong tendencies. However, let us keep in mind that only 58.3% of the teachers have an

absolute freedom of choice regarding the way they correct their students. Therefore, not all of these types of correction are the choice of the teachers who apply them.

Around half of the recommendations provided by the research(ers) are applied by the teachers who answered the survey. Indeed, they only correct mistakes in written production contexts and not in tests based on other skills and/or exercises. Teachers correct both form and content, although it must be noted that the in-depth analysis of samples showed it was much more form oriented. They apparently sometimes use peer-reviewing in their classes, even though the percentage of teachers doing it is rather low, and some of them specified using peer-reviewing but not for written productions. Finally, they tend to use the L1 (French) both in feedback and teaching, which was partially confirmed by the analysis of samples, mostly with students of lower levels.

However, the joint use of personal and general feedback is rather rare, as feedback is generally personal only in schools from the FWB. Differentiated feedback is not exploited either. Even if there are differences in feedback, those appear to be related to the learners' level. They do not depend on the students' profiles, needs and preferences.

The use of computer is not yet truly integrated in teaching and feedback. Furthermore, rewriting tasks and focused feedback are almost never used. Positive feedback is truly missing in the FWB teachers' feedback. What is more, metalinguistic comments and advice are not often used either. As the suggestions mentioned it, an update of correction habits could benefit to both students and teachers, making feedback more effective.

We have seen that teachers tend to randomly adapt their feedback on a subjective basis. Indeed, some medium and lower level students could benefit from some advantages (such as metalinguistic comments or the use of the L1 in feedback, for example) but not all of them. The criteria of the teachers' choices were unclear. Teachers should better stay consistent and would benefit from turning to differentiated feedback, while using some of the strategies preconized by researchers.

There was no drastic change from a teacher's way of correcting to another one -hence from a network to another one either-, except for the provision of right/traget forms. However, researchers do not especially agree on whether or not right forms should be provided. If they are not, sufficient knowledge to be able to self-correct is imperative. However, spotting the mistakes without giving the right forms and then asking the students to rewrite their productions while correcting them remains apparently the better compromise.

5.2.2. *Limits*

It is also important to remind the limits of the present research. First of all, the health crisis made it difficult to stick to what had been initially planned in terms of methodology: seeing and exchanging several times during the year with the teachers who provided feedback samples. What is more, the first idea was to be able to suggest them some ideas to improve their feedback by referring to what previous studies have shown. Unfortunately, this being impossible at the present time, the suggestions will remain in a written form in the present dissertation. In this way, the teachers -and other teachers- will have access to the suggestions. These limits are inherent to the current pandemic.

Secondly, the representativity of the teachers from the FWB could have been higher. Indeed, only less than 30 EFL teachers answered the online questionnaire, even though it was largely shared. A larger group could have answered it for better analysis. What is more, the in-depth qualitative analysis focused only on two teachers' feedback practices. It would have been interesting to analyze the samples provided by more teachers.

Nonetheless, the dissertation remains a good start to open the debate and foster further research regarding suggestions to improve feedback in the FWB, even if it is not sufficient on its own to draw general conclusions. My work provided a glimpse of the current situation regarding feedback in schools from the FWB and of the ways to improve feedback in the future.

CONCLUSION

The present dissertation aimed at investigating the current situation regarding WCF and its practices in secondary schools from the FWB. Previous research had been made regarding WCF, but there was no research in this specific context yet.

At first, a theoretical background on the topic, WCF, has been covered by defining CF and its various forms. Several authors' points of view were then provided on the matter, and more precisely on which aspects of WCF should be focused on. Several approaches were highlighted in order to see what practices were in the learners' best interest.

To introduce the practical analysis, an online survey has been created to explore practices in the FWB. The aim of this survey was to settle a general ground by providing a global vision of WCF practices located in the specific research context.

Two EFL teachers were contacted and asked to share samples of corrected written productions. Those samples were generously given and remained anonymous. They were supposed to include a good production, a middle-level production, and a poorer level production. One of the teachers gave one production for each level, and the other gave two productions for each level. The samples were analyzed and compared, but also put in contrast to the results of the online survey, which confirmed global tendencies.

After this analysis, the dissertation focused on providing additional suggestions to modify the approach teachers have regarding WCF in the FWB. Those suggestions echoed the studies and research that were presented in the first theoretical chapters.

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ANNEX

TEACHER A's CORRECTED PRODUCTIONS:

a. Productions of good levels

F		Text: English exercise	18 ⁵ /20	F
		Taking risk is always a matter of daring take a risk. A lot of people don't dare do something they are afraid of.		
✓	G	Personally, I agree with the title of the text. If you don't take any risks, your life will be boring and you won't have ^{anything} something different. But I would like to put some nuances: you have to take calculated risks. Let me explain. You don't have to ^{always} make "all-in" decisions. Try to think "low-risks, high reward". This will let you try things and win some great opportunities while you have less chance to lose things or yourself.		
G	✓	This was ^{the} in theory but actually it's really difficult to dare things. I'm shy and it's really complicated to dare meet people and speak to them, it makes a lot of trouble in my life. Next to that, I would never take not reasoned "all-in" decisions. Besides		
G		To conclude, I would say that you don't have to hesitate about taking a risk if its consequences are not so tragic.		
		P: 5	V: 4 ⁵	
		C: 5	G: 4	
		+165 mots		

