Can direct corrective feedback in learners' mother tongue and in foreign language affect the EFL learners' writing accuracy differently?

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Abstract

The present study sleeked to find out whether direct grammar corrective feedback has any impact on EFL pre-intermediate learners' writing accuracy. This study is also intended to investigate whether the impact of direct grammar corrective feedback to EFL pre-intermediate writers in their mother language differs from that in foreign language (English) on the learners' writing accuracy. To meet the aims, 60 female Iranian pre-intermediate English learners in 3 groups of 20, two as Experimental groups and one as a control group, were asked to participate in this study. Subjects were asked to write a 100 word paragraph around three different topics, each with two days intervals. Experimental group 1 received grammar corrective feedback in Persian, Iranians' mother language, experimental group 2 received the same feedback in English, Iranians' foreign language, and no feedback was given to control group. Statistical analysis based on Mean scores and ANCOVA revealed that to improve pre-intermediate EFL learners writing accuracy, these writers need to receive direct grammar corrective feedback in their mother language.

Keywords: Feedback, writing skill and direct corrective feedback.

1. Introduction

There is no doubt that writing is the most difficult skill for Second Language (L2) learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is week (Richards & Renandya, 2002). However, according to Carter & Nunan (2002), even as late as the 1970s, L2 writing was not viewed as a language skill to be taught to learners. Instead, it was used as a support skill in language learning to, for example, practice handwriting, write answer to grammar and reading exercises, and write dictation. Students copied sentences or short pieces of discourse, making discrete changes in person or tense. The teaching philosophy grew directly out of audio lingual method: students were taught incrementally, error was prevented and accuracy was expected to arise out of practice with structures.

In the early 1980s, there was a shift from strictly controlled writing to guided writing: writing was limited to structuring sentences, often in direct answers to questions, or by combining sentences. Errors were accepted as productive and developmental rather than substandard and deviant, and grammatical accuracy became secondary to communication. English L2 composition

textbooks reflected this theoretical shift by focusing on the teaching of organizational patterns common in English academic prose: topic and thesis sentences, paragraph and essay modes (e.g. process, comparison-contrast, cause effect,…), with the focus primarily on the product, i.e. the resulting paper or essay (Reid, 2000, as cited in Carter & Nunan , 2002 ,p 28).

During the 1980, the 'expressive approach' became prominent: writing was taught as a process of self-discovery; writers expressed their feelings in a climate of encouragement. Nearly a decade later, this approach entered the L2 classroom as the 'process' movement, a concentration on personal writing (narratives, journals), students creativity and fluency. A false dichotomy between 'process' and 'product' classrooms arose. Process teachers encouraged students to use their internal resources and individuality; they presumably taught 'writer-based' writing (i.e. writing read only by the writer herself/himself). They neglected accuracy in favour of fluency. In contrast, it was suggested that product teachers focused solely on accuracy and linguistic patterns. They focused primarily on 'reader-based' writing for an academic audience with little or no consideration of the writer's 'voice' (Reid, 2000, as cited in Carter &Nunan, 2002, p 29).

At the start of the twenty first century, writing classrooms have achieved a more balanced perspective of composition theory; consequently, new pedagogy has begun to develop: traditional teacher centered approaches are evolving into more learner-centered course, and academic writing is viewed as a communicative social act. Most English second language writers practice individualized processes to achieve product (Reid, 2000, as cited in Carter &Nunan, 2002, p 29). Ferries (2002) states that the process approach to writing has greatly improved both L1 and L2 composition pedagogy ;however, though students may be much better at invention, organization and revision than they were before, too many written products are still riddled with grammatical and lexical inaccuracies.

She also claims that no matter how interesting or original a student's ideas are, an excess of sentence and discourse-level errors may distract and frustrate instructors and other readers. This may lead to harsh evaluation of the student's overall writing abilities.

