



NEW MEXICO STATE UNIVERSITY
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DIALOG JOURNAL WRITING:
A STUDY ON THE EFFECTS OF (IN) DIRECT CORRECTIVE FEEDBACK

REGINA ROCHA REYNALDO TIBURCIO

December 2001
(Delivered to the Library in 2008)

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Dissertação apresentada ao Curso de Mestrado em Ciências da Linguagem da Universidade do Sul de Santa Catarina em atendimento à Resolução CNE/CES nº 2, de 9 de junho de 2005, para fins de reconhecimento do título de Mestre obtido na New Mexico State University

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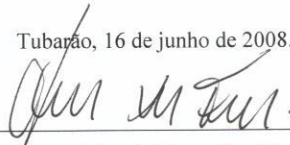
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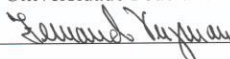
Esta dissertação foi julgada adequada à revalidação do Diploma de Mestrado em Artes (Master in Arts), na área de concentração Ensino de Inglês para Falantes de Outras Línguas (Teaching of English to Speakers of Other languages), da New Mexico State University (NMSU), Estados Unidos – em convênio com a Universidade do Sul de Santa Catarina (UNISUL).

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To Gentil and Tarcila Ana

...for life and the example of honesty

To Adilson, Igor Vinicius and Theo Steban

...for being there with and for me

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ERRA UMA VEZ

*nunca cometo o mesmo erro
duas vezes
já cometo duas três
quatro cinco seis
até esse erro aprender
que só o erro tem vez*

(PAULO LEMINSKI, (1944 - 1989)

RESUMO

Correção de erro, tratamento de erro e resposta corretiva tem sido assuntos de discussão na área de aprendizagem de segunda língua e língua estrangeira, por isso este estudo tem por objetivo examinar a eficácia de dois tipos de resposta corretiva, firmando-se em conhecimentos teóricos com base em recentes pesquisas nesta área de conhecimento. Este estudo investigou os resultados da correção direta e indireta bem como as implicações destes resultados nos apontamentos dos diários dialogados (DJW) de estudantes universitários de inglês como língua estrangeira através da incidência de erros em: (a) omissão de sujeito, (b) ordem dos adjetivos, e (c) pronome adjetivo possessivo. Os participantes eram 19 estudantes matriculados em um curso de Letras em uma universidade brasileira no sul do estado de Santa Catarina, aleatoriamente designados em três grupos de tratamento: (1) grupo de resposta corretiva direta (DCFG), (2) grupo de resposta corretiva indireta (ICFG), e (3) o grupo especial (SG: SG-DCF e SG-ICF)). O DCFG recebeu resposta corretiva direta em seus apontamentos dos diários dialogados; o ICFG recebeu resposta corretiva indireta. O Grupo Especial recebeu ambos os tipos de respostas corretivas. Os resultados deste estudo indicam que os grupos que receberam resposta corretiva direta atingiram uma incidência de erros superior ao grupo que recebeu resposta corretiva indireta. O ICFG atingiu uma incidência de erros significativamente inferior. Estes resultados apontam para a asserção de que a resposta corretiva indireta suplanta a resposta corretiva direta ao proporcionar aos estudantes a oportunidade de refletir a respeito de seus próprios erros tanto quanto sobre a estrutura da língua-alvo, de escrever livremente e diminuir a incidência de erros na escrita, facilitando a aprendizagem de conteúdo e da língua.

Palavras-chave: Inglês (EFL). Diários dialogados (DJW). Correção.

ABSTRACT

Error correction, error treatment and corrective feedback have been at issue in second and foreign language learning. Hence, the objective of the present study is to examine the effectiveness of two types of corrective feedback, grounding its basis on theoretical backgrounds together with recent research in this field of knowledge. This study investigated the results of direct and indirect corrective feedback on English-as-a-Foreign-Language (EFL) undergraduate students' Dialogue Journal Writing (DJW) entries through the incidence of errors on Subject Omission, Adjective Order, and Possessive Adjective Pronoun misuse in addition to the implications of these results in the learners' writing performance. Subjects were 19 students enrolled in an English – Portuguese Languages and Literature undergraduate program at a Brazilian university in the southern of Santa Catarina state, randomly assigned to three treatment groups: (1) Direct Corrective feedback group (DCFG), (2) Indirect Corrective Feedback Group (ICFG), and (3) the Special Group (SG: SG-DCF and SG-ICF). The DCFG received direct corrective feedback on their DJW entries; the ICFG received indirect corrective feedback. The Special Group received both kinds of corrective feedback. The results of this study show that the groups who received direct corrective feedback scored higher on the error incidences; however the group who received indirect corrective feedback scored significantly lower on the errors incidence. These results appear to support the claim that the indirect corrective feedback supplants direct corrective feedback by giving students an opportunity to reflect on their own errors as well as on the target language structure, to write freely, and to decrease the incidence of errors on their writing, facilitating language and content learning.

Key Words: English (EFL). Dialogue Journal Writing (DJW). Corrective feedback.

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1 INTRODUCTION

1.1 CONTEXT OF INVESTIGATION

Dialogue journal writing (DJW) has been used in pedagogical areas as a channel of communication between teachers and students. “A dialogue journal is a bound composition book in which each student carries on a private written conversation with the teacher for an extended period of time (school year, semester)” (STATON, 1987, p.1). Furthermore, DJW plays the role of a connector between spontaneous conversational chats and the ordinary and conventional classroom practices of writing compositions. In English language classrooms, it has been proved to be not just a useful communication tool, but a report of students’ language progress being characterized as an assessment and diagnostic tool. DJW provides opportunities for authentic language practice, in addition to empower students to reflect on their learning, and language development.

Usually DJW reduces pressure to be corrected, and stresses the communicative exchange between reader and writer, which is especially important in an English as a Foreign Language (EFL) setting: “The journals represent a concrete application of Vygotsky's theory that learning of functional human activities occurs first through the learner's cooperative participation in accomplishing tasks with a more experienced partner. What the learner can do with assistance today can be done unaided in the future” (STATON, 1987, p.3).

Although DJW is originally communicative in essence and its focus is solely on meaning, it can also be seen as an important tool for teachers dealing with error treatment. DJW provides an opportunity to control basic mechanics of language, as spelling and grammar, and directly correct them, or model the correct form indirectly, so that students will notice them in a natural dialogue context. Indeed, in DJW teachers have surely an entire sample and register of how students’ co-and re-construct their interlanguage¹ through writing in an ongoing process within the school term. Teachers’ response to DJW may assume different purposes though. Teacher’s feedback may have a crucial role in error treatment in terms of learners’ success and/or failure in learning a foreign language. Thus, it is teachers’ great responsibility to guide learners’ progress in writing as a continuum, transforming the error role into a potential tool for learning and improving writing.

¹ The type of language produced by second and foreign language learners who are in the process of learning a language (Dictionary of Language Teaching & Applied Linguistics. RICHARDS et. al, 1992, p. 186).

1.1.1 Definition of Terms

There are several terms concerning error and corrective feedback in the SLA literature. Thus, a brief review of the definitions of such terms is presented below in order to prevent confusion and make their terminology clearer in this investigation. Error correction is understood as the direct action of the teacher upon students' deviated form of the target language. Error treatment is the way teachers approach or treat learners' errors and in writing errors can be treated directly or indirectly through corrective feedback. Chaudron's (1988) reaffirms the claim referred to "treatment of error" as "any teacher behavior following an error that minimally attempts to inform the learner of the fact of error" (p. 150). Methods of error treatment may be evident or not to the student in terms of the response it elicits. Such responses are called corrective feedback and they can be explicit or direct, implicit or indirect in writing. Thus, direct corrective feedback and indirect corrective feedback and the implications of both ways of providing feedback are the key issues of this investigation.

Although error correction has been the subject of study among a number of researchers such as Cohen, 1975; Chaudron, 1977; Hendrickson, 1978, 1980; Johnson, 1988; Lighbown and Spada, 1990; Mangelsdorf, 1992; Carroll, Swain and Roberge, 1992; Figueiredo, 2001; among others, error treatment is such a polemical issue among researchers: "error treatment is a source of great concern to writing instructors and of controversy to researchers and composition theorists" (FERRIS, 1998, p. 1). Likewise, corrective feedback is an issue of controversial opinions among authors – some argue that direct corrective feedback is the most effective, others see indirect corrective feedback as the most fruitful and less traumatizing for learners, and there are authors who consider corrective feedback useless (FIGUEIREDO, 2002, p. 121). Despite the fact that little research has explored what constitutes effective feedback to error treatment in writing, an agreement between teachers and students on how, why and when errors will be treated seems to be a wise decision. Hence, the idea of investigating the results in the error treatment in the direct and indirect corrective feedback on students' DJW entry compositions in this study is an attempt of pursuing an effective technique for improving learners' interlanguage by means of writing within the EFL learning process. The term *technique* is viewed and understood in this enquiry as a "kind of classroom activity", (RICHARDS at al 1992, p. 20) or still an individualized way of doing something, which in this case is a particular way of providing students' with corrective feedback.

There are two specific ways to treat errors in writing: the direct corrective feedback and the indirect corrective feedback. The direct corrective feedback is the most common source of providing feedback: The teacher marks the errors on the paper and provides the correct form, focusing on the formal aspect of the language. Students receive their paper marked and they do not participate on the process of correction. On the other hand, in the indirect corrective feedback, the teacher treats the error indirectly and the students have the opportunity to participate on the correction process. Self-correction, Peer correction, Correction on the blackboard and Conferencing are examples of indirect corrective feedback. In this study, the teacher applies the indirect corrective feedback by replying students' message in their DJW and re-writing the most relevant errors found in their message in a contextualized conversational style.

1.2 PURPOSE AND OBJECTIVES

The main purpose of this study was to investigate the results of two different errors treatment techniques on students' DJW entry compositions as well as the implications of these two different ways of providing feedback in their EFL writing.

In this sense, the current research tackles the following Research Questions:

- (i) What is the error incidence found on students' DJW entry compositions in the following subcategories: Subject Omission, Misuse of Possessive Adjective Pronoun, and Adjective Order through Direct and Indirect Corrective Feedback?
- (ii) How do direct corrective feedback and indirect corrective feedback compare in terms of their contribution to the decrease of error incidence in learners' dialogue journals writing entry compositions?
- (iii) Do the types of feedback provided to learners contribute to learners' efforts to convey meaningful and accurate communication on their journal entry compositions?

The research questions this study tackles are of a descriptive nature. They have emerged from classroom practice, in which the researcher has been in search of an effective tool to trigger students' EFL learning through writing. Writing, as an interactive practice, is assumed to be a challenging activity, especially in a foreign language setting.

1.3 METHOD

This investigation was carried out within a qualitative action research mode of inquiry. Participants were organized in three experimental groups according to the type of corrective feedback provided. This is described as follows:

1) Direct corrective feedback group (DCFG); 2) Indirect corrective feedback group (ICFG); 3) Special Group (SG) which underwent both types of corrective feedback: Special group in the direct corrective feedback (SG-DCF) and Special group in the indirect corrective feedback group (SG-ICF) The participants were all undergraduate students in a university in the southern of Santa Catarina State, qualifying in English as a Foreign Language. It is valuable to say that the investigated groups had real basic level in English, attending to first and second terms.

The Direct Corrective Feedback group (DCFG) and the Indirect Corrective Feedback Group (ICFG), were investigated during a period of six months and the Special Group (SG) was investigated within a whole year, adding a year and a half of investigation length in all. The data source for this study was based on nineteen Dialogue Journal Writings (DJWs), in a total amount of 142 DJW entries analysed.

In order to provide this analysis with definite organization, categories and subcategories of analysis were established. The two main categories of analysis were the *Direct Corrective Feedback* and *Indirect Corrective Feedback* techniques. These categories of analysis shaped the experimental groups. The subcategories of analysis elected in order to measure the occurrences of errors in the learners' DJW entries were *Subject Omission*, *Misuse of Possessive Adjective Pronoun*, and also *Adjective Order*.

The DJW entry compositions were analysed and categorized according to the incidence of errors in the Subject Omission, Misuse of Possessive Adjective Pronoun, together with Adjective Order subcategories of analysis through both indirect and indirect corrective feedback from the data source during a period of a year and a half in all, at different periods of time.

1.4 RELEVANCE OF THE STUDY

The relevance of this research relies firstly on pointing out the importance of the DJW use in classrooms as a tool not only for interlanguage assessment but also for error treatment. In other words, DJW provides the teacher with a powerful guide of what the most

problematic features of the language for EFL learners are in terms of writing accuracy. Through DJW the teacher is able to recognize the type of language produced by each learner, with their own characteristics and styles and evolution along the term. Thus, there is the need of research investigation towards efficacious alternatives to cope with such controversial issue as error correction along with error treatment in EFL settings in Brazil. Besides, there is much more to be studied and analysed in relation to the use of DJW in Brazilian EFL classrooms as a tool to trigger, develop, and facilitate the learning process of writing (BOXWELL, 1988; RIOLFI, 1991; MARTINI, 1997; PAIVA, 1999 e GARCIA, 2004). Boxwell (1988) applied DJW as an opportunity for students to state their opinions concerning the classes in writing and thus reducing the uneasiness of students' criticism. Riolfi (1991) used DJW as a means to enhance her university students' self-esteem and motivation with learners who had great learning difficulties towards the writing practice. Martini (1997) employed DJW in her English classes with (pre) intermediate students both as a teacher-student interaction facilitator tool and a tool for informal learning strategy. Learners were supposed to write anything related to their classes or some personal subject in the ten last minutes of the class. Paiva (1999) applied electronic DJW with university students in an English course aiming at reading and writing development. Interaction took place among the teachers, other students, and keypals. In her studies, she attempted to discover and compare the features of learners e-talks in the classroom environment and the conventional ones. Garcia (2004) exploited the use of electronic DJWs in her students as a means for language and teaching development. She used E-DJWs in order to pursue learners' interest plus motivation and consequently more effective learning and production in writing, besides leaving off classical teaching practices.

1.5 ORGANIZATIONAL STRUCTURE

In order to provide a more comprehensive view of the issue, this study is organized as follows: The introductory chapter presents the investigation guidelines with the research questions and the objective. The next chapter presents the theoretical concepts and notions which base this research into five integrated perspectives; firstly, some remarks on language and learning are discussed (2.1); secondly, writing as a mode of learning (2.2) is argued together with focus on form versus focus on meaning in writing (2.2.1). Yet in this chapter section, interlanguage in the EFL learning (2.2.2) is argued. Thirdly, dialogue journal writing (DJW) as a tool for triggering students' writing skills (2.3) is discussed; fourthly, types of corrective feedback (2.4) are presented and discussed: direct corrective feedback

(2.4.1) and indirect corrective feedback (2.4.2). Fifthly, errors assumptions through history (2.5); definition and identification of errors (2.5.1), explanation of errors (2.5.2), and error correction (2.5.3) are also debated. The third chapter deals with methodological procedures: the type of research carried out, its qualitative features, data source, participants and setting, analytical procedures, categories and subcategories of analysis besides instruments of data collection and their adequacy for the present investigation. Chapter four brings findings of the study and discussion. Finally, chapter five presents the final remarks. Appendices and list of references used are in the last part of this study.