Writing: Risks everyone
needs to take

18/20

also G

In our modern society, we belittle a lot of people who take risks but for some reasons, fail. I think that those people who failed but still reiterate their efforts to do better are the bravest and the ones who learn the most.

c (S)

✓

GV

The twelve types of risks in the text are the twelve most common reasons why we don't improve our lives. Indeed, if you don't take risks (not stupid risks) you will be "stuck" in your life. Nothing will change and you will always regret those choices you didn't make. A great philosopher once told me that: "Better to live with remorse than regrets" and he was absolutely right. If you still don't agree let me tell you this, what do you have to lose? In most of the cases, you don't dare do something just because you are afraid of what people think about you, and in fact, it's true, everyone judges everyone, it's almost a normal behaviour. But you've probably noticed that actually, they don't even remember who you are and surely what you have done. What I want to explain is that the way that people look at you don't have to be a break at your expectations. Failure is a part of success and imagine if you succeed all the things who will be better for you and even the others for

To finish, risks are obviously something who's really dangerous if you are not careful, but sometimes, it is the best way to be more confident in yourself and improve your life.
= self-confident

P: 5 V: 45
C: 4 G: 45

b. Productions of medium levels

EE: "Risks everyone needs to take"

3/10/20

G Everybody should take a part of ~~those~~ ^{them} 12 risks because you'll be happier by taking ^{them} it. You don't have to take all the risks because some of these are maybe too doing.

G V The risk losing friendships is a risk that I'm not ready to take already because ~~this~~ ^{that} ~~mean~~ ^{mean} a lot for me and I don't have dreams that I can achieve now. For the moment I can combine work and friendship so it's not a problem for me ~~to~~ ^{to} not take this risk.

G G Personally I'm not afraid of ~~doing~~ ^{making} some mistakes, I've always thought that ~~doing~~ ^{making} ~~sometimes~~ mistakes is important because it's a great way to learn, you can remember ~~more~~ ^{more} ~~early~~ ^{early} ~~of~~ ^{of} ~~it~~ ^{it}. It's not that bad to ~~do~~ ^{do} mistakes sometimes ultimately.

C. repetition
G All ~~the~~ of those 12 risks are good to take because they can just make you happier. I think I'm going to take ~~certainly~~ ^{will} all these risks one day in my life ^{of}

P: 4

V: 3⁵

→ try to use 2 more

C: 3⁵

G: 2⁵

complex & varied
voc.

13/20

(Writing: "taking risks...")

13/20

G C Is taking risks a good idea? How far do we have to go? (Today I'll tell you about it) We are in a world where taking risks is a habit, but is it useful?

G To begin, I think that to succeed in ~~the~~ life, we have to take risks and follow ^{our} ~~your~~ instincts. But there are ~~some~~ risks ~~(to)~~ not take. It is useless to take risks that we regret after. We must differentiate risking one's life and taking risks deemed. The new trend is ~~the~~ extreme sports. It pushes athletes to ~~do~~ ^{go} always faster and higher. Those sports are practiced by people who are in need of thrills. And it's deadly?

C After, I can take risks and I think that's good. But I take risks just if it brings me positive ~~to~~ things in return. I will not take the risk of dying but I can ~~can~~ leave all to do the job of my dreams and risk to ~~lose~~ lose all everything.

G To finish, there are ~~some~~ risks ^{that can} ~~to be~~ hurt emotionally. It's something that scares me. If I ^{tell someone} ~~say~~ my feelings ~~to~~ someone I figure they can use this to attack me. So it is a risk that I will never take.

G In conclusion, I can take risks but nothing incredible.
V I'm too young to die or suffer.

c. Productions of poorer levels

Text

20/10/2020

People doesn't take enough risks in their life. But it's essential to go further in the life. Taking risks is very useful because it's a big asset to make some progress. But sometimes ~~that~~ they are risks that you shouldn't take.

Currently, people doesn't ^{aren't} become aware ^{that} of taking risks can be beneficial for example deciding ~~at~~ ~~to~~ ask her/his ^{their} boss a promotion. But sometimes it's better to avoid taking dangerous risk like driving ^{up} too fast. It can be very dangerous because it can be fatal for you or ~~they~~ ^{the} others. But on the other hand asking your partner to marry is a risk that you should take because in both cases it's a lesson of life.

The biggest that I ~~had~~ ^{have} taken is to jump from a bridge into the water. So I was walking with some scout friends and we ~~had~~ saw a bridge with a river. We were so excited that we didn't check the water level. It was very dangerous because we could have been seriously injured. But fortunately the water level was ^{deep} enough to jump from the 7 metre high bridge.

To conclude, people has ^{should} to take risks but before taking ^{them} it, they have to know the good points and the bad ones and be ready to confront a bad situation if it happens.

12/10/2020

8/20

The biggest risk is not to take any

(c) First of all I kind of agree with the statement in this text that says we should all take those 12 risks. Because we have nothing to lose.

C
G But the only thing is when it doesn't happen as you wanted or it doesn't end well and that's the hardest part of taking risks but in the same time that's the point with taking risks. Because it means that you have to go over your fears.

✓ If it happens well you'll feel relaxed, happy, ...
But if not don't worry we always get out from hard, bad, ... situations stronger. Of course you'll have some disappointment, you will learn from that and it helps ^{you} further in your life.