Considering writing skill as a supportive and passive skill has led L2 learners not to pay enough attention to their writing skill. Research findings in L2 writing domain indicate that corrective feedback (CF) is one of the most frequently used techniques in English writing classes. Overall, based on the currently available evidence over the issue of CF (See e.g. Ferris, 2007; Bitchener, 2005; and Chandler, 2003) concluding that feedback is effective in helping EFL (English Foreign Language) students improve the accuracy of their writing, it is likely to show that the present study seeks to determine whether direct corrective feedback affect Iranian Pre-intermediate English learners' writing accuracy.

Lightbown & Spada (2006) define feedback as: "An indication to a learner that his or her use of the target language is incorrect. Corrective feedback can be explicit (for example, in response to the learner error 'He go'- No, you should say "goes", not "go") or implicit (for example, 'Yes, he goes to school every day'), and may or may not include metalinguistic information (for example, 'Don't forget to make the verb agree with the subject". (p. 197)

Among the strategies used in corrective feedback are "direct " and "indirect"; Direct or explicit feedback occurs when the teacher identifies an error and provides the correct form, while indirect feedback refers to situations when the teacher indicates that an error has been made but does not provide a correction, thereby leaving the student to diagnose and correct it. Additionally, studies examining the effect of indirect feedback strategies have tended to make a further distinction between those that do or do not use a code. Coded feedback points to the exact location of an error,

and the type of error involved is indicated with a code (for example, PS means an error in the use or form of the past simple tense). Un-coded feedback refers to instances when the teacher underlines an error, circles an error, or places an error tally in the margin, but, in each case, leaves the student to diagnose and correct the error (Bitchener, Young, Cameron, 2005).

A Ferry (2002) has considered indirect feedback as less preferred for lower proficiency learners because they have a limited linguistic knowledge to self correct errors. Ellis, Sheen, Murakami and Takashima (2008) have also indicated that the effectiveness of direct and indirect corrective feedback depend on the current state of the learners' grammatical knowledge. The present study, then, aims to determine whether directs corrective feedback affects Iranian Pre-intermediate English learners' writing accuracy and this is why the researcher of the present study has chosen direct corrective feedback to correct pre-intermediate writers' errors. This study is also going to investigate the impact of direct corrective feedback on Iranian Pre-intermediate English learners' writing accuracy in both English (the learners' foreign language) and Persian (the learners' mother language) languages to indicate that giving direct feedback in which language has greater impact on learners writing accuracy. To meet the aims, the following hypotheses are formulated:

- English and Persian direct corrective feedback groups outperform non-feedback group.
- Persian direct corrective feedback has greater impact than English direct corrective feedback on writing accuracy.

2. Methodology
2.1. Participants
A sample of 60 female pre-intermediate Iranian EFL learners in the age range of 15 to 20 comprised the participants of this study.

These subjects were classified in 3 equal groups as follows:

- Experimental group 1who has received "direct corrective feedback" in Persian, the Iranians' first or mother language,

- Experimental group 2 who has received "direct corrective feedback" in English, the Iranians' foreign language

- control group who was given no error corrective feedback.

2.2. Instruments
The different instruments used in this study include:

1. A Background Questionnaire to induce subjects' background information including their names, age, and gender.

2. A General English Proficiency Test (Transparency Test) : This test was composed of 50 items including multiple-choice cloze passage, vocabulary, grammar, reading comprehension and pronunciation sections. In order to have a reliable test of proficiency at the piloting stage the test was given to 15 students. Its reliability through the K-R21 formula was estimated as .68 which was found suitable to the purpose of this study. The time allotted for taking this test was 40 minutes as determined at the piloting stage.