2 REVIEW OF LITERATURE

Learning a foreign language is to deal with the confrontation of two complex systems of structures, ideas, cultures, that is, the mother tongue and the target language. Learning and teaching struggle within learners and teachers' social, cultural experiences and view of the world. Dewey (1916) argues that knowledge is directed towards experience. Ideas are action hypothesis and they are real whenever worked as guides for action. Foreign language educators, as facilitators of the teaching/learning process, have great responsibility in terms of empowering the learner towards competent, creative, and inner security interaction in and outside classroom world.

Writing in this study presents the purpose of empowering students' EFL learning through journal entry compositions in DJW exchanged between the teacher and students inside and outside classroom settings. In order to do so, the results of both direct and indirect corrective feedback in students' DJW entries were investigated in the same way as the implications of these results in the learners' writing performance. This chapter presents five main perspectives that outline this research: first, some remarks on language and learning are pointed out. Second, writing skill is seen as a mode of learning and focus on form versus focus on meaning in writing. Third, interlanguage in the EFL learning is argued. Fourth, dialogue journal writing (DJW) as a tool for triggering students' writing skills is discussed. Fifth, two types of corrective feedback in writing are showed. Finally, the assumptions of error along history in addition to error identification, definition, explanation, and error correction are considered.

2.1 SOME REMARKS ON LANGUAGE AND LEARNING

Written and oral languages have drawn attention from a number of scholars and have been the focus of various studies in Applied Linguistics. Kaplan (1985), states that spoken language appeared in the species about 100,000 years ago, preceding written language as a consequence of our ancestors' claims in order to establish communication. The author asserts that despite the fact that written language emerged around 10,000 years ago, there are populations who do not own written language nowadays. Two remarkable inventions were the cause for the wide distribution of writing: printing and the automated word processing revolution that made possible a dramatic change in the relation between human being and

information, affecting concepts such as fact and truth, creating a new environment in which information could be retrieved over time and space.

The electronic revolution arises as the second event deeply influencing the capacity to preserve information and enhance its dissemination. In addition, it enlarges the power of writing to interfere with other cultures, in this case the power of English. The author bases this idea on the fact that since the industrial revolution the place of some English-speaking communities, through their economical, political and technological domination, has been growing, directly affecting other writing systems, and demonstrating that there is a need for all nations to have access to science and technology, democratizing information. Unquestionably, the changes regarding communication in the past, through information carriers in oral societies and nowadays, the advent of the written mode of communication made it possible to human beings to access, preserve, store, and enhance information. While Kaplan (1985) analyzes the impact of writing in culture and language, emphasizing the role of technology, Olson (1996) poses the idea of writing as more than simple transcription of speech, he focuses his attention on the connections between consciousness in writing and reading, and their influence in the way language and world are perceived. Positively, these authors emphasize the extent writing has empowered and influenced culture plus language within the individual's assumptions of the world. I would point out the significance of writing in the language learning process. Indeed, a great source of research for EFL teachers to work writing is DJW. In DJW writing can be 'constructed' and 'treated' by the student. Constructed in the sense that learners may elaborate their conversational texts (DJW entries) using diverse sources such as magazines, dictionaries, web sites, and so forth. Learners have to compare their mother tongue, the target language, and the teacher's reply in order to establish hypothesis concerning their DJW entry composition. Hence, reading and writing are always interconnected. Treated in the sense that his written ideas and thoughts (interlanguage) deviated from the target language norm (errors) are treated. Provided that the key point of DJW is the social aspect of communication, focus on form is a secondary aspect of error treatment, however not least important. Meaning and form are approached altogether towards aiming at efficient learning. Equally important, is the social aspect of language and the role it plays in shaping the individual. (PROPOSTA CURRICULAR DE SANTA CATARINA, 1988):

Language is considered the main symbolic system of all human species, since it characterizes and defines man. It performs an essential role as it develops consciousness and it is the organizer of thought that means all mental life. It is

through language that individuals interact, at the same time they internalize their social role and knowledge that enable their psychological development. (PROPOSTA CURRICULAR DE SANTA CATARINA, 1988, p.94)²

Vygotsky and Bakhtin's thoughts concerning language, thought, and culture are permeated in pursuit of a better understanding on the purport of language assumption in this investigation. Vygotsky (1989a) emphasizes that the individual undergoes a transformation through interaction mediated by language in which his condition of biological being turns into a cultural entity. He points out the cognitive development as a process determined by the culture in which the individual is a member. Bakhtin (1988, 1992) claims that the meaning assumed by the word is multiple and it is by means of the word that the social relations acquire significance. It is through the word that we can perceive the different ideologies, hierarchies in society. Moreover, all enunciation which is consisted of linguistic interaction in active and ongoing dialogue is called a dialogic process, the basic category of language conception to the author. Most importantly, this conception of language suggests that the individual is shaped *in* as well as *into the middle of meaningful* social interaction, widening his/her opportunities for learning and development. Moreover, within an EFL learning environment, by confronting the other language (FL), the learner has the chance of questioning, comparing and giving a new meaning to his mother tongue and possibly his world assumptions.

The process of learning a language reaches higher proportions, when it does not aim at only the learning of a new code. When its focus is on communication, on promoting interaction together with reality representation, it contributes to the individual development as a whole. Almeida Filho (1993, p. 15) points out that

the learning of a language is [...] to learn how to mean in this new language and this implies to enter in a relation with others in a search of profound, valid, personally relevant experiences, capable of new comprehensions and stimulating enough to subsequent actions.³

Language learning implies attitude, commitment, ongoing *inter-action*, and interconnections among listening, speaking, reading and writing resulting in successive

² A linguagem é considerada o principal sistema simbólico de todos os grupos humanos, uma vez que caracteriza e marca o homem. Cumpre assim papel essencial como constituidora da consciência e organizadora do pensamento, ou seja, de toda a vida mental. É por meio da linguagem que os indivíduos interatuam ao mesmo tempo em que internalizam os papéis sociais e conhecimentos que possibilitam seu desenvolvimento psicológico.

³ Aprender uma língua é (...) aprender a significar nessa nova língua e isso implica entrar em relações com outros numa busca de experiências profundas, válidas, pessoalmente relevantes, capacitadoras de novas compreensões e mobilizadoras para ações subsequentes.

actions of risks taking and learning. Widdowson (1991) asserts that communicative competences are the last end for languages learning manifested explicitly in a conversation or in the correspondence, even if it is kept as a psychological implicit activity underlying the listening, writing, and reading skills. Thus, through authentic experiences the process of learning a language may significantly widen learners' communication and socialization horizons.

Several issues among foreign language teachers about learning a foreign language in a meaningful and effective way nowadays have been raised lately. The discussions permeate the relation between language and learning in the classroom, by what means a foreign language⁴ can be learned besides in what manner it is *actually* taught. Besides, the elements that should be taken into consideration for a successful learning/teaching practice: whether grammar, communication, or even both.

By the time the TESOL quarterly started publishing in 1967, the explicit teaching of grammar rules (deductive method) or the focus on form instruction was the preeminent methodology in language teaching pedagogy. The focus on form has exerted relevant influence among the methodological approaches for ages. However, researchers have developed diverse forms of teaching grammar during the last decades (CELCE-MURCIA, 1992). Foreign/Second Language classroom researches to date have been carried out in the pursuit of modifying this focus-on-form predominance scenario. Thereby, focus on form by means of interaction has become one of the important issues recently discussed, considered a great tool for EFL development. And it is under the Sociocultural perspective that this view has been changing. The Sociocultural theory supplies comprehensive perspective for the investigation of formal instruction in the communicative FL classroom. This theory is originated from Vygostky's thoughts and "integrates the cognitive, social and psychological perspectives" (ELLIS, 2007). This theory sees language learning as dialogically based; acquisition occurs *in* rather than *as a result of* interaction (ELLIS, 2007). In other words, interaction comprises the learning process – which is more social than individual in essence (MITCHELL and MYLER, 1998). Such dialogic interaction shows the abilities a learner can and cannot perform without assistance. Besides, the zone of proximal development constitutes the source for development and it involves mobility from other to self regulation (ELLIS, 2007). According to this perspective, the focus on form is seen as beneficial in the

⁴ This term refers to the status of English in a society where it is only taught as a subject in the classroom, and is not used as a medium of communication in education, business or government (TSUI, 1995, p.113).

construction of negotiation and understanding in the FL/L2 classroom environment (DONATO and ADAIR- HAUCK, 1992).

Thus, after the innovative Communicative approach, the necessity of approaching explicit grammar re-emerged resultant from the learners' need of grammar awareness in language learning (SCHMIDT, 1990;1995).

2.2 WRITING AS A MODE OF LEARNING

One of the tools that can be used to enhance and facilitate students' EFL instruction is writing. Writing is definitely not an easy task. It is not simply a code/decode process. It may not be only a learning model, but also a means of building bridges, bonds of confidence, cooperation, knowledge exchange, commitment, and affection.

Writing is peculiar, a powerful tool for enhancing students' motivation towards EFL learning. Raimes (1983, p. 3) points out that:

Writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

Similarly to reading, writing is interactive as both the reader and writer take to the process a number of elements in order to "build" the product. Such elements are their own values, dreams, relationships, goals, culture, prior knowledge, and expectations (RICHARD-AMATO, 1996, p. 71). It is valuable to note that in writing the writer must consider the suppositions concerning the readers and therefore anticipating possible reactions, similarly creating meaning from what is produced. Lastly, the product does not belong solely to the producer; rather it is a social process. It does not only belong to aspects which influence its entire composition, but also to the reader who states its significance on a particular level. That is a mutual, reflective, interactive piece of work which may generate others. Thus, writer and reader establish an exchange of self-generate conversational topics that go beyond the classroom environment.

The assumption that writing plays an important role in the construction of meaning in the learning process seems to be common sense among researchers. Murray (1982 apud Richard-Amato, 1996), for instance, suggests that teachers should "let the students

write...Writing must be experienced to be learned” (p. 73). From this perspective, writing is seen as a tool to enhance students’ EFL learning. Along the same lines, Raimes (1987) argues that “[w]hen writing for the purpose of learning provides the framework for teaching, all the writing activities are seen as a way to learn a language as well as to learn more about the subject matter being written about” (p. 39). Emig (1977, p. 122) defends the uniqueness of writing explaining that

Writing represents a unique mode of learning-not merely valuable, not merely special, but unique [...] Writing serves learning uniquely because writing as process-and-product possesses a cluster of attributes that correspond uniquely to certain powerful learning strategies.

Raimes (1987) also points out that when writing focuses on learning, content is begun by learners and teachers and consequently, grammar or form are left behind (1987, p. 40). According to her, differently from focus on meaning in writing, approaches focusing form and correctness seem to deny the possibilities of exploitation of ideas through writing. She asserts this assumption by arguing that “writing is wasted if we use it just for testing and skill practice” (p. 39-40). When the accurate use of grammatical norms becomes the main corrective goal, teaching may become an unsuccessful practice. The learner is expected to have some reasonable knowledge of the grammatical structures and rules taught in class. The student writes to the teacher about any given topic or title, being aware of a score from zero to ten he or she will obtain from such activity. The student writes only by the means of accomplishing an evaluation proposal, there is no communicative goal, neither a real audience. There is a resulting grade which will represent the learner’s knowledge towards that specific taught grammatical feature and students’ needs and or preferences are not taken into consideration. Hence, there are evidences among EFL teachers that writing based on structural instruction is “counter-productive” (ELLIS 1994, p. 639), and this assumption is valid to my teaching experience. Conversely, when writing is mostly focused on meaning but there is the teacher’s intervention towards formal problematic aspects of the language, it “allows [...] results in faster learning and higher levels of proficiency” (ELLIS, 1994, p. 639).

2.2.1 Focus on form *versus* focus on meaning in writing

Focus on Form Instruction (FFI) or explicit grammar instruction (EGI) is “instruction that balances, in a principled way, a focus on meaning and a focus on form” (LONG, 1991, apud ELLIS, 1994, p.639). In other words, FFI comprises learner’s

consciousness-raising development and also the grammar construction by means of instruction in communicative settings as a strategy or resource applied in order to hinder fossilization of students' errors (SCHMIDT, 1995). In addition, it is important to point out that Long (1991) discerns *focus on forms* from *focus on form* (my italics) assumption. The former consists of "instruction that seeks to isolate linguistic forms in order to teach and test them one at a time" (LONG, 1991 apud ELLIS, 1994, p. 639), used by teachers who follow a structural-based syllabus. On the other hand, the latter refers to the focus on specific formal aspects of the language when the communicative use of the language is performed. For Ellis (1994), a focus on form can be achieved in two ways: communication and observation to form; the other one is corrective feedback while communicative activities are carried out. In fact, this is the main concern of writing in DJW in this investigation: learners write their DJW entries while draw their attention to specific formal aspects of the language in order to better perform their thoughts in meaning. Besides, the teacher provides continuous corrective feedback on students' errors in subsequent DJW entries. Thus, learners have the opportunity to reformulate and reshape their assumptions concerning the target language in an ongoing practice.

Concerning FFI effects, it is valuable to mention that there are controversies on FFI field for learning. While Long (1988,1991) claims that FFI will be effective to the extent that it focuses on form, not on forms; Krashen (1981, 1982, and 1993) argues that FFI effect is peripheral, which means that it solely affects the learning of less complex structures. The author suggests that FFI or EGI is directly related to explicit knowledge. Ellis (1994) describes two grammar teaching instructions originated from SLA perspective: *implicit and explicit* (my italics). As opposed to explicit knowledge which learners receive rules and then are asked to practice them, implicit knowledge is concerned to knowledge acquisition which takes place in a natural, simple, and unconscious way. In implicit knowledge, learner's performances are resulting from his/her experiences with comprehensible input⁵ and it seems not to have relevant benefits from FFI or explicit knowledge.

Although there is research evidence that human beings learn from explicit to implicit knowledge, in which, from this, they start producing spontaneous language it seems to be controversial to argue that form-focused instruction contributes to second language acquisition implicit knowledge. Nevertheless, Ellis (1993, 1997) claims that explicit knowledge can facilitate the additional acquisition of implicit knowledge. Norris and Ortega

(2000) found in a meta-analysis of 49 studies considerably data in favor of FFI. Their study showed that explicit instruction presented more relevant results than implicit instruction. In addition to that, the effects of FFI were more durable; learners tend to internalize this information for a longer time. Norris and Ortega's meta-analysis (2000) showed the average FFI effect dimension in the 8 studies had a lower effect on accuracy and free production than the ones based on controlled production.

In brief, the results here suggest that FFI can have a significant effect on the accurate use of grammar structures. Indeed, one may affirm that FFI assists the acquisition of implicit knowledge. All in all, researchers agree with the saying that it is not easy to assume that a certain considerable amount of time of FFI exposure directed at some grammatical aspects can assure that the learner will acquire implicit knowledge of such aspects. However they claim that such an exposure may help learning and may accelerate the process of acquisition, as stated by Ellis: "certain linguistic properties cannot be acquired by second language learners unless they receive instruction in them" (ELLIS, 1994, p.657). In accordance with Ellis, Seliger (1977) claims that while some features are more applicable for an explicit instruction, others are more applicable to the implicit instruction. Therefore, the productiveness of both implicit and explicit knowledge implies on the linguistic peculiarity in addition to learner differences which have been taught. Besides, it is valuable to state that results comparing the effectiveness of both instructions are inconclusive.