✓ But here these 12 risks rest more on the personality
✓ from someone. Some people are more outstanding
✓ then others and taking these risks will be easier for them.
G But I think everyone can work ^{for} ^{themselves} ^{and} ^{himself} to get what ^{they} want no matter the amount of self confidence you start with.

so of course I'm willing to take all of those risks
✓ but sometimes it's your character, self-awareness that
✓ ^{prevent} ^{from} ~~stop~~ you ^{to} take these. But when you work on yourself and get over the limits that you give yourself then you'll be able to sort things out in a risky situation.

8/20

△ parfois difficile de surmonter ton raisonnement, comprendre const^{nt} de plus

TEACHER A'S EVALUATION GRIDS:

GRILLE GÉNÉRIQUE D'ÉVALUATION DE L'EXPRESSION ÉCRITE¹

COMPÉTENCE MAÎTRISÉE

LES 2 CRITÈRES SUIVANTS SONT DES CRITÈRES DE BASE ET DOIVENT ÊTRE RESPECTÉS TOUS LES 2

Caractère compréhensible du message produit (langue et cohérence) : <i>Indicateur :</i> en fonction du niveau européen attendu :..... <i>Par exemple B1- :</i> <i>Des erreurs peuvent se produire mais le sens général reste clair</i>	Respect des consignes de la tâche (pertinence) : <i>Indicateurs :</i> - le type de tâche réalisée correspond à ce qui a été demandé en termes de contenu et de type de présentation (nature du document, type de production langagière, domaines à traiter) ; - la longueur du document produit correspond au moins aux ¾ de ce qui a été demandé.
--	--

SI CES 2 CRITÈRES DE BASE SONT RESPECTÉS, L'ÉLÈVE SE VOIT ATTRIBUER UNE NOTE SUR 20 EN ADDITIONNANT LES POINTS OBTENUS POUR CHACUN DES CRITÈRES CI-DESSOUS

	PRODUCTION PERTINENTE <i>/5</i>	PRODUCTION COHÉRENTE (AU NIVEAU DES IDÉES ET DU TEXTE) <i>/5</i>	GRAMMAIRE (LANGUE) <i>/5</i>	VOCABULAIRE (LANGUE) <i>/5</i>
<i>5/5 TB</i>	Respect parfait des consignes y compris la longueur : <i>Indicateurs spécifiques à la tâche :</i> <i>(ici voir descriptif sous la grille)</i> - nature du document ; - type de production langagière ; - domaine(s) (sujets) à traiter.	Respect de tous les éléments ci-dessous : <i>Cohérence des idées :</i> - les idées sont développées et agencées de manière logique ; - un fil conducteur est présent ; - pas de contradictions. <i>Cohérence textuelle :</i> <i>(en fonction de la nature du document)</i> - présentation adéquate du document ; - division en paragraphes ; - présence d'une introduction et d'une conclusion ; - utilisation correcte de la ponctuation ; - utilisation correcte de mots-liens ; - aucune redondance de sens.	Emploi correct de structures variées en fonction du niveau européen visé et emploi de structures adéquates au type de production langagière. <i>Voir annexe grammaticale du programme pour le niveau visé (ici)</i>	Utilisation correcte d'un vocabulaire correspondant au niveau visé <i>Voir annexe champs thématiques du programme pour le niveau visé (ici)</i>
<i>4/5 ou 3,5/5 B</i>	L'élève obtient la cote de 4/5 lorsque la qualité de sa production dépasse largement les descripteurs du 3/5 mais n'atteint pas pleinement ceux du 5/5. Il obtient la cote de 3,5/5 lorsque la production dépasse légèrement les descripteurs du 3/5.	L'élève obtient la cote de 4/5 lorsque la qualité de sa production dépasse largement les descripteurs du 3/5 mais n'atteint pas pleinement ceux du 5/5. Il obtient la cote de 3,5/5 lorsque la production dépasse légèrement les descripteurs du 3/5.	L'élève obtient la cote de 4/5 lorsque la qualité de sa production dépasse largement les descripteurs du 3/5 mais n'atteint pas pleinement ceux du 5/5. Il obtient la cote de 3,5/5 lorsque la production dépasse légèrement les descripteurs du 3/5.	L'élève obtient la cote de 4/5 lorsque la qualité de sa production dépasse largement les descripteurs du 3/5 mais n'atteint pas pleinement ceux du 5/5. Il obtient la cote de 3,5/5 lorsque la production dépasse légèrement les descripteurs du 3/5.
<i>3/5 ou 2,5/5 S</i>	Respect des consignes, mais traitement limité de certains domaines OU un domaine n'a pas été traité.	Respect de la plupart des éléments précités : il reste quelques faiblesses mais le sens général reste clair.	Utilisation de peu de structures variées du niveau attendu (<i>ici)</i> et erreurs grammaticales plus nombreuses mais le sens général reste clair.	Utilisation d'un vocabulaire peu spécifique et peu varié, compte tenu du niveau attendu (<i>ici).</i> Quelques erreurs de choix de termes et/ou d'orthographe d'usage, mais le sens général reste clair.