3. An Error Correction Checklist to identify writing skills needed for EFL pre-intermediate writers. This checklist has been developed by the researcher and includes 20 skills classified under four categories: Paragraph organization, Mechanics of writing, Language use, and cohesion/coherence. The score devoted to each skill is based on the students' level of proficiency and the given feedback. The content of this checklist was induced from Salem (2011) and, based on the adopt and adaptation method, was revised by the researcher of the present study to meet the aim of the study. Ibnian (2011) checklist included 16 skills classified under four categories including:

content and organization, language use, mechanics of writing, and creative abilities. As cited in Chandler (2003) Azar's Guide for Correcting Compositions (1998)categorizes errors as 14 skills : singular-plural, word form, word choice, verb tense, add or omit aword, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence. Chandler (2003) has added verb voice (active versus passive) in addition to verb tense, word division in addition to spelling, and sentence structure in addition to run-on sentences and fragments, categories of idiom, awkward (not grammatically incorrect but quite infelicitous stylistically), subject–verb agreement, repetition or redundancy, pronoun, and need for new paragraph in order to cover all the errors subjects made even though most of them were not frequent. Ferries & Roberts (2001) used only five categories.

4. Pre/Post paragraph writing test and its scoring scale: Subjects of both experimental and control groups has been asked to write three paragraphs around three different topics, each with two days interval in both pre-test and post-test phases of the study . The subjects' paragraphs were scored out of 33 points. According to the Error correction checklist subjects' paragraphs should be scored out of 50 points; however, in the present study, the researcher was going to investigate only the impact of grammar feedback on writing accuracy , and then, just grammar feedback was given to subjects . Grammar skills, in the present study checklist, are scored out of 33 points. (See Appendix).

2.3. Procedures

The study followed the descriptive method in collecting data on paragraph writing.

This study has also been implemented on the basis of a true experimental design. The reasons behind choosing such a design are:

1. A control group is present along with two experimental groups;
2. The subjects were randomly selected and assigned to the groups;
3. A pre-test was administered to capture the initial differences between the groups;
4. Both pre-test and post-test were conducted in this study.

To achieve the objectives of this study the following procedures was conducted by the researcher:

In the first step, after reviewing the related literature in the field of second and foreign language writing and also in the field of corrective feedback and its impact on second and foreign language writing accuracy, the researcher developed a Background Questionnaire and a General English Proficiency Test(Transparency Test) and administered them to the subjects. In this phase only the subjects within the age range of 15 to 21 and with the pre-intermediate level of general English proficiency were chosen to participate in this study to make the subjects homogenous.

The second step was developing a checklist including the paragraph writing skills needed for EFL pre-intermediate writers participating in the present study as explained in the Instruments part of the study.

The third step was the pre-test phase in which subjects of both experimental and control groups has been asked to write three paragraphs around three different topics, each with two days interval. In this phase subjects in experimental group 1 received Persian direct corrective feedback and subjects in experimental group 2 received English corrective feedback. No error corrective feedback was given to control group. Feedbacks to both experimental groups were given by the researcher. The next step was the post-test step. This phase was handled after 10 days interval. Subjects were asked to rewrite three 100 word paragraphs around the same topics each with two days intervals as in the step 3.

The last step was scoring the collected data in pre- & post-test phases according to the checklist developed by the researcher in the first step of the study. The collected data were also analyzed through Mean scores and ANCOVA (covariance).

3. Results and Discussion

The statistical representation of the analyzed data is given in the following tables:

As represented in tables 1 and 2 subjects who received Persian and English Error correction feedback (mean 17.50 & 11.83) had significantly higher writing scores compared to subjects who didn't receive error correction feedback (mean 8.57) and F values of 719/01 & 77/27, related to Persian & English error corrective feedbacks, was found to be significant at 0/000 level (Table 3 & 4), (See also Figures 1 & 2). As represented in Tables 5 & 6 &Figure 3 , it was also revealed that subjects who had received Persian error corrective feedback (mean 17.50) had significantly higher writing scores compared to subjects who received English error corrective feedback (mean 11.83) and F value of 95.29 was found to be significant at 0/000 level (F=95.29; P<0.05). Hypotheses 1 was accepted as the F value revealed significant differences between subjects who received error corrective feedback and those who didn't received any feedback(Hypothesis 1: English and Persian direct corrective feedback groups outperform non-feedback group.). Hypothesis 2 wasalso accepted as the F value revealed a significant difference between the subjects that received error corrective feedback in Persian and those who received the same feedback in English (Hypothesis 2: Persian direct corrective feedback has greater impact than English direct corrective feedback on writing accuracy).