Grammar teaching/learning comprehends the core of the focus on form or focus on forms instructions. And without a doubt grammar teaching has been the subject of controversy as to whether or not it can lead to language learning development. Initially, such a polemic regarding the effectiveness of grammar teaching divides researchers like Doughty and Williams (1998) who defend the application of Grammar or Focus on Form Instruction counter argued by Krashen (1982) who asserts that whenever acquisition or fluency are the objectives, grammar must not be the focus. Another point to be considered is that grammar has still being investigated towards several multi-dimensional assumptions (LARSEN-FREEMAN, 2001; TONKYN, 1994; BATSTONE, 1994b). Additionally to illustrate, Larsen-Freeman (2001) states that

Grammar is used to refer both to language users' subconscious internal system and to linguists' attempts explicitly to codify – or describe that system. With regard the

⁵ Input (in language learning) language which a learner hears and receives and from which he or she can learn. (Dictionary of Language Teaching & Applied Linguistics. RICHARDS et al, 1992, p. 183).

latter, its scope can be broad enough to refer to the abstract system underlying all languages... or, [...] a particular language (p.34).

And finally, Palmer, (1971); Batstone, (1994a); Larsen-Freeman, (1999), see grammar as *the combination of morphology and syntax*, which is the meaning referred for this investigation.

It is valuable to note that the understanding of some approaches to grammar may lead us to understand the way language is taught or even the way we teach: a) *Prescriptive grammar or normative grammar* (PALMER, 1971) lays out what is ‘correct’ or ‘incorrect’, what is ‘good’ or ‘bad’ grammar; b) *Descriptive grammar or linguistic grammar* (LARSEN-FREEMAN, 1999), is concerned with linguistic theory and language analysis (TONKYN, 1994), in other words, it attempts to analyze the way a language is in fact used by its speakers and then formulates rules on the structure. When comparing prescriptive and descriptive approaches to grammar one can clearly conclude that in the descriptive approach there is always one right answer. On the other hand, the descriptive approach may offer several possible answers, each appropriate in one or another context; c) *Pedagogical grammar* aimed at the learning of both foreign and first languages (CRYSTAL, 1997) and it is also designed to teach someone how to use a language. d) *Learners’ grammar or Interlanguage* is later discussed (see subsection 2.2.2).

As we have seen, grammar has diverse ways of interpretation regarding its definition among researchers. However, it is crucial to mention that learners and teachers bring to their learning and teaching environment their world’s assumptions, values and beliefs concerning learning and teaching. And certainly both learners and teachers had already consciously or unconsciously chosen the type of grammar that was suitable to enhance their learning/teaching process by the time they started working on learning/teaching. Indeed, my professional understanding of the role of grammar in English teaching and learning in this investigation as not only the core of a language, but a theoretical tool in regulating language use guides my practice in teaching writing. Learners eventually will come to effective results in grammar learning whether they are encouraged and or induced to notice⁶ some linguistic aspects of their interlanguage as well as being connected with meaning-form relations. The connections between meaning and form in writing contribute significantly to establish learners’ awareness in language learning development.

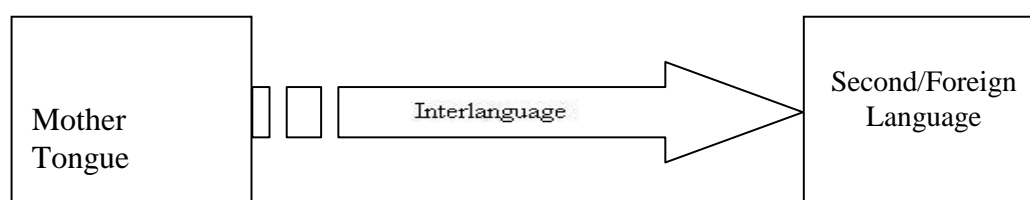
⁶ Noticing is the “conscious registration of the occurrence of some event” (SCHMIDT 1995, p.29).

One of the seminal issues that were raised for this study is how writing could be a tool to empower and accelerate learners' learning process. Therefore, in an attempt to tackle this question, a pursuit of elements that could contribute for learners' writing progress not only *with* but also *through* the DJW had started. Hence, DJW was applied in this enquiry order to establish a systematic written communication in the classroom between student and teacher. It was used as a specific tool for error treatment investigations well as writing development. Through the journal entries, I as the researcher teacher have had samples of the learners' interlanguage, being able to assess students' errors along the semester and apply pedagogical actions in order to lessen students' error incidence.

2.2.2 Interlanguage in EFL learning

In order to become a proficient writer in L1, L2 and in a FL setting, one must master elements of content, style, and organization in addition to surface elements such as grammar, vocabulary, and mechanics of writing. Despite the fact that surface errors are not focus of primary interest in L1 writing, it has been a field of primary interest of L2/FL writing research. It is valuable to remark that at the very beginning of the learning process, learners have little or no command of the FL, which is a distant target to be reached on their learning horizons. Gradually, they start their journey towards their FL objectives through a continuum which extremities are their mother tongue or L1 and the target language or TL, which means the language to be learned, illustrated in the following figure:

Figure 1 - Interlanguage as a Continuum.



Source: Adapted from Figueiredo 2002, p. 34

Figueiredo (2002) affirms that such continuum is distinguished by a succession of phases outlined by the type of errors produced in a given phase, and also the learners' version of the target language. The term 'interlanguage' was coined by Selinker (1972) referred to such succession of phases, defined as learners' "idiosyncratic dialect" of the target language by Corder (1971, p.149) or also "language-learner language" (CORDER, 1978, p. 72), explains this conception of such a linguistic system:

It is therefore because the learner attempting to communicate one and the same set of messages produces utterances which, while *similar to those of other language learners*, are different from those of the native speaker of the target language, child or adult, dialect, or standard speaker, that the concept of interlanguage is justified.

In the process of learning, interlanguage as a dynamic and unique system undergoes permanent changes since language learners do not speak or produce the same interlanguage. In addition to this, there is a variability of interlanguages among learners, “which change may be slower or faster, in different individual cases at different times” (CORDER 1978, p.74). Thus, through this movement along the continuum or learning process, teachers are able to locate learners within the process of foreign language learning development. Besides, the importance of teachers’ awareness concerning the development of learner language and how it assists teachers to assess pedagogical actions in the light of what they can reasonably expect to accomplish in the classroom is an important factor to be accounted for (LIGHTBOWN and SPADA, 1999). Finally, error analysis’ researchers concluded that by means of students’ speech and writing “the interlanguage reflects systematic errors patterns and of communicative strategies, [...] that disappear if the learner receives appropriate and sufficient input” (SCHULZ 1991, apud FIQUEIREDO, 2002, p. 34).⁷ Thus, this assumption may lead to the conclusion that the understanding of errors and an exposure of a great amount of input along with learners’ revision of their hypothesis about the foreign language may certainly help them towards a continuous improvement in the target language.

2.3 DIALOGUE JOURNAL WRITING (DJW) AS A TOOL FOR TRIGGERING STUDENTS’ WRITING SKILLS

The first documented use of Dialogue Journal Writing (DJW) was with sixth grade English speaker and non-speaker students in Los Angeles, California. This specific interactive writing started to be researched by Staton in 1979 when she found Leslee Reed’s work on interactive writing. Leslee Reed asked her students to write brief messages to her everyday. The other day she delivered back the journals with a conversational style response. In addition to this, Reed matched each child’s reading and writing ability. Those journals were analysed by Staton within a year. Since then several other studies about the uses and benefits of DJW have taken place within the 80’s emphasizing the benefits of DJW use

research had found out until then. Among the benefits, DJW are seen as opportunities to engage in reflection about experiences [...], problems, and ideas (STATON, 1984). In addition, Kreef at al, (1985); Staton at al, (1987) point out that DJW are opportunities to immerse in a natural, purposeful way in a variety of writing types: narration, description and argumentation, even poetry, as well as dealing with all the functions of language. Then, Gambrell, 1985; Staton, 1986; Staton, 1984; Kreeft at al, 1985; Staton at al, 1987; Staton, 1986 apud Staton, 1987, p. 3) assert the use of DJW as opportunities to read a personalized text that is, the teacher's written responses about topics the student has initiated. Besides being self-generated, the teacher's writing may often be more advanced and complex than textbooks that students are assigned to read.

Besides the benefits listed above, I would emphasize that DJW applied in EFL settings is certainly a tool to control basic mechanics of language as spelling and grammar, an important tool for teachers following students' linguistic progress along the term, a sample of students' interlanguage and performance, and an instrument for dealing with error treatment.

Staton (1987, p. 3) concludes that "[...] dialogue journals are not a method of instruction in specific skills; they provide opportunities to use newly acquired abilities in writing and reading. As with any truly individualized practice, each student benefits in a different way".

Shuy (1987) sees DJW as being interactive, functional, and self-generated: (a) interactive because it promotes personal involvement between the student and the teacher; (b) functional due to the fact that students use a variety of functions in order to deny, complain, warn, and so forth; (c) self-generated because the written items or enquiries originate from both, teacher and student. Shuy (1987, p. 892-893) states the features of conversational writings used in DJWs:

[...] [W]riting is conversational in tone [...] It reads a lot like talking. [...] It starts with what the learner already knows and then tries to build on this knowledge (STATON and SHUY, 1987). [...] It ought to be like talking in the casual style. It ought to create a kind of partnership with the person being addressed – what is called mutuality (KREEFT, 1987). This dialogic partnership can engage the student and teacher in discussing important topics [...] it allows the students to generate the topics.

However, having in mind what DJW is and what it is like besides how it can be adapted for each teaching purpose and context is a must. Peyton (2000, p. 3) explains that:

⁷ “A interlíngua reflete padrões sistemáticos de erros e de estratégias comunicativas, [...] que desaparecem se o indivíduo receber um *input* suficiente e apropriado”.

Dialogue journals are written conversation in which a learner and teacher (or other writing partner) communicate regularly (daily, weekly, or on a schedule that fits the educational settings) over a semester, school year or course. Learners write as much as they choose on a wide range of topics and in a variety of genres and styles. The teacher writes back regularly, responding to questions and comments, introducing new topics or asking questions. The teacher is primarily a participant in an ongoing, written conversation with the learner rather than an evaluator who corrects or comments on the quality of learner's writings. Topics for or types of writing may be specified to enhance the curriculum and some may be given by the teacher, but the primary goal of the writing is communication.

It is noticed that before 1980s the dialogue journals were used as a classroom practice, however not as a means of research and instruction (cf. STATON, SHUY, PEYTON and REED, 1988). In Brazil, DJWs were applied by several educators within the English teaching/learning as a foreign language field: Miccoli (1987, 1989), Riolfi (1991), Boxwell (1988), Arruda (1992), Martini (1997) and Paiva (1999).

Miccoli (1989, p. 175) used dialogue journals not as proposal for writing development in English, but as an ongoing reflexive learning process tool in Portuguese, her mother tongue. As a Methods teacher, she applied dialogue journals in a Brazilian university setting as an attempt to make her students reflect about their own learning process as future English teachers:

As future English as foreign language teachers (EFL), the students were supposed to analyze the leaning/teaching process they are experiencing. To analyze and reflect about themselves while learners will allow them to see such process critically so that in the future they can act in such process consciously of its kaleidoscopic nature.⁸

Riolfi (1991) also applied the dialogue journals with his university students. In the discipline called English writing practice the dialogue journals were used in a class with high failure level due to learning difficulties, lack of motivation, low self-esteem, and relevant failure rate. The dialogue journal was a possibility to assess real communication opportunities and also interaction among individuals.

Similarly, Boxwell (1988) applied dialogue journals in order to give her students an opportunity to express their feelings through writing. Essentially, the researcher intention was to minimize students' difficulties of posing their oral critical suggestions in the classroom.

⁸ Como futuros professores de inglês como língua estrangeira (EFL), os alunos deveriam analisar o processo ensino/aprendizagem que estão vivenciando. Analisar e refletir sobre eles mesmos enquanto aprendizes, permitirá a eles ver tal processo criticamente para que no futuro eles possam atuar em tal processo conscientes de sua natureza caleidoscópica.

Aiming at investigating her adolescent students' writing improvement plus intensifying communication between teacher and learners, Arruda (1992) and Martini (1997) employed dialogue journals at the end of the classes. The intermediate level English learners wrote observations about the classes or other issues they found relevant to comment about.

Paiva (1999) adapted the conceptions of the traditional dialogue Journal and applied electronic dialogue journals in their classes.

The focus of the use of DJW for this investigation emerged by the time I was a master's student and experimenting theories in teaching writing to ESL/EFL learners. Besides, the prior knowledge I had about the usefulness of such interactive writing tool together with the fact that it had been applied in my English – Portuguese Languages and Literature undergraduate program groups were definitely decisive for such experience. However, DJW had primarily been applied in my university classes solely aiming at enhancing students' engagement and motivation in writing. As students were in the beginning level, DJW would help learners reflect upon language structure, develop their interlanguage and encourage them to express their ideas through writing in a non-threatening environment. Hence, DJW as a means to improve writing definitely became the goal for the present research.

In fact, the use of dialogue journals as an instrument to extend communication among learners and teachers, within the English teaching national context has been growing consistently. Nonetheless, it is valuable to note that from the studies in Brazil elicited above, to my knowledge, there is little research on the use of DJW as a tool for error treatment and corrective feedback in writing. However, Menti (2004, p. 130), as an exception, studied the effect of two types of corrective feedback, recast⁹ or elicitation¹⁰ on the oral performance of intermediate students studying EFL in a private school. This investigation views DJW as a great tool for error treatment assessment, in the same way corrective feedback which opposes Peyton's (2000) claim that in DJW the teacher is basically a participant and not an examiner who points out the errors or verifies the formal performance of learner's writings. Through DJW entry compositions, teachers have in their hands students' authentic written productions, resultant of interactive pieces of writings, which are samples of students' interlanguage through writing collected within their learning process along that specific semester. Such written productions are essentially samples of how students construct and control basic

⁹ Corrective feedback in which the teacher reformulates students' flawed utterances. (1997, Lyster and Ranta apud Menti 2004, p.130)

mechanics of EFL learning, such as grammatical features, vocabulary and also spelling as seen below in *excerpt1* extracted from the data of this study. Sandra is taken as a fictitious name:

Hi, teacher.
 [...] I decide to remain in Course of Letras, for not I like of course of geografia.
 I go to try to like of English, what is being well difficult, bus I go to fight and to overcome.
 My Carnival and holiday they go very good.
 At Carnival for the Camacho I take the best

As a beginner in a specific EFL learning context, Sandra seems to have succeeded in her attempt to express herself in a meaningful way. She was able to communicate about her decision of remaining in the English – Portuguese Languages and Literature undergraduate program due to the fact of having disliked the Geography undergraduate program. She also pointed out her efforts to enjoy English. Sandra reasonably mastered her intent to be meaningful. However, she presented some difficulties concerning grammatical aspects of the target language in her message. She mostly failed when she wanted to express herself in the simple past and future tense. Thus, her way of writing and the strategies she uses in order to establish meaningful communication with her audience are mirrored in her DJW. Hence, through DJW teachers are most importantly able to deal with error treatment and place students in the learning process besides being provided with their interlanguage.

In fact, DJW provides the teacher with students' EFL writing performance, as an authentic 'x-ray' of students' linguistic progress along the term, since it works as a continuous practice of interchanging self-generated-topic messages. Definitely, DJW is a unique tool for error treatment.

Excerpt 1 from the data source showed below illustrates the way the teacher indirectly attempts to call student's attention to certain formal aspects of the message that Sandra wrote:

□ Hi Sandra
 What's up?
 Oh! You did not like your Geography course! Why?
 I do agree when you say that you are going to try to like learning English. When we like, things go easily. I suggest you to change your attitude towards English. Be curious! Ask a lot! Try to use only English in class!! Do it and you will see the difference sooner than you expect!! Ask for help, if you want to. Feel comfortable for that!!