¹ Cette grille est applicable à tous les degrés et à toutes les filières pour autant que soient bien respectés les types de textes, les ressources lexicales, grammaticales et stratégiques définis pour le niveau européen visé par l'UAA à certifier (voir programmes 1er degré <http://admin.segec.be/documents/8723.pdf> ; D2-D3 HGT [D/2018/7362/3/07](http://admin.segec.be/documents/8491.pdf) ; D2-D3 HPT-FGC <http://admin.segec.be/documents/8491.pdf>)

COMPÉTENCE NON MAÎTRISÉE	
AU MOINS UN DES 2 CRITÈRES MENTIONNÉS CI-DESSOUS N'EST PAS RESPECTÉ : 1. caractère compréhensible du message (problèmes de langue et/ou de cohérence) ; 2. respect des consignes de la tâche (type/longueur) (pertinence). UNE DES NOTES SUIVANTES EST ALORS ATTRIBUÉE À L'ÉLÈVE SUR LA BASE DU CRITÈRE LE PLUS FAIBLE RENCONTRÉ.	
8/20 F	Un des domaines précisés ci-dessous n'est pas traité ET certains domaines sont traités de manière limitée et/ou la longueur est inférieure au produit demandé (moins des ¾, soit ici mots) (pertinence) et/ou le nombre d'erreurs grammaticales et lexicales OU le manque de cohérence (textuelle ou des idées) empêche la compréhension d'un passage significatif ² (caractère compréhensible).
6/20 TF	Plusieurs domaines cités ci-dessous n'ont pas été traités OU tous les domaines ont été traités de manière limitée (pertinence) et/ou la longueur du document est nettement inférieure (moins de la moitié, soit ici moins de mots) au produit demandé (pertinence) et/ou le nombre d'erreurs grammaticales et lexicales OU le manque de cohérence (textuelle ou des idées) empêche la compréhension de plusieurs passages significatifs ² (caractère compréhensible).
4/20 I	La production écrite ne correspond pas du tout à ce qui a été demandé OU le document produit ne comporte que quelques éléments disparates (pertinence) et/ou la longueur du document est totalement insuffisante (moins d'1/3, soit ici moins de mots) au produit demandé (pertinence) et/ou le nombre d'erreurs grammaticales et lexicales ou le manque de cohérence (textuelle ou des idées) empêche la compréhension globale.
0/20 TI	Impossibilité ou refus de communiquer quoi que ce soit.

² Par « passage significatif », on entend un passage de plusieurs lignes en rapport avec un des domaines précisés ci-dessus.

TEACHER B's CORRECTED PRODUCTIONS (+ evaluation grids):

a. Production of good level

[Redacted]	UAA Ecrire – Sommativ	Date: 26/01/2021
	1.1	Name: [Redacted]
	Cliché's, gender and feminism	Class 6 ^B 24 / 30

Contexte: Boys perform better in schools that have more girls.
Gendered toys are harming childhood development.
Feminism definitely has an impact on woman in our modern society.

Y a-t-il une certaine vérité dans ces phrases? Es-tu d'accord? Es-tu contre? Trouves tu que les écoles mixtes ont leurs avantages et inconvénients? De même le féminisme est-il une bonne chose pour la société? Que penses tu de ces parents qui "catégorisent" leur futur enfant selon une couleur / un jouet?

Tâche : Écris un texte de minimum 180 mots (sur feuille ARO), dans lequel, tu présentes une argumentation structurée sur un aspect abordé dans une des phrases ci-dessus. . Pense à rédiger un texte structuré, riche en vocabulaire et en grammaire (structures grammaticales et temps). Plagiat 0/30, copier-coller texte 0/30

Grille 1 - Les indicateurs des 3 critères incontournables sont rencontrés			
Critères	Indicateurs	Niveaux de maîtrise	Points**
(1) Adéquation de la production 4 / 5	Longueur de la production	Attendu : La longueur de la production correspond au produit demandé	1
		La longueur de la production est inférieure au produit demandé	0 = Grille 2
	Intention communicative	Attendu L'intention communicative est rencontrée	1
		L'intention communicative n'est pas rencontrée (hors sujet)	0 = Grille 2
	Type d'écrit	Attendu La production correspond au type d'écrit attendu	1
		La production ne correspond pas au type d'écrit attendu	0 = Grille 2
	Pertinence	Attendu Le contenu est pertinent	2
		Le contenu est abordé avec pertinence mais de manière incomplète/peu approfondie	1
		Le contenu est peu ou pas pertinent (hors sujet)	0 = Grille 2

(2) Organisation de la production 5 / 5	Cohérence	Attendu Le texte présente une organisation logique et/ou chronologique des informations, sans répétition, ni contradiction (intro, argumentation et conclusion si demandé)	2
		Le texte présente une organisation logique et/ou chronologique des informations mais avec quelques répétitions et/ou contradictions	1
		Le texte présente des informations insuffisamment organisées, aucun lien entre les idées, Production en deçà de l'attendu	0 = Grille 2
	Cohésion	Attendu Le texte est organisé : les éléments sont reliés explicitement entre eux (utilisation de connecteurs, d'adverbes...) et chaque idée fait l'objet d'un paragraphe	3
		Le texte est articulé grâce à des mots liens mais regroupe toutes les idées dans un seul paragraphe	2-1
		Le texte est une juxtaposition continue de phrases non articulées, aucun mot lien Production en deçà de l'attendu	0 = Grille 2
(3) Qualité de la langue 15 / 20	Correction lexicale	La production comporte très peu ou pas d'erreurs / Production au-delà de l'attendu	5-4
		Attendu La production comporte des erreurs qui n'entravent pas la compréhension du message et/ou la production témoigne d'une bonne correction de l'orthographe avec quelques erreurs	3-2,5