Table1. Mean writing scores of Persian error corrective group and control group.

Statistical Indicators Variables		Post-test		
		F	Mean	SD
Writing Skill Accuracy	Persian Feedback	20	17.50	2.47
	Non-Feedback	20	8.57	1.17
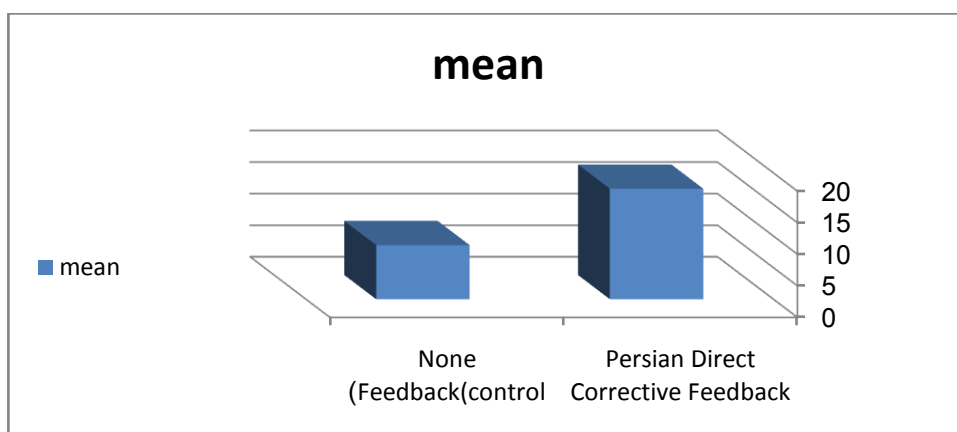
Figure 1. Mean writing scores of Persian error corrective group and control group.

Table 2. Mean writing scores of English error corrective group and control group.

Statistical Indicators Variables		Post-test		
		F	Mean	SD
Writing Skill	English Feedback	20	11.83	1.14
	Non-Feedback	20	8.75	1.17
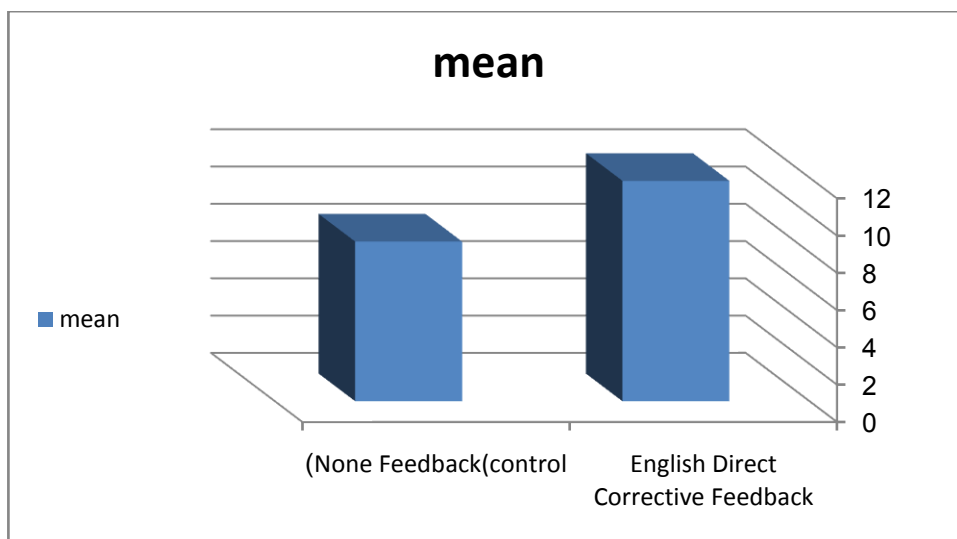
Figure 2. Mean writing scores of English error corrective group and control group.