¹⁰ Feedback in which the teacher directly asks students to reformulate their own utterances. (1997, Lyster and Ranta apud Menti 2004, p.130)

Tell me, Sandra, what are you doing at the moment? Are you reading a good book?
 Are you having computing class?
 Can you tell me that?
 See you,
 Rê

By replying the students' message, the teacher emphasized two aspects: Sandra's dislike towards the Geography course by showing the correct form of simple past and her efforts about future intentions of trying to enjoy English. The teacher also tried to motivate Sandra by giving tips and suggestions towards the learning of English and making other questions. In this manner, the student has the opportunity to reflect about the teacher's reply as well as acquiring new vocabulary elements and formulate a new message for the teacher.

2.4 TYPES OF CORRECTIVE FEEDBACK

Corrective feedback (CF henceforth) consists of responses to learner utterances. "The responses can consist of (1) an indication that an error has been committed, or (2) provision of the correct target language form, or (3) metalinguistic information about the nature of the error, or any combination of these" (ELLIS, 2007). CF is a field of great concern among teachers and researchers; a pedagogical issue and an area of controversy. Teachers and researchers are concerned whether CF promotes learning, in the same way whether CF exerts any effect on learners' interlanguage. Ellis (2007) points out that there is a considerable debate in written corrective feedback among researchers:

Truscott (1996; 1999) [asserts that] correcting learners' errors in a written composition may enable them to eliminate the errors in a subsequent draft but has no effect on grammatical accuracy in a new piece of writing (i.e. it does not result in acquisition) Ferris (1999), [on the other hand claims that] if the correction is clear and consistent it will work for acquisition. (ELLIS 2007)

In the midst of such debate, Hyland and Hyland (2006) conclude that "it is difficult to draw any clear conclusions and generalizations from the literature as a result of varied populations, treatments and research designs" (p. 84). Despite such controversies, one cannot deny the crucial role the teacher's reply plays in writing or in student's written performance. Ur (1996) presents three diverse roles of CF in three diverse language teaching approaches: in audiolingualism which is grounded on behaviorism, CF is seen as negative assessment and which must be avoided due to its function as punishment which may lead to inhibition and discouragement. In fact, the assumption of error as a sin is still an ordinary

feature in EFL settings to date. Thus, pointing out learners' errors is a negative judgment and may represent their failure in learning the target language. In contrast, in humanistic methods there is a concern towards the promotion of a positive self-image of the learner as a person and language learner. Thus, CF is supposed to be non-judgmental. In skill learning theory, CF is seen as a tool the learners need in order to know how well they are doing in the learning process. Certainly CF grounded on a humanistic and skill learning theory contributes for learners' language learning development. Moreover, learners expect to have their written production supported by either a beneficial or efficient response to contribute for their development. They also expect particular desire for more feedback on grammar (ELLIS 2007). Furthermore, Ferris (1997b) argues that a qualified feedback may contribute for students to their own revision strategies. In addition to this, Ferris (1997a) affirms that the teacher's suggestions and words may appear in the learner's subsequent texts.

Corrective feedback is the key factor for this enquiry. This investigation is focused on learners' utterances in writing through two specific error treatment techniques: *Direct* and *Indirect corrective feedback*. It has the purpose to verify the results of direct and indirect corrective feedback in the learners' DJW entry compositions besides the implications of such results in their writing development.

2.4.1 The Direct Corrective feedback

Direct feedback takes the form of explicit written corrections by the teacher in response to error. The direct corrective feedback in writing is the most common method of feedback used in the classroom environment. However researchers have pursued less traumatic ways to treat errors in writing by focusing in meaning primarily and in form in later stages.

The direct corrective feedback through DJWs in this inquiry aimed at vocabulary raise as well as a tool for learners to practice written language construction. To begin with, learners were supposed to write a five-line biography and they were supposed to add five lines more in each subsequent composition produced until they reach a twenty-five-line text. In order to illustrate how the direct correction takes place in the DJW entry compositions in this study, two excerpts from the data source which direct corrective feedback was applied is showed below. In excerpt one Sandra writes to her teacher about herself and in excerpt two Lya writes about her daily routine. Both names were used fictitiously:

Excerpt 2

Sandra: My life

My name is Sandra. I **am** ^{old} **I** nineteen years , **to** live in Tubarão. I have two broth
^{are} ^{ed} ^{is} ^{ed}
 ers that **call** Antônio and Maria. My father **call** João and my mother Maria.
^a ^I ^{4th grades}
 I am teacher and work with **it 4 series**.

Excerpt 3

Lya: My routine

Everyday **of** Monday Friday, I **lift** at 6:30 in the morning go to work. I **cath** the bus
 at 7:30 **e'clock** and I arrive in the work about 7:45. I work up to 11:45 **e'clock**, and
 then return home.

I don't work in the **period-of** afternoon, then I take advantage of ^{it} to arrange the
 house, to study and to prepare class.

I study on Friday **at** night, and on Saturday in the morning **in the afternoon** **period** and
vespertino.

On Sunday I take advantage of ^{it} to rest.

Teacher: Dear Lya, I suggest that you re-edit your text 2, ok? You will learn a lot with it. Go on!

As we can see, one of the categories applied in this investigation, deals with the direct straightforward presentation of the correct grammatical form to learners in their texts. In other words, the teacher marked the errors in the texts and provided the correct form. Thus, great attention was given to the grammatical structure of each learner's written production. The learners' entry was greatly controlled by the teacher. In addition to this, the students were supposed to write compositions which topics or titles suggestions were given and sometimes chosen uniquely by the teacher for the subsequent texts such as: 'Daily Routine, My Favorite Artist, My University Classroom, My City', and so forth, as the one we have above. It is important to mention that such topics were connected to the themes approached in class.

Another point to be considered is that the students were strongly encouraged to re-write their marked texts. Thus, "if students are revising or rewriting their papers after receiving teacher feedback, they are expected merely to transcribe the teachers' suggested corrections into their texts" (FERRIS 2002, p.19), the learner is not expected to correct his/her own errors neither to reflect on them. These learners' written production did not have an authentic dialogic-like language format, which did not establish a closer relationship between

writer and reader. Besides, in the direct corrective feedback, the learner does not participate of the correction process because the teacher provides the set treatment for the error.

Researches have showed that direct correction seems not to be consistent neither systematic, since in this method learners face a full red pen marked text. Consequently, it is more likely that students feel threatened by the evidence of the errors made on their paper and it may block their eagerness towards learning and writing.

2.4.2 The Indirect Corrective feedback

The Indirect corrective feedback occurs when learners are alerted to error by the teacher using general comments. As opposed to the direct corrective feedback; the indirect corrective feedback furnishes students opportunities to repair their own errors in which they are real participants of the writing development in the learning process.

Research has shown that indirect error feedback is a beneficial tool supplanted by direct corrective feedback and an important strategy used to empower learners' cognition, as argued by Ferris (1999, p.5): "[...] indirect error correction (identification of errors) is preferable to direct correction (teacher correction of student error)." In line with this enquiry, Richard-Amato (1996, p. 74) explains how indirect corrective feedback may be employed:

[...] After students hand in their journals, instead of marking the errors, the teacher may simply react to the entry in the margin by repeating the words that the student has used, but in correct form. Thus, the teacher's comment serves as a model. For example: if the student writes 'on Tuesday my mother sick', the teacher might respond with 'I am sorry your mother was sick'.

The author points out three words concerning teacher's attitude considered relevant to my point of view: *react*, *repeat*, and *model*. Reacting to the student's entry by modifying the erroneous utterance into a model is promoting an opportunity to trigger their motivation for learning and writing improvement. This is how DJW was applied in this study in the IDCFCG. Thus, a major concern in this type of corrective feedback is the fact that students are real participants of the error treatment process. The underlying premise of indirect corrective feedback technique is learners' reflection on the language itself by means of their own errors correction: "This particular type of correction often comes naturally to a teacher focused on the meaning and may work well, specially with reluctant writers during early stages of literacy development". (RICHARD-AMATO, 1996, p.74). This specific corrective feedback is not essentially concerned with the form of the language. Firstly,

meaning is the most important element for interaction and communication. Secondly, but not least relevant, the concern with the form of the target language guides the types of response the teacher provides to the learner.

As to exemplify how the indirect corrective feedback occurs in the DJW entries, in this investigation, an example from the data source is taken. Tony was used as a fictitious name:

Excerpt 4

Tony: My name is Tony, I have 18 year olds. To live in Treze de Maio. I have very friends. Not taste from lie. To adore heard music. I love my family.

Teacher: Hello Tony !!

You are so young!! You are only 18 years old! I'm much older than you! I'm 38 years old! Oh! You live in Treze de Maio! I live in Jaguaruna. I like it! I have many friends, too. And I don't like people who tell lies.

What a coincidence! I love to listen to music and I also love my family!

Dear, tell me more about you, your life, your daily routine, ok?

See? I'm too curious!

See you,

Regina

Among other ways to provide error feedback indirectly, there is the coded and non-coded corrective feedback. Coded consists of a method in which teachers elaborate a coding scheme that indicates the types of errors learners make, such as articles, verbal tense, misspelling and so forth. Learners are supposed to correct their errors themselves by decoding. Non-coded corrective feedback is when teachers mark the location of the errors by underlying or circling them. Neither coded nor non-coded corrective feedback was applied in this study.

There are other ways to treat errors and provide feedback to learners. The '*blackboard correction*' is a technique which the teacher works with a selection of the most frequent written errors made by the learners. First, the teacher writes such errors on the board and motivates the learners to find the errors/weak points individually or in groups. Then, the teacher analyzes them with the learners. This technique is beneficial to learners and teachers due to the fact that the most problematic linguistic features are worked all together at once. It is believed that by identifying and correcting their own errors learners are likely to lessen or not to repeat such errors in their writing. Furthermore, another form to treat errors is '*conferencing*' which is a dialogic correction technique between the student and the teacher. In individual conferences, the teacher interacts with the learner, by giving 'alive' feedback about the students' writing process. It allows participants to solve linguistic problems, encourage the learner to elaborate topics, and change them. Indeed, it is the opportunity the

teacher has to assess learner's errors directly, discuss about them and raise student's awareness to their errors. Thus, through awareness learners may become more attentive to any spoken/written output produced by themselves or others. Considering time and big group classrooms constraints, teachers may find it difficult to work with conferencing. Therefore, alternative strategies must be found to reduce teachers' efforts, and one of the possible solutions is to work with groups of students who have performed similar types of errors.

Alternatively *black board correction or conferencing* are two types of error treatment that complemented the application of indirect corrective feedback in the learners' DJW entries in this study. In the case of the former, it was applied when the teacher found it necessary, focusing on the real necessities of the students. In the case of the latter, it was applied right after three subsequent learners' writing productions on their DJW entries.

Another important way of error treatment I consider useful if not crucial in learning is *self-editing training* in writing (FERRIS, 2002). "Basically, self-editing refers to a technique that allows students to identify and correct their own errors by reviewing them" (HONG, 2004, p.14). Indeed, "in order to train learners for self-editing, teachers need to raise learners' awareness of their errors" (KANEKO, 2005, p.11). In DJW, self-editing training is a key strategy for learners to become more independent learners within the indirect corrective feedback or inductive corrective feedback. Once they received the teacher's reply they were encouraged to recognize their own linguistic problems in the teacher responses in their DJW entries. The teacher repeated and or reformulated the learner's erroneous words or expressions applied by the learner in an appropriate way. Thus, the learner had the opportunity to compare his/her message to the teacher's, either interpret or revise what they had written and (re)elaborate the next entry.

While reviewing the weak linguistic points of their writings, learners self-correct their errors spotted by their teachers and find out where his/her linguistic problems are and learn with them. Hence, learners become focused not solely on form, but also in meaning. Self-editing has a great importance in the revision procedure due to the focus on form demanded from the learners. In other words, revision demands learners' attentive care regarding to form and as a consequence, it may empower learner towards more autonomy in learning in addition to more responsibility in monitoring their own errors. In short, the more students cope with their errors by themselves and learn how to treat errors positively along their learning process and learn how to correct them, more opportunities they have to reflect on the language they are learning.

2.5 ERROR ASSUMPTIONS THROUGH HISTORY

In vogue in the 50's and 60's, Contrastive Analysis concerns of describing and contrasting both the mother tongue and the target language, and then comparing the forms in order to find the misfits that would originate interference and error. So, it was believed that successful pedagogical results would be reached, learning language would be facilitated, and errors incidences would be reduced. The Contrastive Analysis Hypothesis (CAH henceforth) focuses on the notion of error as non desirable learners' production. CAH approaches errors as solely interference of mother tongue elements into the learning of an L2. Errors were considered to be a wrong response to the stimulus, which should be corrected immediately after they were made. Teachers focused on the mimicry and memorization of target forms as well as attempting to instill the correct patterns of the form into learners' mind, being corrected promptly - making an error was considered to be fatal to proper language learning processes, as asserted by Brooks (1960). The author also suggests ways of coping with it:

Like a sin, the error must be avoided and its influence must be overcome. [...]. The main method of avoiding erring while learning a language is to observe and practice the correct model an enough number of times; the main way of surpassing it is by shortening the length of time between the incorrect answer and the representation of the correct model (BROOKS, 1960 apud FIGUEIREDO, 2002, p. 48)¹¹

This assumption posted by Brooks (1960) is directly associated to behaviorism. Behaviorists describe the linguistic processes as 'verbal behavior' and proclaim the acquisition of a language as habit-formation. Habit-formation is a repetitive association between stimulus and answer, consolidated by positive reinforcement. Thus, for behaviorists learning a second or foreign language means to replace a formed habit (mother tongue) by new ones (L2/FL). Lado (1957) expresses the relevance and the notion of the contrastive analysis hypothesis (CAH) in which linguistic differences could be used to predict learning difficulty: "those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult" (LADO, 1957 apud TONO, 2003). Additionally, Larsen-Freeman & Long (1991) state "Where two languages were similar, positive transfer would occur; where they were different, negative transfer, or interference, would result." (LARSEN-FREEMAN and LONG apud TONO, 2003). Despite the fact that

¹¹ Como o pecado, o erro deve ser evitado e sua influência superada [...]. O principal método de evitar o erro na aprendizagem de língua é observar e praticar o modelo correto um número suficiente de vezes; o principal meio de superá-lo é encurtar o espaço de tempo entre a resposta incorreta e a reapresentação do modelo correto.

CAH and behaviorism were associated and have academic legitimacy, CAH was strongly criticized by Chomsky in 1959. Firstly, CAH was criticized due to the fact that this hypothesis cannot explain all the errors by the mother tongue interference, and prognosticate errors that in fact do not occur in the second language (LIGHTBOWN and SPADA, 1993). Secondly, it sees the environment as the foremost element in SLA due to the simplistic view of errors as mere interference of L1 implying in the idea that students are supposed to play a passive role by accepting the decisions of the environment (LARSEN-FREEMAN and LONG, 1993). Thus, behaviorist language learning style gained discredit and an emphasis towards cognitive-code learning approach increased in prestige. The cognitive-code language learning is approached as “hypothesis formulation and rule acquisition” (CELCE-MURCIA, 1992, p. 461). It emphasizes the teaching of grammar according to learners’ needs, inductively or deductively. Errors are seen as useful tools for learning and teachers are facilitators of students’ correction and self-correction (p.461).