		encore possibles qui ne nuisent jamais à la compréhension du message	
		Les erreurs entravent souvent la compréhension du message	1
		Les erreurs rendent la compréhension impossible/ erreurs d'orthographe trop fréquentes etc... Production en deçà de l'attendu	0 = Grille 2
Richesse lexicale		Production au-delà de l'attendu	5-4
		Attendu Le vocabulaire est varié et précis, reflète le cours et le champ thématique, la production témoigne d'une capacité à utiliser des tournures et expressions courantes en rapport avec la sphère du niveau B1	3,2,5
		Le vocabulaire est peu varié et/ou peu précis	1
		Le lexique n'est ni varié ni précis (répétitions trop nombreuses – mots d'autres langues, mots inappropriés, vocabulaire basique) Production en deçà de l'attendu	0 = Grille 2
Correction grammaticale		La production comporte très peu ou pas d'erreurs, maîtrise parfaite / Production au-delà de l'attendu	5-4
		La production comporte des erreurs qui n'entravent pas la compréhension du message la production témoigne de l'utilisation correcte d'un répertoire de structures grammaticales correspondant au niveau	3-2,5
		Des erreurs peuvent se produire mais le sens général reste clair	
		Les erreurs entravent souvent la compréhension du message	1
Richesse grammaticale		Les erreurs rendent la compréhension impossible/trop d'erreurs sur bases, TP non maîtrisés etc... Production en deçà de l'attendu	0 = Grille 2
		Les structures et/ou formes grammaticales sont variées/correspondent au niveau attendu / Production au-delà de l'attendu	5-4
		Les structures et/ou formes grammaticales sont peu variées/ ne correspondent pas toujours au niveau attendu	3-2,5
		Des erreurs peuvent se produire mais le sens général reste clair	
		Les structures et/ou formes grammaticales ne sont pas variées / ne correspondent pas au niveau attendu (simples) Production en deçà de l'attendu	0 = Grille 2
Total			/30
- Si le travail et l'écriture ne sont pas soignés, le travail sera sanctionné d'un -1 sur le total des points obtenus			

La compétence d'expression écrite est maîtrisée si tous les indicateurs des 3 critères incontournables sont rencontrés. L'épreuve d'expression écrite n'est pas maîtrisée si au moins un des indicateurs des 3 critères équivaut à 0. Dans ce cas, l'élève se voit attribuer une cote sur 30 répartie comme suit sur la grille 2:

Grille 2 - Au moins un indicateur n'est pas rencontré.

12/30	9/30	6/30	3/30	0/30
- Au moins 1/3 de la production est hors sujet (non pertinente et ne respectant pas l'intention communicative) et / ou la longueur de la production est inférieure au produit demandé	- Au moins 1/3 de la production est hors sujet (non pertinente et ne respectant pas l'intention communicative) et / ou la longueur de la production est inférieure au produit demandé	- Au moins 1/2 de la production est hors sujet (non pertinente et ne respectant pas l'intention communicative) et / ou la longueur de la production est nettement inférieure au produit demandé	La production ne comporte que quelques éléments disparates	Impossibilité ou refus de communiquer quoi que ce soit.
- la correction et la richesse lexicales correspondent à	- la correction et la richesse lexicales ne correspondent pas à	- la correction et la richesse lexicales ne		

l'attendu B1 ET - la correction et la richesse grammaticales correspondent à l'attendu B1	l'attendu B1 OU - la correction et la richesse grammaticales ne correspondent pas à l'attendu B1	correspondent pas à l'attendu B1 ET - la correction et la richesse grammaticales ne correspondent pas à l'attendu B1		
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Date: 26/01/2021

Nom: [REDACTED]

Prénom: [REDACTED]

Branche: Anglais L.M.

Classe: [REDACTED]

VAA Écrire - Somme 1.1

Clichés, gender and feminism.

"Boys perform better in schools than girls", this stereotype is too known that most people believe it, so they tend to prefer single-sex schools. But it's totally obvious that this phrase is false. In my opinion, we should take more time to think about it, the mixed schools are the best.

First of all, the human's nature tend to be sociable and discover anything that is new for him. The mixed schools let boy students have more social interactions with girls, which will increase their confidence because boys are easily satisfied once they try to do something new and manage to. Otherwise if they stay in single-sex schools, they won't develop their personalities enough to fight the life after school, besides they are girls in the jobs, and one day they'll have to find their love.

Secondly, it's thought that in mixed schools, girls are more likely to be harassed or to be victims of sex abuse done by boys, so girls will be afraid and can have some complexes. But in fact, we can surpass this by putting more strict rules in schools, or an awful punishment for this type of behavior so that boys won't think of it again. It's also another way to develop their personalities for both genders.

Moreover, it's believed that girls can organize their works better than boys, well, it's partly true. However, it can be considered as

another reason to interact with boys. Having an organized work doesn't necessary mean that you'll definitely pass your exams, boys have their way of working, the ideal is to collab boys and girls capacities to have the perfect work.

To conclude, it's true that boys and girls are different in their behaviors, as their way of thinking and talking. But if we speak about work, there are no difference between them, we should take this as an advantage to let them work together so they can know more about both's lives and personalities.

b. Production of middle level

	UAA Sommative 1: Expression écrite	Date: <i>4 février 2020</i>
	HOUSE SWAP... ON JUPITER	Name, First name: [REDACTED]
		Class: 5ABC <i>14/30</i>

Situation : Nous sommes en l'an 2075. Tu l'appelles....et tu as actuellement 45 ans, tu es marié(e) et tu as deux enfants (5 ans et 16 ans). Depuis 2050, la planète Terre a disparu. Une partie des habitants de la Terre ont désormais colonisé Mars : ils y ont planté des arbres pour l'oxygène, construit des maisons, aménagé des espaces....