Table 3. Results of ANCOVA for mean writing scores of Persian error corrective group and control group.

Statisical Indicators Sources of Variations	Square	df	Mean Square	F	Sig
Pre-test	101/902	1	101/902	92/306	0/000
Group Intervention	793/76	1	793/76	719/01	0/000
Error Variance	40/84	37	1/104		
Total	7742/91	40			

Table 4. Results of ANCOVA for mean writing scores of English error corrective group and control group.

Statistical Indicators / Sources of variations	Square	df	Mean square	F	Sig
Pre-test	5/85	1	5/85	4/79	0/035
Group Intervention	94/33	1	94/33	77/27	0/000
Error Variance	45/16	37	1/22		
Total	4322/98	40			

Table 5. Mean writing scores of Persian error corrective group and English error corrective feedback group.

Variables	Statistical Indicators	Post-test		
		F	Mean	SD
Writing Skill	Persian Feedback Intervention	20	17/50	2/47
	English Feedback Intervention	20	11/83	1/14
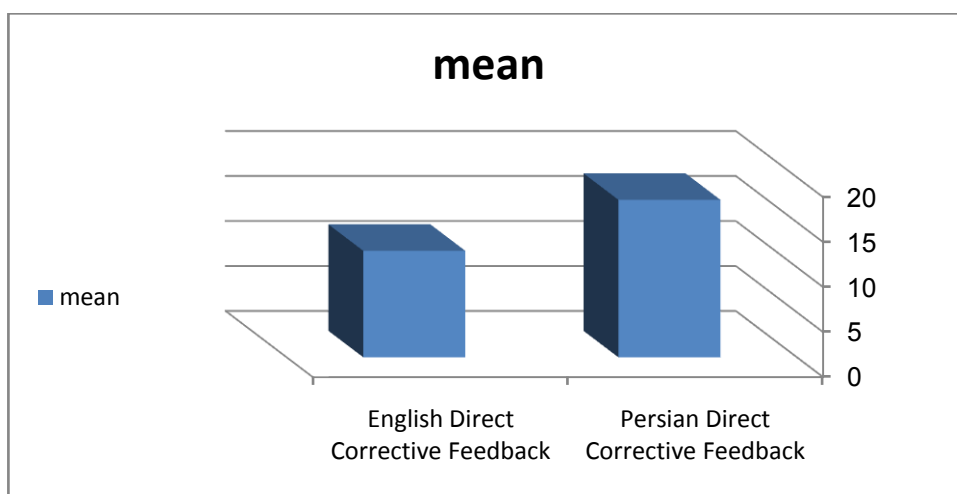
Figure 3. Mean writing scores of Persian error corrective group and English error corrective feedback group.

Table 6. **Results of ANCOVA for mean writing scores of English error corrective feedback group and Persian error corrective feedback group.**

Statistical Indicators / Variables	Square	df	Mean Square	F	Sig
Pre-test	12/06	1	12/06	3/44	0/071
Group Intervention	333/66	1	333/66	95/29	0/000
Error Variance	129/55	37	3/502		
Total	9072/51	40			

4.Conclusions and Implications

Ferris (2006); Bitchener (2005); and Chandler (2003) indicated that error corrective feedback is effective in helping EFL (English Foreign Language) students improve the accuracy of their writing. The first finding of this study was that EFL learners that received error corrective feedback had more accurate writings than those who didn't received error corrective feedback. Then, it is suggested that to improve writing skill accuracy of our learners , we need to correct their errors directly and as indicated by the second finding of the present study it would be better for pre-intermediate EFL writers to receive error corrective feedback in their first or mother language because according to Ellis, Sheen, Murakami and Takashima (2008) also the effectiveness of direct and indirect corrective feedback depend on the current state of the learners' grammatical knowledge and as indicated by Ferries (2002) indirect feedback is less preferred for lower proficiency learners because they have a limited linguistic knowledge to self correct errors.