Error Analysis (EA henceforth) emerged as an alternative to Contrastive analysis in the late 60’s. EA is grounded on cognitive-code theory and was developed in order to demonstrate that “many learners’ errors were not due to the learners’ mother tongue but reflected universal learning strategies” (Richards et al., 1992, p.127). The author also points out Error Analysis stands for a) identifying learners’ strategies usage within the learning process, b) identifying learners’ errors origin, c) gathering information concerning ordinary difficulties in the learning process, as a contribution tool for teaching and also in teaching materials. In fact, in the 70s and early 80s, a great amount of publications on error analysis were released throughout the world. Thereby, the advent and impact of Pit Corder’ work promoted a new significance to errors assumption through his article entitled “The Significance of learners’ Errors” published in 1967. “[...] Errors, in Corder’s view, are not just to be seen as something to be eradicated, but rather can be important in and of themselves” (GASS and SELINKER, 2001, P. 78). Indeed, Corder was the one who first upheld the relevance of errors to language learning process in applied linguistics community. In addition, in applied linguistics community a movement towards the innate human ability focused on an intense interest in the learner's capacity of hypothesis formulation by using his bilingual competence for his communicative needs. The monitoring and analysis of learner language (Interlanguage) was then, in growing ascendancy (TONO, 2003).

Thus, Error Analysis and Interlanguage are the two distinct perspectives concerning SLA field that emerged by means of the nativist theory¹² of language developed by Chomsky (LARSEN-FREEMAN & LONG, 1993 apud SILVEIRA, 1999): Both see errors as “an inevitable part of learning” (DULAY, BURT and KRASHEN, 1982, p. 138), both assert the importance of error analysis in recognizing a way of providing data for better understanding the learners’ interlanguage process in the same way providing valuable insights for instruction improvement. In brief, “The Error Analysis perspective provides an important step in recognizing the validity of the study of error as a means of trying to understand learners’ acquisition process” (SILVEIRA, 1999, p.114).

However, criticism among researchers towards Error Analysis has arisen like any other theory: (SCHACHTER and CELCE-MURCIA, 1977; SCHACHTER, 1974). EA was criticized due to total “reliance on errors to the exclusion of other information” (GASS and SELINKER, 2001, p. 78). It is argued that errors and non errors need to be taken into consideration to learners’ total linguistic behavior.

The assumption of error in this investigation takes the form of facilitator tools for learners’ writing development. Moreover, in conformity with Interlanguage theory (SELINKER, 1972), errors are seen as a result of learners’ hypothesis in order to learn the target language. In other words, errors are viewed as resulting of learners’ efforts towards language learning and have the role to contribute to learners’ cognition in their hypothesis formulation and in writing development. In addition, teachers can be lead to find out the specific stage of learning/acquisition learners are in by taking into account the three elements of learners’ interlanguage - *elements of learners’ mother tongue, the language being learned, and language systems in general* (my italics) - which produce diverse types of errors such as interference, intralingual, and developmental errors. (RICHARDS, 1971).

2.5.1 Definition and Identification of errors

Errors are a subject that causes concern among learners and teachers. Additionally, errors in a common sense are non-desirable forms and a source of anxiety and self misjudgment towards EFL performance among students. It is also a common sense that defining and classifying errors is not an easy task because its concept may vary depending on

¹² Also called innatism, [...] says that human knowledge develops from structures, processes, and “ideas” which are in the mind at birth (i.e. are innate), rather than from the environment and that these are responsible for the basic structure of the language and how it is learned. This hypothesis has been used to explain how children are able to learn language. *Further reading Chomsky1968* (RICHARDS et al. 1992, p. 182).

the perspective of the linguistic theory that approaches it. What consists an error will depend upon the context in which this error is produced. One must consider which variety of the target language should be the most suitable as the norm for such definition, as Lennon (1991a, p. 32) confirms:

It is indeed likely that no universally applicable definition of L2 error can be formulated and what is to be counted as an error will vary according to the situation, reference group, interlocutor, mode, style, production pressure.

Illari and Possenti (1985) claim that the most ordinary error definition comes from the normative grammar, which sees error as everything that is deviated from the example of what it is a good language. Descriptive grammar sees error as forms or occurrences that are not included, in a systematic way, in none of the varieties of a language. As opposed to the normative grammar conception of error, the authors define error as a hypothesis formulated by the learner in order to reach the desired language and establish meaningful communication (ILLARI and POSSENTI, apud FIGUEIREDO, 2002). Towards this conception of error as hypothesis established by the learner aiming at being understood, errors assume a positive role as a natural result in the learning process. Richard-Amato (1996) reinforces this idea by pointing out that “students need to be reminded that errors are perfectly normal during the writing process” (p.73). Moreover, it is relevant to bear in mind that errors are tools for changing paradigms, tools for re-shaping learning. In this sense errors become learning tools instead of a device of punishment and failure. In addition to this thought, Corder (1967, apud ELLIS, 1994, p. 48) points out three relevant roles errors may play in second language learning settings: 1) they provide the teacher with information about how much the learner had learnt; 2) they provide the researcher with evidence of how language was learnt; 3) they serve as devices by which the learner discovered the rules of the target language.

Lightbown and Spada (1999, p. 167) affirm that “the errors reveal the patterns of learners’ developing interlanguage systems – showing where they have over generalized a second language rule or where they have inappropriately transferred a first language rule to the second language” .

Ellis (1994) claims that making errors is not exclusively from learners, children by learning their first language (L1) and even adults native speakers make errors. He still suggests that children’s errors are considered transitory errors, native speakers’ errors lapse of the tongue, and not less important to mention, second language learners’ errors are considered different from the ones made by native speakers. Yet considering learners’ utterances or

written productions, distinguishing both error and mistake is advisable. Ellis (1994, p. 51) establishes a parallel between error and mistake:

An error in this technical sense takes place when the deviation arises as a result of lack of knowledge. It represents a lack of knowledge. A mistake occurs when learners fail to perform their competence. That is, the result of processing problems that prevents learners from accessing their knowledge of a target language and causes them to fallback on some alternative, non-standard rule that they find easier to access.

Although it seems that one could argue that errors are more related to second/foreign language learners as well as mistakes are more likely to native-speakers speech, the implications of both errors and mistakes regarding errors analysis will be out of the focus of this investigation.

Regarding the definition of error for this investigation, error will be considered as a deviation from the norm which stands for the standard written dialect (Ellis, 1994), since the researcher is dealing with error treatment on learners' Dialogue Journal Writing entry compositions. Besides, errors are components of the learning process and by means of errors that learners are possibly constructing hypothesis about the language they are learning. Nevertheless, caution is necessary on their application so that learner's self-confidence, motivation, and creativity may not be affected.

2.5.2 Explanation of errors

According to Ellis (1994), "explanation is concerned with establishing the source of the error" (p. 57). He claims that errors explanation is the most relevant process of SLA because it is aimed at SLA/EFL learning. Nevertheless, research has shown that linguists are still in the pursuit of more precise methods of better explain error origins.

In order to illustrate error explanation in this section, Figueiredo's (2002) assumptions of error explanation along with other authors' guidance, such as Richards (1971, 1974), Laufer (1990), Dulay and Burt (1974), Dulay, Burt and Krashen, (1982), among others will be followed. The explanation of errors concerning this investigation is explained in chapter 3.

In an endeavor aiming at explaining the source of errors, researchers defined them into *Interlingual errors*; *intralingual errors* (including the developmental and the unique ones); *Ambiguous errors*, and *induced errors (transfer of training)*.

The Interlingual errors - also called interference or transference errors. They are errors caused by the mother tongue structure transference. Despite these errors reflect the mother tongue interference in the target language; they are not considered negative (DULAY, BURT and KRASHEN, 1982 apud FIGUEIREDO, 2002). Lott (1983), Faerch and Kasper (1984) elucidate that they are from the mother tongue interference if the cause is: 1) extension for analogy: a) mother tongue semantic extension of a word; b) orthographic or phonological similarity with the mother tongue; c) mother tongue graphic system support; d) mother tongue phonetic/phonological system support. 2) Non-lexical distinction in the mother tongue in relation to the target language. 3) Non-grammatical distinction in the mother tongue in relation to the target language. 4) Code switching. 5) Foreignizing. 6) Literal translation. 7) Errors caused by structure transference: a) mother tongue syntactic structure support; b) mother tongue morphological structure support

The Intralingual errors - They are resulting from the learning of a target language and *do not* reflect the mother tongue influence (RICHARDS, 1971, 1974). *Developmental errors* (DULAY, BURT and KRASHEN, 1982), together with the *unique errors* (DULAY and BURT, 1974) are considered Intralingual errors.

The Developmental errors – They are similar to the ones made by children when acquiring the target language as L1 and the Unique errors which are produced only by second language learners, both with no mother tongue interference. The Developmental errors may be distinguished as follows according to Dulay, Burt and Krashen (1982): a) errors caused by omission; b) errors caused by addition; c) errors caused by generalization; d) errors caused by alternated/interchanged forms; e) errors occurred by a wrong word order or a wrong group-of-word order in a statement; f) errors caused by a new word invention (word coinage); g) errors caused by a mistake between similar lexical words or expressions; h) errors caused due to a non existence of graphemes and phonemes of the target language.

The Unique errors - the Unique errors are similarly to the Developmental ones, resulting from hypothesis concerning the target language and they are not originated from the mother tongue interference neither produced by children learning their L2 as L1 (FIGUEIREDO, 2002). Dulay and Burt (1974) affirm that they are named ‘unique’ due to the fact of being performed only by L2 learners.

The Unique errors are distinguished by: a) errors occurred by addition; b) errors occurred by omission; c) errors occurred by alternated/interchanged forms; d) errors occurred by agglomeration of words from the target language with no meaning at all.

The Ambiguous errors – They are considered to be resulting from the mother tongue influence (interlingual) *or* similar to the ones children acquiring English as their first language produce (developmental) (FIGUEIREDO, 2002).

These errors include: 1) errors occurred by omission: a) *do/does* auxiliaries omission in negative sentences; b) the infinitive marker *to* omission; c) subject omission; d) the plural marker omission; e) the *third person singular* omission; f) direct object omission. 2) Errors occurred by addition: the double negative marker. 3) Errors occurred by adverbs and adverbial phrases misplacement. 4) Errors occurred by generalization: a) generalization over ‘uncountable nouns’ to ‘countable nouns’; b) comparative of superiority generalization; c) plural generalization. 5) Errors originated from alternated/interchanged forms: a) mistaken interchange when using the pronouns ‘anybody’ and ‘somebody’; b) mistaken interchange when using ‘there is’ and ‘there are’; c) the use of an adjective instead of a modal adverb in order to modify a verb.

Induced errors (transfer of training) – The expression *transfer of training* (SELINKER, 1972) is concerned with the wrong way the target language is taught. Such type of error does not receive the mother tongue interference nor is caused by the way a language is practiced (FIGUEIREDO, 2002).

2.5.3 Error correction

Error correction has been a polemical and controversial issue in language learning. There is research evidence that this issue is far from conclusive (FERRIS, 1999, 2004; HUNTLEY 1992; LEKI, 1990). Such inconsistency is due to discrepancies concerning subjects such as ESL versus EFL versus college-level FL learners in American colleges, length of time, mechanisms used to give feedback, subjects, research design, and instructional methods.

Indeed, teachers have been concerned on whether errors should be corrected, which, when and how correction should take place for an efficacious learning. Researchers state different claims towards the type of error are to be corrected. Hanzelli (1975), among other researchers, suggests the adoption of selective criteria for errors correction, proposing that only the ones that interfere in communication should be corrected promptly. Corder (1967) states that solely errors should be corrected, not mistakes. Burt (1975) defends the correction of global errors rather than local errors. “Global errors are errors that affect overall sentence organization. Examples are wrong word order, missing or wrongly placed sentence

connectors, and syntactic overgeneralizations. Local errors are errors that affect single elements in a sentence (for example, errors in morphology or grammatical functors)” (ELLIS, 2007).

Ferris (1999) in line with Truscott (1996) argue that syntactic, morphological, and lexical knowledge are acquired in different manners and no single type of error correction can be efficacious for all three. Ferris suggests that students succeed in both error correction and self-editing their own texts if they are “(a) focused on the importance of editing; (b) trained to identify and correct *patterns* (my italics) of frequent and serious errors; and (c) given explicit teaching as needed about the *rules governing* (my italics) these patterns of errors” (FERRIS, 1999 p. 5). Nonetheless, these suggestions are applicable whenever students’ errors are ‘treatable’, that means when they occur in a patterned, rule-governed way such as subject-verb agreement and verb form errors. On the other hand, those suggestions are not applicable for ‘untreatable’ errors which include a wide variety of lexical errors and problems with sentence structure including unnecessary words, missing words, word order problems, and sentence construction. Concerning untreatable errors, Ferris (1999) developed a specific approach in order to provide learners with feedback on such errors plus a combination of training and direct correction. Besides, providing effective reply to issues on grammar and lexicon problems is uncertain challenge about its long-term effectiveness

It is valuable to remark Ellis’ (2007) claim that in any error correction policy three CF dimensions must be taken into account. First, the *cognitive dimension* (my italics) is concerned on how learners process the information by the corrective feedback through interactions between input, learners’ output besides their internal mechanisms. Second, *the social dimension* (my italics) is concerned with the social context and the social background of the participants influence on corrective feedback received and students’ ability to benefit from it. Third, the *psychological dimension* (my italics) is related to the way learners cope with learning beliefs, language learning aptitude and anxiety towards the teacher’s reply and also learners’ answers to them.

Ellis (2007) states a list of guidelines for students’ error correction. First, he asserts the effectiveness of Corrective Feedback (CF) and points out that teachers must correct students’ accuracy and fluency. Second and pretty important to my point of view, teachers must/ should generate discussions on the relevance of CF and ascertain agreement goals for CF with them. Third, a variety of CF strategies must be provided as well as continuously adaptation on the type of CF provided to the particular students’ needs. Fourthly, teachers must be able to cope with CF timing in order to make of it. Besides, teachers need to provide

students some time following the corrective movement/error treatment in order to enable learners' correction understanding. Fifth, teachers should be prepared for the challenge of adjusting correction according to the specific student's cognitive and affective need. Thus, teachers should be aware to the repetition of a specific error in different happenings in order to allow the learner to reach complete self-regulation. Lastly, teachers should be prepared to cope with learners' anxiety and attempt to find alternatives to lessen its negative impact in error correction as well as in CF. Thereby, learners expect CF from the teacher and are mostly concerned on accuracy in their writings (FERRIS, 1999), and this is true concerning my professional experience dealing with writing improvement on journals. Thereby a pursuit of effective error treatment to deal with error correction on learners' DJW entries outlines this investigation. The targeted errors incidence (Subject Omission, Misuse of Possessive Adjective Pronoun, and Adjective Order) in both forms of CF together with the implications of these results are expected to contribute for further research.

This chapter has presented a review of the literature on language and learning, writing as a mode of learning, dialogue journal writing as a tool for triggering students' writing skills, types of corrective feedback and errors assumptions through history. In chapter three a description of the methodological procedures adopted in the present research is provided.

3 METHODOLOGY

This chapter presents the method used in order to achieve the purpose and objectives of the current research. It is divided into five sections. First, I will describe the type of research chosen to carry out the study. Second, I will describe the type of data source chosen to accomplish this study. Third, I will explain the data collection and the framework and procedures in order to analyze the data. Fourth, I will explain the categories of analysis elected. Finally, the subcategories of analysis are elucidated.