Tâche. Pour tes prochaines vacances tu as conclu un échange de maison avec un habitant d'une autre planète, Jupiter. Vous en êtes dans vos derniers échanges pour organiser le swap. Écris lui un e-mail de 180 mots où:

- tu lui donnes les dernières directives pour ton logement
- tu lui communique trois conditions pour l'échange ("if")
- tu lui dis ce que tu as l'intention de faire pour préparer son arrivée ainsi que ce qui aura été fait
- tu lui communique ton planning d'arrivée et de départ (moyen de transport, horaire...)
- finalement, tu lui parles un peu de ton environnement et de ta région en lui conseillant certaines activités à ne pas manquer.

Fais également attention à ta grammaire, fais des phrases complexes et correctes. N'oublie pas d'articuler ton texte en paragraphes logiques, en veillant à respecter les caractéristiques d'un e-mail. Hors sujet = 0/30. Copier/coller d'un texte = 0/30.

Grille 1 - Les indicateurs des 3 critères incontournables sont rencontrés			
Critères	Indicateurs	Niveaux de maîtrise	Points**
(1) Adéquation de la production <i>5/5</i>	Longueur de la production	Attendu : La longueur de la production correspond au produit demandé	1
		La longueur de la production est inférieure au produit demandé	0 = Grille 2
	Intention communicative	Attendu L'intention communicative est rencontrée	1
		L'intention communicative n'est pas rencontrée (hors sujet)	0 = Grille 2
	Type d'écrit	Attendu La production correspond au type d'écrit attendu	1
		La production ne correspond pas au type d'écrit attendu	0 = Grille 2
(2) Organisation de la production <i>2/5</i>	Pertinence	Attendu Le contenu est pertinent	2
		Le contenu est abordé avec pertinence mais de manière incomplète/peu approfondie	1
		Le contenu est peu ou pas pertinent (hors sujet)	0 = Grille 2
(2) Organisation de la production <i>2/5</i>	Cohérence	Attendu Le texte présente une organisation logique et/ou chronologique des informations, sans répétition, ni contradiction (intro, argumentation et conclusion si demandé)	2
		Le texte présente une organisation logique et/ou chronologique des informations mais avec quelques répétitions et/ou contradictions	1
		Le texte présente des informations insuffisamment organisées, aucun lien entre les idées, Production en deçà de l'attendu	0 = Grille 2
	Cohésion	Attendu Le texte est organisé : les éléments sont reliés explicitement entre eux (utilisation de connecteurs, d'adverbes...) et chaque idée fait l'objet d'un paragraphe	3

(3) Qualité de la langue /20 7		Le texte est articulé grâce à des mots liens mais regroupe toutes les idées dans un seul paragraphe	2-1	
		Le texte est une juxtaposition continue de phrases non articulées, aucun mot lien Production en deçà de l'attendu	0 = Grille 2	
	Correction lexicale	La production comporte très peu ou pas d'erreurs / Production au-delà de l'attendu	5-4	
		Attendu La production comporte des erreurs qui n'entravent pas la compréhension du message et/ou la production témoigne d'une bonne correction de l'orthographe avec quelques erreurs encore possibles qui ne nuisent jamais à la compréhension du message	3-2,5	
		Les erreurs entravent souvent la compréhension du message	1	
		Les erreurs rendent la compréhension impossible/ erreurs d'orthographe trop fréquentes etc... Production en deçà de l'attendu	0 = Grille 2	
	Richesse lexicale	Production au-delà de l'attendu	5-4	
		Attendu Le vocabulaire est varié et précis, reflète le cours et le champ thématique, la production témoigne d'une capacité à utiliser des tournures et expressions courantes en rapport avec la sphère du niveau	3-2,5	
		Le vocabulaire est peu varié et/ou peu précis	1	
		Le lexique n'est ni varié ni précis (répétitions trop nombreuses – mots d'autres langues, mots inappropriés, vocabulaire basique) Production en deçà de l'attendu	0 = Grille 2	
	Correction grammaticale	La production comporte très peu ou pas d'erreurs, maîtrise parfaite / Production au-delà de l'attendu	5-4	
		La production comporte des erreurs qui n'entravent pas la compréhension du message la production témoigne de l'utilisation correcte d'un répertoire de structures grammaticales correspondant au niveau Des erreurs peuvent se produire mais le sens général reste clair	3-2,5	
		Les erreurs entravent souvent la compréhension du message	1	
		Les erreurs rendent la compréhension impossible/trop d'erreurs sur bases, TP non maîtrisés etc... Production en deçà de l'attendu	0 = Grille 2	
		Richesse grammaticale	Les structures et/ou formes grammaticales sont variées/correspondent au niveau attendu / Production au-delà de l'attendu	5-4
	Les structures et/ou formes grammaticales sont peu variées/ ne correspondent pas toujours au niveau attendu Des erreurs peuvent se produire mais le sens général reste clair		3-2,5	
	Les structures et/ou formes grammaticales ne sont pas variées / ne correspondent pas au niveau attendu (simples) Production en deçà de l'attendu		0 = Grille 2	
	Total			/30
	- Si le travail et l'écriture ne sont pas soignés, le travail sera sanctionné d'un -1 sur le total des points obtenus			

La compétence d'expression écrite est maîtrisée si tous les indicateurs des 3 critères incontournables sont rencontrés. L'épreuve d'expression écrite n'est pas maîtrisée si au moins un des indicateurs des 3 critères équivaut à 0. Dans ce cas, l'élève se voit attribuer une cote sur 30 répartie comme suit sur la grille 2:

Grille 2 - Au moins un indicateur n'est pas rencontré.