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APPENDIXES
The Transparency Test+ The Background Questionor
Full name:……………….
Gender:…………………..
Age:………………………..

Part I: English Grammar
Select the best answer.
1. Juan_____ in the library this morning.
A. is study

B. studying

C. is studying

D. are studying

2. Alicia, _____ the windows please. It's too hot in here.
A. opens

B. open

C. opened

D. will opened

3. The movie was _____ the book.
A. as

B. as good

C. good as

D. as good as

4. Eli's hobbies include jogging, swimming, and _____.
A. to climb mountains

B. climb mountains

   C.   to   climb

   D. climbing mountains

5. Mr. Hawkins requests that someone _____ the data by fax immediately.

   A.   sent

   B.   sends

   C.   send

   D.   to   send

6. Who is _____ , Marina or Sachiko?

   A.   tallest

   B.   tall

   C.   taller

   D.   the   tallest

7. The concert will begin _____ fifteen minutes.

   A.   in

   B.   on

   C.   with

   D.   about

8. I have only a _____ Christmas cards left to write.

   A.   few

   B.   fewer

   C.   less

   D.   little

9. Each of the Olympic athletes _____ for months, even years.

   A.   have   been   training

   B.   were   training

   C.   has   been   training

   D.   been   training

10.   Maria   _____   never   late   for   work.

○ A.   am

○ B.   are

○ C.   were

○ D.   is

11. The company will upgrade _____ computer information systems next month.

○ A.   there

○ B.   their

○ C.   it's

○ D.   its

12. Cheryl likes apples, _____ she does not like oranges.

○ A.   so

○ B.   for

○ C.   but

○ D.   or

13. You were _____ the New York office before 2 p.m.

○ A.   suppose   call

○ B.   supposed   to   call

○ C.   supposed   calling

○ D. supposed call

14. When I graduate from college next June, I _____ a   student   here   for   five   years.

○ A.   will   have   been

○ B.   have   been

○ C.   has   been

○ D. will have

15. Ms. Guth _____ rather not invest that money in the stock   market.

○ A.   has   to

○ B.   could

○ C.   would

○ D. must

Part   II: English   Grammar

Select the one underlined word or phrase that is *incorrect*.

16.   The   majority   <u>to</u>   the   <u>news</u>   is   about   <u>violence</u>   or   scandal.

○ A.   The

○ B.   to

○ C.   news

○ D. violence

17.   Takeshi   <u>swimmed</u>   one   <u>hundred</u>   laps   <u>in</u>   the   pool   <u>yesterday</u>.

○ A.   swimmed

○ B.   hundred

○ C.   in

○ D.   yesterday

18.   <u>When</u>   our   vacation,   we   <u>plan</u>   to   spend   three   <u>days</u> scuba   <u>diving</u>.

○ A.   When

○ B.   plan

○ C.   days

○ D. diving

19.   Mr.   Feinauer   <u>does</u>   not   take   <u>critical</u>   of   <u>his</u>   work   very   <u>well</u>.

○ A.   does

○ B.   critical

○ C.   his

○ D. well

20.   Yvette   <u>and</u>   Rinaldo   <u>send</u>   e-mail   messages   to   <u>otheroften</u>.

○ A.   and

○ B.   send

○ C.   other

○ D. often

21. Mr. Olsen <u>is</u> telephoning <u>a</u> American <u>Red</u> Cross <u>for</u> help.

- A.   is
- B.   a
- C.   Red
- D. for

22. I had <u>a</u> enjoyable <u>timeat</u> the party <u>last</u> night.

- A.   a
- B.   time
- C.   at
- D. last

23. <u>The</u> doctor <u>himvisited</u> the <u>patient's</u> parents.