3.1 METHOD OF DATA COLLECTION

In order to carry out this study, an action research was developed within qualitative descriptive approach. Descriptive researches have as their main goal the description of a specific population or phenomenon characteristics (Gil, 2002). Qualitative research has become an important alternative to the more traditional experimental approaches in educational research field since the 50's (CHEIN et al., 1948; SPRADLEY, 1980; KAMIL, LANGER and SHANAHAN, 1985; WATSON and GEGEO, 1988). Rauen (2002, p. 192) claims that

[...] qualitative research can be outlined through the following central characteristics: a) it is grounded on a real perspective of individuals' social world construction and interaction; b) it is concerned on isolated situations understanding, as part of a particular context and its interactions; c) attempts to understand the phenomenon under the doer's point of view; d) the researcher is the fundamental instrument of data collection; e) it involves field research; f) applies inductive strategies; g) searches for profound description of processes, meanings, and knowledge¹³

There were two reasons why a qualitative approach was chosen for this study. First, because of its characteristics described which make it the more suitable than the quantitative outline for the type of investigation intended. That means a study on the results of two types of corrective feedback on students' DJW entry compositions as well as the implications of these two different ways of providing feedback in their EFL writing. Second,

¹³ O delineamento qualitativo apresenta algumas características centrais, quais sejam: (a) tem base na óptica da realidade, construída por indivíduos interagindo com seus mundos sociais; (b) esforça-se para compreender situações únicas, como parte de um contexto particular e de suas interações; (c) busca entender o fenômeno sob a perspectiva dos atores; (d) o pesquisador é o instrumento primário da coleta de dados; (e) envolve, frequentemente, pesquisa de campo; (f) emprega estratégias indutivas; e (g) busca a descrição profunda de processos, sentidos e conhecimentos.

due to its practical aspect of the action research which the study can be carried out in the current classroom whose researcher is empirically involved with the process (the teacher in her own classroom – myself in the present study) and simultaneously, the participant groups cooperated with the whole process.

Cohen and Manion (1985 apud NUNAN, 1992, p. 18) claim that “[...] action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context”. These authors in line with Kemmis and Mc Taggart (1988) see *collaboration* and *change* as fundamental characteristics of action research. Differently from such authors, Nunan (1992) defends that *collaboration* is not a defining feature of action research neither *change* of some sort must necessarily take place. He reinforces the main features of this type of approach (p. 18):

[...] A descriptive case study of a particular classroom, group of learners, or even a single learner counts as action research if is initiated by a question, is supported by data and interpretation, and is carried out by a practitioner investigating aspects of his or her own context and situation.

In action research there is an intimate relation between the participants and the object of investigation. Nunan (1992, p. 18) presents the general important guidelines. Firstly, a real problem begins to be investigated by the researcher; in the case of this study, the results concerning the incidence of errors in both direct and indirect corrective feedback in learners’ DJW entries. Secondly, the investigation is supposed to be collaborative between participants – although collaboration may be relevant it is not supposed to be considerate a fundamental element of action research. There was no collaborative work in his enquiry. Thirdly, objective data is collected. Learners’ DJW entries and the teacher’s reply – teacher/student written interactions – were selected for data analysis. Fourthly, the results are propagated. At last, the investigation ends up as a cycle in progress: reflection, return and extension which allow the researcher to modify the learning/teaching process in course. As soon as the investigation is concluded, the results are shared within the teaching/learning community in order promote not only further studies steps but also pedagogical actions regarding the most problematic linguistics issues in this area.

3.2 THE DATA SOURCE

The Dialogue Journal Writing entries were the data source for this research. The learners' DJW entries and the teacher's replies were the instruments gathered for data collection and analysis. Individuals were requested to have a DJW on the first class day. We (I myself as the researcher teacher and the learners) agreed about the objective of DJW application: a tool to be shared with the teacher as a channel of communication and an opportunity to learn and continuously practice their English writing skills through the term. DJW were not supposed to be exchanged among them. Between the DCFG the ICFG experimental groups, a total number of 112 learners DJW entries were analysed, 56 from each group. In addition, 30 DJW entries from the SG were also analysed in a total amount of 142 DJW entries comprising the data source of this study. The 142 DJW entries analysed were handwritten. However, they were word-processed in order to be displayed in the body of this study. The DJW entries are available in the excerpts along chapters 2 (see sections 2.3, 2.4.1, and 2.4.2) and chapter 4 whose findings for this research are discussed. The names used in the excerpts are fictitious. The DJW entry samples presented in the body of this survey are annexed at the end of this study.

3.3 DATA COLLECTION AND ANALYTICAL PROCEDURES

The DJWs were collected by the teacher and handed back twice a month in the three groups. A total amount of 142 DJW entries were collected and analysed which means 56 entries from the groups who received direct corrective feedback (DCFG) and 56 from the one who received the indirect corrective feedback (ICFG), and 30 DJW entries for the group who received both direct and indirect corrective feedback (SG). That means an average of 7.47 DJW entries for each student.

The groups of individuals for this study were divided randomly into three experimental groups. Each experimental group was formed from a university undergraduate classroom, three groups in the total, representing 25% of individuals per university undergraduate classroom group. In the two first groups which were the Direct Corrective Feedback Group (henceforth DCFG) and the Indirect Corrective Feedback Group (henceforth ICFG) seven diary entries from each individual were analysed. There were eight individuals in each group (DCFG and ICFG). The third group named Special Group (henceforth SG) due to the fact that the students had the opportunity to experience both types of teachers' response

and verify which one was the most effective for their learning process. In this group five DJW entries from each individual were analysed. Three individuals were members of this group. The three experimental groups (DCFG, ICFG, and the SG) had a total amount of nineteen participants supposedly having the same level of proficiency in English. The individuals' English level was beginning and they were qualifying in English as a Foreign Language, attending the first and second term in an English – Portuguese Languages and Literature undergraduate program from a Brazilian university in the southern of Santa Catarina state.

They were investigated during a period of a year and a half in all, at different periods of time. The DCFG and the ICFG were investigated during a period of six months. Hence, DCFG started to study English I in February 2000 and ICFG started to study English I in July of the same year. However, the SG was investigated within a whole year: They started to study English I in July 1999 and English II in February 2000.

3.4 CATEGORIES OF ANALYSIS

This study had Direct and Indirect Corrective Feedback as the two major categories of analysis. Its focus was on the results of these two types of error treatment techniques in DJW entries offered to EFL undergraduate students. Thereby, participants were categorized by the kind of corrective feedback received in their DJWs.

In the direct type of corrective feedback, the teacher used to establish a minimum number of lines for students' writing. Students used to write guided-compositions. As a starting point, the students were supposed to write five lines about themselves in the first text, and they had to add a minimum of five lines from text to text until they get a twenty-five-line composition. Yet in this kind of corrective feedback each student was told to write messages which focused on topics chosen by the teacher such as: *daily routine*, *favorite artist*, *my university classroom*, *my city*, and so forth. The students were encouraged to re-write each corrected text. Afterwards, the teacher used to mark directly the error correction upon the student's composition text, pointing out specific formal aspects of the language. In short, the teacher had total control of students' writings (see direct corrective feedback in chapter 2).

In the indirect corrective feedback, students received indirect corrective responses, which are an indirect error treatment in the teacher's reply, with the purpose of allowing students to write without limitations. In addition to this, correction was kept to teacher's response though with no explicit code. There was no teacher's marking on students' DJW entry composition and also no limit of lines. No titles or themes were suggested and then a

total and free interaction with the teacher took place. Students wrote any ideas they had in mind in the DJW entries, and the teacher interacted by making comments on their ideas or asking some questions. In the indirect corrective feedback experimental group, individual conferencing used to take place after the three first texts produced by learners' in their DJW. Other subsequent individual conferences took place whenever I, as the research teacher, found necessary. Blackboard correction technique was also applied the time it was necessary (for further information on this topic, see chapter 2, indirect corrective feedback subsection).

3.5 SUBCATEGORIES OF ANALYSIS

Subcategories of analysis were selected in order to verify the occurrences of students' grammatical incidence of errors within direct and indirect corrective feedback. They were: Subject Omission, Possessive Adjective Pronouns misuse, and Adjective Order. The criterion for such subcategories choice was due to the fact that these grammatical features were among others, the most frequent and salient types of error in my undergraduate students' composition in their initial process of learning English in my professional experience as an EFL teacher.

3.5.1 Explanation of errors in this investigation

According to the errors explanation elicited in chapter 2, the three subcategories of errors will be explained in an attempt to reflect on the sources they may originate and at the same time place them in the EFL learning process.

Errors occurred due to *Subject Omission* are considered to be ambiguous, which means they are resulting from learners' mother tongue interference, also named Interlingual errors. However, they may also be similar to the errors children produce while acquiring English as their first language (developmental) (FIGUEIREDO, 2002). Concerning subjects, in Portuguese we can frequently find the subject of a sentence through the personal-number ending. Moreover, this does not happen in English, which subject pronoun is showed in the sentence, but allowed to be omitted after the conjunction “*and/e*” if the subject of the first sentence is the same in the second one, for example:

+Work during the week and study on weekends.¹⁴
 [Trabalho durante a semana e estudo nos finais de semana]
 *I work during the week and study on weekends.

Errors occurred due to *Possessive Adjective Pronouns misuse* and *Adjective Order* misuse is called Interlingual errors, interference or transference errors. They are originated from learners' mother tongue positive interference or transference (DULAY BURT and KRASHEN, 1982 apud FIGUEIREDO, 2002). Among other explanations concerning Interlingual errors, Lott (1983), Faerch and Kasper (1984) clarify that Interlingual errors come from learners' mother tongue interference if the origin is *non-lexical distinction in the mother tongue in relation to the target language*, which is the case of pronoun use. Concerning possessive adjective pronouns, in Portuguese the second person "você/you" is given the same grammatical treatment as to the third person "s/he – ela/ele". Learners find it difficult to use the correct pronoun. For instance:

+I live with *my* brother, *your* wife and *your* baby girl
 [Moro com *meu* irmão, *sua* esposa e *seu* filho.]
 * I live with *my* brother, *his* wife and *their* baby girl

The other example of interlingual error analysed in this study is related to *Adjective Order*, which are *errors caused by structure transference along with the support of the mother tongue syntactic structure*. In other words, in English, adjectives precede nouns, however in Portuguese adjectives may precede or come after nouns, like this example illustrate this occurrence:

+He's a friend great
 [Ele é um ótimo amigo] or
 [Ele é um amigo ótimo]
 * He's a great friend

The present chapter has presented the methodology applied in this study. I have presented the concepts and theoretical assumptions adopted for this investigation, the method of data collection, the data source, the data collection and analytical procedures, the categories and subcategories of analysis. In the following chapter the findings and discussion of the data itself are presented. I will analyze the tables and figures for a better understanding of the most efficient corrective feedback in students' DJWs writing for EFL learning.

¹⁴ These symbols mean: + - indicates a sentence that has errors; [] – indicates the Portuguese translation of the sentence in English; * - indicates the correct sentence.

4 FINDINGS AND DISCUSSION

This chapter comprises the analysis and discussion of the data attained through the instruments of collecting data used in this study. In order to provide this analysis with definite organization, categories as well as subcategories of analysis were established. The two main categories of analysis were the *Direct Corrective Feedback* (DCF) and *Indirect Corrective Feedback* (ICF) techniques. These categories of analysis shaped the experimental groups: Direct Corrective Feedback Group (DCFG), Indirect Corrective Feedback Group (ICFG), and the Special Group (SG): Special Group in the Direct Corrective Feedback (SG-DCF) and Special Group in the Indirect Corrective Feedback (SG-ICF). The subcategories of analysis chosen to gauge learners' error incidences in their DJWs were: *Subject Omission*, *Misuse of Possessive Adjective Pronoun plus Adjective Order*. The occurrences of learners' errors in the subcategories were analysed and compared within both direct corrective feedback and indirect corrective feedback categories of analysis in the three experimental groups. The selected excerpts from participants were the data for the investigation and were referred to excerpt 1, 2, 3 and so forth.

I will now proceed to analyse findings concerning the incidence of errors within each subcategory of analysis among the experimental groups and categories of analysis. Such findings, obtained through the learners' DJW excerpts and the researcher's class notes, will be analysed within the subcategories and illustrated with some learners' excerpts from the data. Afterwards, I will issue the analysis of the findings concerning the incidence of errors between DCF and ICF within both: Direct Corrective Feedback Group (DCFG) and Indirect Corrective Feedback Group (ICFG) experimental groups. Next, the findings of both DCF and ICF will be analysed in the Special Group: SG-DCF and SG-ICF. Finally, I will carry out a broad analysis of both types of corrective feedback through error incidence findings among DCFG, ICFG and the Special Group (SG-DCF and SG-ICF) in this enquiry. Second language learning theories along with writing learning standpoints, grammar teaching perspectives, interlanguage theory, DJW and Corrective Feedback types in writing perspectives, and error theories are used to ground the analysis.

4.1 ANALYSING FINDINGS FROM SUBJECT OMISSION, ADJECTIVE ORDER AND MISUSE OF POSSESSIVE ADJECTIVE PRONOUN SUBCATEGORIES OF ANALYSIS AMONG THE EXPERIMENTAL GROUPS: DCFG, ICFG AND SG.

Subject Omission, Misuse of Possessive Adjective Pronoun and Adjective Order subcategories of analysis were chosen to be the grammatical parameters of error measurement in this enquiry due to the fact that they have been the most frequent and salient types of error occurrences in the undergraduate students' textual production along their English learning process in my carrier as an EFL teacher.

Errors occurred due to *Subject Omission*, *Possessive Adjective Pronoun Misuse* and *Adjective Order Misuse* are originated from learners' mother tongue positive interference or transference and named Interlingual. (DULAY, BURT and KRASHEN, 1982 apud FIGUEIREDO, 2002). Subject Omission interlingual errors are considered to be ambiguous, that means they are resulting from learners' mother tongue interference or they may be similar to the errors children produce while acquiring English as their first language (named developmental errors) (FIGUEIREDO, 2002).

Table 1 shows the incidence of errors resulting from the subcategories of analysis in the experimental groups of this investigation: DCFG, ICFG, and SG (SG-DCF and SG-ICFG). Thereby, it is valuable to remark that among subject omission, adjective order, and possessive adjective pronoun misuse errors, there were other types of surface errors occurred in students' DJW entries. Such errors will not be taken into consideration for this investigation due the fact that students were facing writing practice in a very initial phase of their learning process and such errors were expected to happen.

It is important to note that in the direct corrective feedback excerpts below, the students were supposed to write about the following suggested topics related to the classroom context: What People Wear, Things About Me and My Classmates, Things About Me and Free Time Activities, and Free Time Activities, Daily Routine, Favorite Artist, My University Classroom, My City, and so forth. As opposed to that, in the indirect corrective feedback the topics were self-generated between learners' entries and teacher's reply.

Table 1 - Comparing findings among the three subcategories of analysis: Subject Omission, Adjective Order and Misuse of Possessive Adjective Pronoun in the Direct Corrective Feedback Group (DCFG), Indirect Corrective Feedback Group (ICFG) and the Special Group (SG -DCF and SG - ICF)

Subcategories of analysis	Subject Omission				Adjective Order				Misuse of Possessive Adjective Pronoun			
Categories of analysis groups	DCFG	SG DCF	ICFG	SG ICF	DCFG	SG DCF	IDCFG	SG ICFG	DCFG	SG DCF	IDCFG	SG ICF
Incidence of errors	0	9	2	0	1	2	0	0	0	0	0	0
	1	11	3	1	1	7	0	0	0	3	0	2
	6	14	4	11	3	16	0	1	1	7	0	3
	8		4		4		1		2		0	
	8		7		6		1		2		0	
	11		9		7		1		5		1	
	17		15		7		3		6		1	
	25		20		9		3		8		3	
Sub total	76	34	64	12	38	25	9	1	24	10	5	5
%	40.86	18.27	34.41	6.46	52.05	34.25	12.33	1.37	54.55	22.73	11.36	11.36
Total	186				73				44			
%	61.38				24.1				14.52			

Source: Author's elaboration, 2008.