12/30	9/30	6/30	3/30	0/30
- Au moins 1/3 de la production est hors sujet (non pertinente et ne	- Au moins 1/3 de la production est hors sujet (non pertinente et ne	- Au moins 1/2 de la production est hors sujet (non pertinente et ne	La production ne comporte que quelques éléments disparates	Impossibilité ou refus de communiquer quoi que ce soit.

respectant pas l'intention communicative) et / ou la longueur de la production est inférieure au produit demandé - la correction et la richesse lexicales correspondent à l'attendu ET / ou - la correction et la richesse grammaticales correspondent à l'attendu	respectant pas l'intention communicative) et / ou la longueur de la production est inférieure au produit demandé - la correction et la richesse lexicales ne correspondent pas à l'attendu ET/ OU - la correction et la richesse grammaticales ne correspondent pas à l'attendu	respectant pas l'intention communicative) et / ou la longueur de la production est nettement inférieure au produit demandé - la correction et la richesse lexicales ne correspondent pas à l'attendu ET/OU - la correction et la richesse grammaticales ne correspondent pas à l'attendu		
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Date: 4 June 2020

Nom: [REDACTED]

Prénom: [REDACTED]

Branche: L42A Classe: [REDACTED]

EE: UAA Sommatrice 1

Je réviser
bonnes notes
dans le résumé
Paragraphe

Hello, I'm William

I send you an e-mail for the homework that we had concluded on the site. I have a good news for you and your family. My house is now good and well kept for you. But I want you tell the last requirements that I want. So I begin, If you had a car or a rocket I would take it for the road on Jupiter because Jupiter is very great. Mars isn't great, but If you want my car of my household they are in the garage. My house is a countryside house so you are going to meet my neighbours, they are very funny and helpful. My house is plenty off windows and one of them give directly the meaning on the sun. When you will go out I want you give the key at my neighbours. There is just a question of stunty. In the evening you can sleep in all the bedrooms but it will be cold so take a sweatshirt because on the night the surroundings are cold. When you will be to come the key's are in the mail-box. And take the water and electricity on the garage for the oxygen under the dome. The house is cleaning so you will be do anything. I would coming with my spacecraft on the 24th of July in the period of the sun and not of the obscurity. And I'm going to my house two weeks later. I hope you had the same plan's. Ow !!! I forgot about the stair they are

Y!
Fun!
Caroline!

a lot of video games for your ^{children} ~~children~~. If you had games for my children I would to have them.

In my remaining they are a lot of activities. My preference in the house you in the North. "If you want they are planets in the space and a special sport that come from Mars." like galactic soccer". If you had a little bit time I should you to go see a match. I'm certainly that you will be ^{or} like this sports. If you want I propose you to come see a match ^{you} with a day before you will take the spacecraft to Jupiter. In my letter there are going to two galactic soccer balls if you had come to play with your children.

In conclusion, I think that you will be take take a lot of pleasure and fun on Mars and if you had any questions ask me that on this e-mail.

Best wishes,

 from Mars.

c. Production of poorer level

	UAA Sommative 1: Expression écrite	Date: 4/2/21
	HOUSE SWAP... ON JUPITER	Name, First name: [REDACTED]
		Class: 5ABC 3 /30

Situation : Nous sommes en l'an 2075. Tu t'appelles...et tu as actuellement 45 ans, tu es marié(e) et tu as deux enfants (5 ans et 16 ans). Depuis 2050, la planète Terre a disparu. Une partie des habitants de la Terre ont désormais colonisé Mars : ils y ont planté des arbres pour l'oxygène, construit des maisons, aménagé des espaces.....

Tâche. Pour tes prochaines vacances tu as conclu un échange de maison avec un habitant d'une autre planète, Jupiter. Vous en êtes dans vos derniers échanges pour organiser le swap. Écris lui un e-mail de 180 mots où:

- tu lui donnes les dernières directives pour ton logement
- tu lui communique trois conditions pour l'échange ("if")
- tu lui dis ce que tu as l'intention de faire pour préparer son arrivée ainsi que ce qui aura été fait
- tu lui communique ton planning d'arrivée et de départ (moyen de transport, horaire...)
- finalement, tu lui parles un peu de ton environnement et de ta région en lui conseillant certaines activités à ne pas manquer.

Fais également attention à ta grammaire, fais des phrases complexes et correctes. N'oublie pas d'articuler ton texte en paragraphes logiques, en veillant à respecter les caractéristiques d'un e-mail. Hors sujet = 0/30. Copier/coller d'un texte = 0/30.