- A.   The
- B.   him
- C.   visited
- D. patient's

24. Petra <u>intends</u> to <u>starting</u> her own <u>software</u> business in a <u>few</u> years.

- A.   intends
- B.   starting
- C.   software
- D. few

25. <u>Each</u> day <u>after</u> school, Jerome <u>run</u> five <u>miles</u>.

- A.   Each
- B.   after
- C.   run
- D. miles

26. He goes <u>never</u> to <u>the</u> company <u>softballgames</u>.

- A.   never
- B.   the
- C.   softball
- D. games

27. <u>Do</u> you <u>know</u> the student <u>who</u> books <u>were</u> stolen?

- A.   Do

B.   know

C.   who

D. were

28.   Jean-Pierre   <u>will</u>   spend   <u>his</u>   vacation   either   in   Singapore   <u>nor</u>   the   <u>Bahamas</u>.

A.   will

B.   his

C.   nor

D.   Bahamas

29. I <u>told</u> the salesman <u>that</u> I was not <u>interesting</u> in <u>buying</u> the latest model.

A.   told

B.   that

C.   interesting

D.   buying

30.   Frederick   <u>used</u>   work   for   a   <u>multinational</u>   corporation   <u>when</u>   he   <u>lived</u>   in   Malaysia.

A.   used   work

B.   multinational

C.   when

D. lived in

Part   III.   English   Vocabulary
Select the best answer.

31.   The   rate   of   _____   has   been   fluctuating   wildly   this   week.

A.   money

B.   bills

C.   coins

D. exchange

32. The bus _____ arrives late during bad weather.   A. every week

B.   later

C.   yesterday

D. always

33.   Do   you   _____   where   the   nearest   grocery   store   is?

A.   know

B.   no

C.   now

D. not

34. Jerry Seinfeld, the popular American comedian, has his audiences _____.

A.   putting   too   many   irons   in   the   fire

B.   keeping   their   noses   out   of   someone's   business

C.   rolling   in   the   aisles

D. going to bat for someone

35.   The   chairperson   will   _____   members   to   the   subcommittee.

A.   appoint

B.   disappoint

C.   appointment

D.   disappointed

3**6.   The   critics   had   to   admit   that   the   ballet   _____
was   superb.**

A.   procrastinate

B.   performance

C.   pathology

D.   psychosomatic

**37.   Peter   says   he   can't   _____   our   invitation
to   dinner   tonight.**

A.   angel

B.   across

C.   accept

D. almost

38. We were _____ friends in that strange but magical country.

A.   upon

B.   among

C.   toward

D. in addition to

39.   The   hurricane   caused   _____   damage   to   the   city.

A.   extend

B.   extended

C.   extensive

D.   extension

40. Many cultures have special ceremonies to celebrate a person's _____ of passage into adulthood.

A.   right

B.   rite

C.   writ

D. write

Part   IV.   English   Reading   Comprehension
Select the best answer.
Directions to Erik's house

Leave Interstate 25 at exit 7S. Follow that road (Elm Street) for two miles. After one mile, you will pass a small shopping center on your left. At the next set of traffic lights, turn right onto Maple Drive. Erik's house is the third house on your left. It's number 33, and it's white with green trim.

41.   What   is   Erik's   address?

A.   Interstate   25

B.   2   Elm   Street

C.   13   Erika   Street

D. 33 Maple Drive

42.   Which   is   closest   to   Erik's   house?

A.   the   traffic   lights

B.   the   shopping   center

C.   exit   7S

D. a greenhouse

Date: May   16,   1998
To: Megan   Fallerman
From: Steven   Roberts
Subject: Staff Meeting

Please be prepared to give your presentation on the monthly sales figures at our upcoming staff meeting. In addition to the accurate accounting of expenditures for the monthly sales, be ready to discuss possible reasons for fluctuations as well as possible trends in future customer spending. Thank you.