4.1.1 Subject Omission

Among the subcategories of analysis, Subject Omission was the one which reached the highest score of error incidence among the DCFG, ICFG and the SG: 186 out of a total number of 303 error occurrences, which corresponds to 61.38% of incidence of errors from the whole data source of this survey. DCF groups scored higher than ICF groups: DCFG reached 76 incidences of errors (40.86%), and the SG-DCF reached 34 incidences of errors (18.27%), while the ICFG reached 64 occurrences of error incidence (34.41%), and the SG-ICF reached 12 incidences of errors (6.46%). More detailed findings can be seen in Tables 1 and 2.

Subject omission error is very common in learners' compositions mainly in the beginning levels, which is the case of the individuals investigated in this inquiry. This may happen because in Portuguese hidden subject, non-existent subject, and indeterminate subject are grammatical characteristics that explain the subject omission in a sentence. In other words, in Portuguese there is no need to use the subject in all sentences. In the *non-standard* Portuguese varieties we may find two ways to inflect the verb: one for the first person

singular and another one for the other persons, like in “eu vou” (I go), and “você/tu, ele, nós, eles, vai” (You, he, we, they go). In standard Portuguese we can find the subject of the sentence through the personal-number ending, such as in the verb “canto” which refers to the first person singular and the verb “cantas” refers to the second person singular *tu* (you). Because of this, the subject pronoun can be often dropped due to the fact that it can be identified through the personal-number ending; furthermore, its repetition may become redundant. On the other hand, this does not happen in English, because the subject pronoun is showed in the sentence, even though allowed to be omitted after the conjunction if the subject of the first sentence is the same in the second one: “She went to the chemist’s and bought a lot of medicine.” (FIGUEIREDO, 2002 p. 90).

Some examples of subject omission errors will be shown below from both 1DCF and ICF category of analysis in order to illustrate the error occurrences in the data.

In excerpt 5, the way in which the learner omits the subject that would go before the verbs is visible: *sleep, go, relax, make, and work* as the way it is done in Portuguese. Thus, a clear evidence of their mother tongue structure influence in the target language is viewed.

Excerpt 5

[...] Beginnig by weekend. Saturday morning sleep until later. [...] The evening go adoration God! Sunday morning go learn of the bible, afternoon relax to go in cult evening. Monday make the work of the house morning, afternoon work in the CEJA and evening go to college [...].

In excerpt 6 there are five occurrences of subject omission before the verbs *work, walk, drive and have lunch*. It is still noticeable that there was a subject pronoun absence before the words ‘civil servant’. However, the learner intended to mention two subsequent actions by using the verbs *walk and drive* which caused confusion in meaning. The fact that the learner placed the subject pronoun correctly in only one single occurrence before the verb (*visit*) in excerpt 6 and (*work*) in excerpt 7 does not mean the learner knows or has not internalized the rule of the sequence *subject + verb + complement* properly.

Excerpt 6

[..] Everyday work with my mother-in-law, my father-in-law, my husband and civil servant [...] Saturday and Sunday walk drive with my family at the beach and at the dowlow. I visit my grandma Xanda and Jui, my mother, my father, my brother. Forever on the Sunday to have lunch with my mother-in-law.

In excerpt 7, there are two occurrences of subject omission before the verb *like*, and in excerpt 8 there are four occurrences of subject omission before the verbs *like*, *wake up*, *remember* and *feel*, although the learners applied the sequence *subject + verb + complement* before the verbs *stay* and *do*, which might represent they somehow know the rule of the target language. In the following occurrences of the verbs *like*, *wake up*, and *feel* there was the omission of the subject, which again characterizes the interlingual error occurrences, resulting from the mother tongue influence. This is still a prominent feature in learners' interlanguage due to the very beginning level they are in the English learning process.

Excerpt 7

My name is [...]. I work by telephone. Like by hear music to see television. [...] In end the week lik of to go in my friends [...].

Excerpt 8

I to stay in the holidays in my house. I usually do the cleaning wath TV, too. To like in the wath soap opera, with respect to other soap opera, like in the "Terra Nostra" [...] When wake up remember in the my childrens and feel happy at the point of become children too.

In the subsequent subject omission incidence of error excerpts in the indirect corrective feedback, there is also clear evidence of their mother tongue structure influence in the learners' interlanguage, since subject pronouns in Portuguese are frequently dropped out: "Don't like this music.", "Is boring.", "Visits her mother every weekend." (SHEPERD, 2001, p. 124). The impersonal subject *it* does not exist in Portuguese: "In Brazil, when is the summer, is sunny.", "Is difficult to understand her." (SHEPERD, 2001, p. 124). The excerpts below corroborate the confirmation that the evidence of such subject omission error incidences was fewer in the ICF (76) than in the DCF (110): 40.76% and 59.13 % respectively as it can be viewed in Table 2.

Excerpt 9

Student: My name is [...], student at UNISUL. Am teacher children with four years-old and to daughter darling for ten. Like, to eat french fries, chip, dessert, chocolate, hot dog. [...] Like, to movies, listen radio, drive and dance. I am from Tubarão.

Teacher: Hi, Rô!

Now I know that your name is [...] and you are a student at [...]. I also know that you teach four-year-old children and you have a cute daughter. She is ten years old. You like to eat French fries, chips, dessert, chocolate and hot dogs. You like going to the movies, listening to music, to the radio, driving and dancing. Dear, tell me more about your family: what are their names? What do they do? Where do they live? And you? Do you live in Tubarão too? [...]

In excerpt 9 the subject pronoun and the correspondent verb *be am* were dropped out right at the beginning of his journal entry. Here there was a probable misuse of the word *study* to *student*. In excerpts 10 and 11 learners placed the sequence *subject + verb* before the verbs *goes* and *tell* (excerpt 10) and *like* and *have* (excerpt 11) which is an indication that they know the rule of the target language by some means.

Excerpt 10

Student: Teacher: My children are kindly. The about old have seventeen years. [...] All friday he goes to dance. Work. Not's student. At present not have girlfriend. Your name is [...]. The about new is [...], have is twelve years. That is student is the 5 grade. Like the life, music, nature, animal, to guffaw. Is very much funny. Work too. Approximately a week have a talk, he tell me is much happy. Is a teller of joke. [...]

Teacher: [...] I can see your children are very kind. The oldest is [...] and he is 17. But why does not he study? And the youngest? His name is [...] and he is in the fifth grade. Does he like to study? Why is he working? Where? Does he like to work? Like a teller of jokes, he must be really funny [...]

Excerpt 11

Student: Hello, Regina

Are you fine? I'm well. My weekends is middle sluggish. To be crazy to arrive Summer and to see friends. I like sports and whole type of food. To be a little sad because maybe in Summer I have what to work. [...]

Teacher: [...] I am crazy about Summer too! What a coincidence! I like sports and all kinds of food! I love life! Do not worry about the Summer! You can go to the beach on weekends! I have to study in the summer, but I know it is necessary. [...]

4.1.2 Adjective Order

As the second category learners achieved a higher score in error incidence was adjective order in the DCFG, ICFG, and the SG: 73 out of 303 error occurrences, which corresponds to 24.1%.

Similarly to subject omission errors, there was a higher incidence of errors in the DCF in the adjective order subcategory of analysis than in the ICF: DCFG reached 38 incidences of errors, the SG in the direct corrective feedback reached 25 incidences of errors which corresponds to 52.05% and 34.25% respectively. The ICFG performed 9 occurrences of error incidences (12.33%) and the SG-ICF performed only 1 incidence of error (1.37%). More detailed incidences of error in the Adjective Order subcategory can be viewed in Tables 1 and 2.

Portuguese word order is generally freer than English and it is common to move a non-subject topic element to the front of the sentence: “Cakes I like!” (SHEPERD, 2001 p. 122). Interlingual errors analysed in this study related to Adjective Order are errors also caused by structure transference along with the support of the mother tongue syntactic structure. In other words, “Adjectives follow nouns in Brazilian Portuguese: ‘It was a problem very difficult’ (SHEPERD, 2001 p. 122). “Attributive adjectives normally follow nouns in Portuguese” (SHEPERD, 2001 p.124) as we can see below in the DCF excerpts taken from the data source:

[...] In the Summer people wear clothes colorful is light how dress, shorts, skirt, shirt and accessory how: belt, sunglasses is sandal. In the summer my colors favorite are: white, blue gray, green. In the winter people wear clothes hot is bulk how: blouse, jacket, jeans, cap and fur coat. [...]

In the DCF excerpts 13, 14, and 15, learners also seem to follow their mother tongue paradigm, which goes in agreement with Dulay, Burt and Krashen´s claim (1982): The authors place adjective order errors as Interlingual, originated from learners’ mother tongue positive interference. However, in the target language norm adjectives go before nouns and they do not agree in plural and gender with them. Thus, learners fail in their hypothesis concerning the foreign language by following their mother tongue structure in their DJW entry:

Excerpt 13

[...] In the Winter the people wear: blouse, jacket, jeans. My colors favorite the winter are: black, red, gray. In the Summer the peoples wear clothes colorful: dress, skirt, shorts. My colors favorite the Summer are: black, yellow.[...]

Excerpt 14

[...] My dish favorite is rice with potato fry. [...] My colors favorite in blue, my program favorite is to see soap the to see movie film. [...]

Excerpt 15

[...] The my class has students timid, others are extrovert. The student live in cities different I to live in Tubarão.[...]

As we have seen, in standard Portuguese the most frequent form is the adjective after the noun, however adjectives placed before nouns is also possible: *I have a house big or I have a big house*¹⁵ (Tenho uma casa grande or tenho uma grande casa) and agrees with the noun (object) in gender and number: “Those are the wrongs papers” (SHEPERD, 2001, p.

¹⁵ Ungrammatical sentence

124). Besides, “nouns can be dropped after adjectives if their meaning is clear from the context: “The important is to help other people.” (SHEPERD, 2001, p. 124).

As it can be viewed below, Adjective Order error in the ICF occurred in a fewer number of incidence of errors compared to DCF: 10 incidences of errors in the ICF versus 86.30% and 13.70% respectively in the DCF (see table 2). This is evidence that the indirect treatment given to the learners’ errors contributed to lessen the incidence of errors in the DJW entries.

Excerpt 16

Student: My name is [...] I am a girl beautiful. I living in the city thanks the God.

Teacher: Hello, [...]!! I know you are a beautiful girl!! I love having students from Jaguaruna. They are special for me!

Dear, tell me more about you, your life, your family, and also your preferences! Tell me more about your daily routine, ok? See/ I’m so curious!! See you.

Excerpt 17

Student: [...] I adore weekends, so to go with my boyfriend; to go always in CTG [...]Always to go ball adore to dance with he; but in Treze de Maio not to many dance, so is a place small, good of to live [...]

Teacher: [...] Dear, now I know that you love weekends and you also love your boyfriend and your family. I can see that you like to live in Treze de Maio. That’s nice!! And you also have fun on weekends. You always go to CTG [...]

Excerpt 18

Student: My name is [...]. Have nineteen years old , have one children and one husband marvelous. Reside and work in jaguaruna. My profession is teacher[...]

Teacher; Hello [...] You are so young! You re only nineteen and married! I am 38 years old - much older than you, baby! You have a child and a wonderful husband. What are their names? [...]

Table 2 - Comparing findings between the Direct Corrective Feedback and the Indirect Corrective Feedback among the three subcategories of analysis: Subject Omission, Adjective Order and Misuse of Possessive Adjective Pronoun.

Subcategories of analysis	Subject Omission		Adjective Order		Misuse of Possessive Adjective Pronoun	
	DCFG SG-DCF	ICFG SG-ICF	DCFG SG-DCF	IDCFG SG-ICFG	DCFG SG-DCF	IDCFG SG-ICF
Incidence of errors	110	76	63	10	34	10
%	59.13	40.87	86.30	13.70	77.28	22.72
Total	186		73		44	
%	61.38		24.1		14.52	

Source: Author’s elaboration, 2008.

4.1.3 Misuse of Possessive Adjective Pronoun

This subcategory was the third one in learners' incidence of errors: 44 out of 303 error occurrences, which corresponds to 14.52% of the whole data of this study. DCFG reached 24 incidences of errors (54.55%), the SG performed 10 incidences of errors in the direct corrective feedback (22.73%), the ICFG 5 occurrences of error incidences (11.36%) and the SG also performed 5 incidences of errors in the indirect corrective feedback (11.36%). More detailed incidences of error in the Misuse of Possessive Adjective pronoun subcategory can be viewed in Table 5.

Possessive adjective pronoun errors are also described as interlingual from mother tongue interference, which origin is when the learners have lexical problems between their mother tongue and the target language (LOTT, 1983, FAERCH and KASPER, 1984). Sheperd (2001) claims that "[in] formal and deferential styles in Portuguese, the second person possessives *teu(s)*, *tua(s)* are replaced by the third-person forms *seu(s)*, *sua(s)* This can [frequently] cause students to confuse the English equivalents: *She likes your brother very much*" (SHEPERD, 2001, p. 125). These excerpts below corroborate learners' possessive adjective pronoun misuse in the DCF journal entries:

Excerpt 19

This is a girl Emily. [...] Your parents are Maria e Antônio. [...] Your family name is Medeiros da Silva. [...] The Emily is a girl lovely. Your mom is a teacher [...] Your telephone number is 626 0000. Her house is big and beautiful. She is really nice.

Excerpt 20

Here in Tubarão the climate is well diversity and your seans are well definite.[...]

In addition, in Portuguese the PAP (possessive adjective pronoun) agrees in gender and number with the object which comes after the pronoun. On the other hand, in English the PAP agrees with the subject pronoun. Besides, there is another factor that interferes in the use of PAP that is the literal translation from L1 to the FL. All in all, learners find it difficult to use the correct pronoun. This type of error is typical of students in the initial levels and occurs widely in learners' writings, until learners be aware of the possessive adjective pronoun norms of both the mother tongue and the target language.

Below, some excerpts from the data illustrate the way learners applied their hypothesis concerning possessive adjective pronoun in the ICF as well as the few incidence of errors in this subcategory. Table 2 shows the incidence of errors between the DCF and ICF in the MPAP subcategory of analysis: 10 incidences of errors in the ICF (22.72%) and 34 in the

DCF (77.28%). Clearly such incidences of errors strengthen the evidence that in ICF superseded DCF:

Excerpt 21

Student: I live with my friends. I have one brother. His name is Antônio, your birthday is may 12th. Your age is 17. My mother is Maria, your birthday is august 27, your age is 54. My father is João, your birthday is april 14th and your age is 54. My family is very fun. Our relationship is really nice. We are live in Capvari de Baixo, on Heitor Vila Lobo street. Our city is very calm. Our house is white and cinz. My street is not dirty.

Excerpt 22

Student: Hello!! For to kill yours curiosity...I am eighteen years old and I like of the city. [...]I'm single and I have a son what I love; yours name is kauan, he's one years and a half and he's beautiful. [...]