Grille 1 - Les indicateurs des 3 critères incontournables sont rencontrés			
Critères	Indicateurs	Niveaux de maîtrise	Points**
(1) Adéquation de la production /5	Longueur de la production	Attendu : La longueur de la production correspond au produit demandé	1
		La longueur de la production est inférieure au produit demandé	0 = Grille 2
	Intention communicative	Attendu L'intention communicative est rencontrée	1
		L'intention communicative n'est pas rencontrée (hors sujet)	0 = Grille 2
	Type d'écrit	Attendu La production correspond au type d'écrit attendu	1
		La production ne correspond pas au type d'écrit attendu	0 = Grille 2
	Pertinence	Attendu Le contenu est pertinent	2
		Le contenu est abordé avec pertinence mais de manière incomplète/peu approfondie	1
		Le contenu est peu ou pas pertinent (hors sujet)	0 = Grille 2
(2) Organisation de la production /5	Cohérence	Attendu Le texte présente une organisation logique et/ou chronologique des informations, sans répétition, ni contradiction (intro, argumentation et conclusion si demandé)	2
		Le texte présente une organisation logique et/ou chronologique des informations mais avec quelques répétitions et/ou contradictions	1
		Le texte présente des informations insuffisamment organisées, aucun lien entre les idées, Production en deçà de l'attendu	0 = Grille 2
	Cohésion	Attendu Le texte est organisé : les éléments sont reliés explicitement entre eux (utilisation de connecteurs, d'adverbes...) et chaque idée fait l'objet d'un paragraphe	3

(3) Qualité de la langue /20		Le texte est articulé grâce à des mots liens mais regroupe toutes les idées dans un seul paragraphe	2-1
		Le texte est une juxtaposition continue de phrases non articulées, aucun mot lien Production en deçà de l'attendu	0 = Grille 2
	Correction lexicale	La production comporte très peu ou pas d'erreurs / Production au-delà de l'attendu	5-4
		Attendu La production comporte des erreurs qui n'entravent pas la compréhension du message et/ou la production témoigne d'une bonne correction de l'orthographe avec quelques erreurs encore possibles qui ne nuisent jamais à la compréhension du message	3-2,5
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		Les erreurs rendent la compréhension impossible/ erreurs d'orthographe trop fréquentes etc.... Production en deçà de l'attendu	0 = Grille 2
	Richesse lexicale	Production au-delà de l'attendu	5-4
		Attendu Le vocabulaire est varié et précis, reflète le cours et le champ thématique, la production témoigne d'une capacité à utiliser des tournures et expressions courantes en rapport avec la sphère du niveau	3-2,5
		Le vocabulaire est peu varié et/ou peu précis	1
		Le lexique n'est ni varié ni précis (répétitions trop nombreuses – mots d'autres langues, mots inappropriés, vocabulaire basique) Production en deçà de l'attendu	0 = Grille 2
	Correction grammaticale	La production comporte très peu ou pas d'erreurs, maîtrise parfaite / Production au-delà de l'attendu	5-4
		La production comporte des erreurs qui n'entravent pas la compréhension du message la production témoigne de l'utilisation correcte d'un répertoire de structures grammaticales correspondant au niveau	3-2,5
		Des erreurs peuvent se produire mais le sens général reste clair	1
		Les erreurs entravent souvent la compréhension du message	0 = Grille 2
	Richesse grammaticale	Les structures et/ou formes grammaticales sont variées/correspondent au niveau attendu / Production au-delà de l'attendu	5-4
		Les structures et/ou formes grammaticales sont peu variées/ ne correspondent pas toujours au niveau attendu	3-2,5
		Des erreurs peuvent se produire mais le sens général reste clair	1
			Les structures et/ou formes grammaticales ne sont pas variées / ne correspondent pas au niveau attendu (simples) Production en deçà de l'attendu
Total			/30
Si le travail et l'écriture ne sont pas soignés, le travail sera sanctionné d'un -1 sur le total des points obtenus			

La compétence d'expression écrite est **maîtrisée** si tous les indicateurs des 3 critères incontournables sont rencontrés. L'épreuve d'expression écrite n'est **pas maîtrisée** si au moins un des indicateurs des 3 critères équivaut à 0. Dans ce cas, l'élève se voit attribuer une cote sur 30 répartie comme suit sur la grille 2:

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Date: 9/2/21

Nom:

Prénom:

Branche:

LM2

Classe:

UAA:EE,

Hello Michael

I send you dis mail for what you can do our mat.

In mij livingroom er is a bookcase with one
book in gold please don't katch dis book but you
can read the order book becorful with the
armchair he is old I think he is two hundred
years. In mij house I have two bedroom but
one bedroom have a double-bed in it is mij
room if you want you can use mij bed with
your wife.

83
122 If you want to live in mij house you nide to
respect three things one I don't drive with
the Ferrari drive with the Opel, two don't
smoke in the house, three if you break
something you payed.

156 Call me when you coming I will wait for you
for to give you the key from the house so you can
visiting the house in after that I will be go to Jupiter.

To go there, I will be take the super jet
on ten o'clock A.M. in the bus on nine o'clock
P.M. in normaly I will be arrived to your house
on ten o'clock P.M. In the same way for to
go back.

202

On Moss you can do a lot of things.
You can go swimming in a desert in after
dot you can skiing on the sand, yes will
surely have snow on Moss, you can go
flying with a jetpack to if you want.

On Moss the people are very friendly if
you need help for something. I think don't be
child.

I think you know very think if you have
some question call me or send me a mail

T:
277
mets

P.S. have a nice holiday

UNIVERSITÉ CATHOLIQUE DE LOUVAIN
Faculté de philosophie, arts et lettres

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