43. The main focus of the presentation will be _____.

A. monthly expenditures

B. monthly salary figures

C. monthly sales figures

D. staff meeting presentations

44. Who will give the presentation?

A. the company president

B. Megan Fallerman

C. Steven Roberts

D. future customers

The B&B Tour

Spend ten romantic days enjoying the lush countryside of southern England. The counties of Devon, Dorset, Hampshire, and Essex invite you to enjoy their castles and coastline, their charming bed and breakfast inns, their museums and their cathedrals. Spend lazy days watching the clouds drift by or spend active days hiking the glorious hills. These fields were home to Thomas Hardy, and the ports launched ships that shaped world history. Bed and breakfasts abound, ranging from quiet farmhouses to lofty castles. Our tour begins August 15. Call or fax us today for more information 1-800-222-XXXX. Enrollment is limited, so please call soon.

45. Which of the following counties is not included in the tour?

A. Devon

B. Cornwall

C. Essex

D. Hampshire

46. How many people can go on this tour?

A. 10

B. an unlimited number

C. 2-8

D. a limited number

47. What can we infer about this area of southern England?

A. The region has lots of vegetation.

B. The coast often has harsh weather.

C. The sun is hot and the air is dry.

D. The land is flat.

Anna Szewcyzk, perhaps the most popular broadcaster in the news media today, won the 1998 Broadcasting Award. She got her start in journalism as an editor at the *Hollsville County Times* in Missouri. When the newspaper went out of business, a colleague persuaded her to enter the field of broadcasting. She moved to Oregon to begin a master's degree in broadcast journalism at Atlas University. Following graduation, she was able to begin her career as a local newscaster with WPSU-TV in Seattle, Washington, and rapidly advanced to national television. Noted for her quick wit and trenchant commentary, her name has since become synonymous with *Good Day, America!*Accepting the award at the National Convention of Broadcast Journalism held in Chicago, Ms. Szewcyzk remarked, "I am so honored by this award that I'm at a total loss for words!" Who would ever have believed it?

48. What is the purpose of this announcement?

A. to invite people to the National Convention of Broadcast Journalism

B. to encourage college students to study broadcasting

C. to recognize Ms. Szewcyzk's accomplishments

D. to advertise a job opening at the *Hollsville County Times*

49. The expression "to become synonymous with" means

A. to be the same as.

B. to be the opposite of.

C. to be in sympathy with.

D. to be discharged from.

50. What was Ms. Szewczyk's first job in journalism?

A. She was a T.V. announcer in Washington.

B. She was a newscaster in Oregon.

C. She was an editor for a newspaper in Missouri.

D. She was a talk show host in Chicago.

Error Correction Checklist

No.	The Criterion	Related Skills		Devoted Scores
1.	paragraph organization			
		1.1.Indentation		2
		1.2.Deviding Paragraph into topic sentence, body, and conclusion		3
		1.3.word division		1
2.	Mechanics of writing			
		2.1.punctuation		2
		2.2.Spelling		3
		2.3.Grammar		
			2.3.1.captalisation	2
			2.3.2.word order	3
			2.3.3.subject-verb agreement	4
			2.3.4.Articles and Titles	2
			2.3.5.Pronouns	4
			2.3.6.sentence structure	3

			2.3.7.Plural/Singular	4
			2.3.8.Repetition/ Redundancy	2
			2.3.8.Verb tense	3
			2.3.9.Deletion/ Insertion	2
			2.3.10.Prepositions	4
3.	Language Use			
			3.1.word choice	2
			3.2.Appropriate Use of Idioms	2
4.	Cohesion/ Coherence			2