Teacher: [...] Oh! You have a baby! How nice!! I love children..I think hey transform our lives a lot and they also teach us a lot of things. [...]

4.2 ANALYSING CORRECTIVE FEEDBACK FINDINGS AMONG THE TWO EXPERIMENTAL GROUPS: DCFG AND ICFG.

Table 3 compares the overall findings between both direct corrective feedback and indirect corrective feedback categories of analysis in the learners' DJW entries in DCFG and ICFG. Both error treatment techniques scored differently. The incidence of errors was significantly higher in the DCFG than in the ICFG. This evidence reveals that besides being the most ordinary way to treat errors, it may be traumatic and does not contribute to learners DJW entries in DCFG cognition development and learning.

Table 3 - Comparing findings between DCFG and ICFG groups

Group	Type of Corrective Feedback	Incidence of errors	%
DCFG	Direct	138	63.89%
ICFG	Indirect	78	36.11%

Source: Author's elaboration, 2008.

The DCFG performed the highest occurrence of errors in this survey. An amount of 138 incidences of errors were found in the DCFG (within the subcategories analysed) in contrast with 78 incidences of errors in the ICFG. This represents 63. 89% of error incidences in this group against 36.11% in the ICFG; taking into account that 56 excerpts were analysed from each group - DCF and ICFG - totaling 112 excerpts.

Provided that DCF deals with direct straightforward presentation of the correct grammatical form to learners in their texts, the learner has not much to do but to re-write the teacher's correction. Thus, it seems that there is little or no chances for the learners to reflect on the source of their errors and develop their cognition as stated by Ferris: "if students are revising or rewriting their papers after receiving teacher feedback, they are expected merely to transcribe the teachers' suggested corrections into their texts" (FERRIS, 2002, p.19). Besides, in such type of corrective feedback, great focus was given to the *forms*. Thereby Long (1991) discerns focus on forms from focus on *form* assumption. Focus on forms consists of instruction that seeks to isolate linguistic forms in order to teach and test them one at a time (LONG, 1991 apud ELLIS, 1994, p. 639), used by teachers who follow a structural-based syllabus. In DJW entries, the direct corrective feedback emphasized the forms and there was no a dialogic relationship between them and their audience (I myself as researcher and teacher). In other words, the teacher focused on the markedness of the errors in the texts, provided the correct form and suggested that the student rewrote the text. Such findings from this investigation are in agreement with research evidence which have showed that direct correction seems to be neither consistent nor systematic. Besides that, DCF does not contribute to students' EFL language accuracy development considering their writing production process within a period of one semester.

4.3 ANALYSING WRITTEN CORRECTIVE FEEDBACK FINDINGS IN THE THIRD EXPERIMENTAL GROUP: THE SG.

Table 4 shows the findings concerning the Special Group. This group is special due to having undergone both types of corrective feedback within a year. First, they underwent the DCF technique in their DJW entries for a semester and in the subsequent one, they had the ICF technique. In this group, 30 excerpts were analysed, 15 from the DCF and 15 for the ICF.

Similarly to the DCFG, the incidence of errors in the SG was also higher in the DCF technique than in the ICF: 69 occurrences of error which corresponds to 79. 31% of error incidences in this group. Such findings lead us to the verdict that the role error and corrective feedback played in the audiolingualism as a sin is a common as well as forceful characteristic in EFL settings to date (UR, 1996). And such negative assessment must be avoided due to its function as punishment which may lead to inhibition and discouragement. This is true concerning the majority of my students' language accuracy attitudes concerning

their own errors occurrences. Thus, accentuating errors in learners' DJW entries represented a negative judgment and consequently failure in learning the target language. Besides, "[students often] do not understand grammar feedback or are unmotivated to deal with it" (FERRIS, 1999, p. 6) and do not know what to do and how to proceed to improve their writing with the feedback given. Conversely, learners expect particular desire for more feedback on grammar (ELLIS, 2007) and the ability to cope with both traumatic direct error correction and corrective feedback makes the teacher's job a complex and hard task.

Table 4 - Comparing findings in both techniques of Corrective feedback in the Special Group (SG) - 5 texts from 3 individuals in each type of corrective feedback.

Group	Type of corrective feedback	Total number of errors Incidences	%
Special Group-DCF	Direct	69	79.31%
Special Group-ICF	Indirect	18	20.68%

Source: Author's elaboration, 2008.

As opposed to the DCF, the 18 occurrences of errors in the ICF technique representing 20.68% of the incidences of errors in this group acknowledge ICF benefits to learning. In addition, researchers have shown that indirect corrective feedback supplants direct corrective feedback used as an important strategy to empower learners cognition, as argued by Ferris (1999, p.5) "[...] indirect error correction (identification of errors) is preferable to direct correction (teacher correction of student error)." Ferris also reinforces that "teachers should provide indirect feedback that engages students in cognitive problem-solving [besides peer discussions and comparisons] as they attempt to [revise and] self-edit based upon the feedback that they have received" (FERRIS, 2004, p.60).

Table 5 - Comparing findings of both types of corrective feedback in the DCFG, ICFG, and the SG

Group	Type of corrective feedback	Total number of errors Incidence	%
DCFG	Direct	138	45.55%
ICFG	Indirect	78	25.74%
SG	Direct	69	22.77%
	Indirect	18	5.94%

Source: Author's elaboration, 2008.

4.4 ANALYSING DIRECT CORRECTIVE FEEDBACK AND INDIRECT CORRECTIVE FEEDBACK FINDINGS AMONG THE THREE EXPERIMENTAL GROUPS: DCFG, ICFG, AND THE SG (SG-DCF AND SG-ICF)

Table 6 presents a broad perspective of the findings in the three experimental groups in this investigation. In the three experimental groups, the DCF showed the highest score in the incidences of error. As we can see, in the DCFG and the SG-DCF there was 207 incidences of error in learners' DJW entries which corresponds to 68.31 % of the data of this investigation as opposed to 96 incidences of error in the ICF which is the ICFG and the SG-ICF results, representing 31.69% of the overall data. As it can be viewed in each table of this study, such data confirms relevant optimistic and favorable perspectives for ICF, as stated by Richard-Amato (1996): "This particular type of correction often comes naturally to a teacher focused on the meaning and may work well, especially with reluctant writers during early stages of literacy development" (p.74).

Table 6 - Comparing overall/broad findings between Direct Corrective Feedback and Indirect Corrective Feedback categories of analysis

Group	Type of corrective feedback	Total number of error incidences	%
DCFG and SG-DCF	Direct	207	68.32
ICFG and SG-ICF	Indirect	96	31.68

Source: Author's elaboration, 2008.

This chapter has presented the analysis of the data. First, I have presented and analysed the findings related to the incidence of errors within each subcategory and category of analysis among the three experimental groups: DCF, ICFG, and SP. Then, the analyses of the findings concerning the incidence of errors between DCF and ICF within both DCFG and ICFG experimental groups have been discussed. Thus, the findings of both DCF and ICF in the SG: SG-DCF and SG-ICF were compared. Finally, a broad analysis of both types of corrective feedback through error incidence findings among the experimental groups was carried out. In the following chapter I will present the final considerations: first the research questions for this study will be answered, then some pedagogical implications will be argued; finally the final conclusions will be stated.

5 FINAL CONSIDERATIONS

This final chapter is divided into three sections. In the first section the research questions proposed in this investigation are answered. In the second section some pedagogical implications are provided. In the third section some limitations of this study are indicated and suggestions for further research are offered.

5.1 ANSWERING THE RESEARCH QUESTIONS

What is the error incidence found on students' DJW entry compositions in the following subcategories: Subject Omission, Misuse of Possessive Adjective Pronoun, as well as Adjective Order through Direct and Indirect Corrective Feedback?

The Subject Omission subcategory of analysis reached the highest score of incidences of errors in this survey: 186 (61.38%), followed by Adjective Order, 73 (24.1%), and Misuse of Possessive Adjective Pronoun 44 (14.52%). Subject Omission was the most frequent type of error performing 61.38% of error incidences among Adjective Order and Misuse of Possessive Adjective Pronoun in this study. This subcategory of analysis error has been one of the most ordinary characteristics in EFL learners' compositions mainly in the beginning of the language learning process to my own professional experience. And this is the case of this investigation, since in Portuguese the subject is allowed to be hidden. Similarly to Subject Omission, Adjective Order has been also a common error feature in beginner EFL learners caused by structure transference along the support of the mother language syntactic structure model. In addition, the Misuse of Possessive Adjective Pronoun errors are also described as originated from learners' mother tongue interference. In this research, this subcategory of analysis the mother tongue transference seemed not to be so frequent if compared to Subject omission and Misuse of Possessive Adjective Pronoun. Originated from lexical problems between L1 and the target language, the mistake can come from the fact that in Portuguese, the possessive adjective pronoun agrees in gender and number with the object which comes right after the pronoun, however in English it agrees with the subject pronoun. As we have seen, the resulting figures showed above indicate evidence of the great interference of the mother tongue in learners' DJW entries at the beginning of the writing process as well as along the process of the foreign language learning 'construction'. Students are likely to follow their mother tongue parameter in order to 'construct' writing production

either in isolated sentences or a short paragraph. These evidences go in line with Dulay, Burt and Krashen, 1982 apud Figueiredo, 2002; Lott (1983), Faerch and Kasper (1984) who claim that Subject Omission, Adjective Order, and Possessive Adjective Pronoun errors are resulting from learners' mother tongue interference, also named Interlingual errors.

Direct Corrective feedback reached the highest score of incidence of errors in all of the three subcategories of analysis: in the Subject Omission there were 110 (59.13%) incidence of errors in the DCF, and 76 (40.87%) in the ICF. Second, in the Adjective Order there were 63 (86.30%) incidences of errors in the DCF and 10 (13.70%) in the ICF. Third, in the Misuse of Possessive Adjective Pronoun, there were 34 (77.28%) in the DCF and 10 (22.72%) in the ICF. For further details compare Tables 1 and 2 in chapter 4. These resulting figures illustrate evidence favorable to the ICF in the three subcategories of analysis. The incidence of errors in the three categories of analysis demonstrate that the influence or transference of the mother tongue was and still is a strong feature on the learners' writing interlanguage construction, mainly in the very beginning phase of the target language learning which is the case addressed in this study. In such initial phase of the learning process, learners have little or no command of the foreign language. Thus, gradually they start learning the foreign language through a continuum (interlanguage) which extremities are their mother tongue and the target language. However, it is valuable to state that even in more advanced levels there is the interference of learners' mother tongue. Learners establish hypothesis towards the target language and this is the way they construct, improve and develop their writing skill.

How do direct corrective feedback and indirect corrective feedback compare in terms of their contribution to the decrease of error incidence in learners' dialogue journals writing entry compositions?

In direct corrective feedback the learner is given the explicit markedness on the error and provided with the correct form. In the indirect corrective feedback, the learner is provided with identification in several ways that there is or there are errors in their textual production. Hendrickson (1984) claims that the purpose of direct corrective feedback is not only to indicate the presence or the precise location of errors, but also to suggest correct forms. In the direct corrective feedback, the learner is deprived of reflecting on their own errors and neglected of developing their cognition and promoting changes in their interlanguage. Thus, in the DJWs there was no interaction between the teacher and the learner and the texts had no dialogic-like style. The highest incidences of errors in the DCF in the subcategories of analysis demonstrated that phenomenon. And this is one supportive

argument favorable to indirect corrective feedback among researchers (FERRIS, 2002; HENDRICKSON, 1984; LALANDE, 1982; ROBB et al., 1986). Ellis (1985) stated that the direct method is just low-level correction and not real feedback. In the indirect corrective feedback, there are evidences that the learner wrote more due to not feeling threatened for the teacher's paper-marking technique and consequently the number of mistakes was lesser. In addition, the interaction between the teacher and learners in the DJW entries self-generated the subsequent topics. Meanwhile, learners have the opportunity to correct their own errors through blackboard correction and individual or small groups' conferencing (see chapter 2, section 2.4.2). These were tools applied in order to help students to cope with their errors, grounded on the assumption that "[...] error correction is most effective when L2 students are provided with an opportunity to correct their errors by themselves after teacher feedback is given" (HONG, 2004 p. 13). Those elements contributed for such positive resulting evidence for indirect corrective feedback.

Do the types of feedback provided to learners contribute to learners' efforts to convey meaningful and accurate communication on their journal entry compositions?

The indirect corrective feedback was the type of feedback which contributed the most for learners to establish meaningful communication, but not necessarily accurate in their DJW entries. In such corrective feedback, students dared to write more lines and pages, since they had the chance to self-correct and re-elaborate their subsequent journal entries. However, because of students were in the very beginning of their writing learning process, they had more difficulties in order to express what they wanted to due to the lack of a wider linguistic knowledge. It is important to point out that some of the errors made by students in their DJW entries in efforts to convey communication in this specific study were understood due to fact that the teacher and learners had the same mother language. Thus, the meaning of the written message could be conveyed and communication was established but with no accuracy. Accuracy together with communication in the DJW entries have gradually and continuously improved since the beginning of the survey towards the end of it, followed by the focus on meaning and focus on form. Thus, regarding the need of error correction, Truscott (1996) suggests that accuracy of writing could be appropriately measured only by a longitudinal research design, since research in interlanguage development has shown that certain forms take a relative longer time to be internalized.

5.2 PEDAGOGICAL IMPLICATIONS

The main purpose of this study was to investigate the results of two different errors treatment techniques on students' DJW entry compositions – direct corrective feedback and indirect corrective feedback - likewise the implications of these two different ways of providing feedback in learners' EFL writing. I would like to argue that this enquiry can help teachers to improve their classroom practice by: (a) showing that DJW can help teachers to develop learners' writing as well as assess their interlanguage, have access to their writing development process and their problems towards the language learning course; (b) demonstrating the importance of error correction, error treatment and also the corrective feedback in language learning; (c) motivating teachers to optimize and systematize errors treatment plus indirect corrective feedback techniques in the classroom; (d) provoking further research in this area.

5.3 CONCLUSIVE REMARKS

Since the 1970's the communicative language teaching and its extensions have been the major teaching theory. Such approach has emphasized the communicative functions of a language and since then teachers and scholars have focused their interest more in the writing process than the product itself (FAIGLEY; WITTE, 1981). Thus, the act of writing is considered to be a matter of communication between a reader and a writer, and it is not restricted to grammar practice. This was the assumption of DJW application in the classroom in this study, however, taking into account both perspectives: communication and grammar. This thought goes in line with Long (1991) who refers to the focus on form as the focus on specific formal aspects of the language when the communicative use of the language is performed as well as Ellis (1994) who points out that a focus on form can be achieved in two ways: communication and observation to form; the other one is corrective feedback while communicative activities are carried out. Thus, in this investigation writing in DJW was seen as a way of disseminating thoughts, which were integrated and constructed through learners' own ideas, textbooks, dictionaries, discussions (in and outside the classroom), inferences, and motivation. As an ongoing process, the teacher's reply in the DJW entries worked as language input (model) that served as a lever to trigger students' reading comprehension and furthermore motivate them to use their communicative competence in order to "construct"

written interaction. As a consequence, from some few lines, writing became longer and longer texts in several subsequent students' DJW writings.

Another finding in this investigation which is important to point out is that DJW can be used as a tool to assess learners' interlanguage and error treatment. In other words, DJW provides the teacher with a powerful guide of what the most problematic features of the language EFL learners face in terms accuracy in writing. Through DJW the teacher is able to recognize the type of language produced by each individual, their own learning styles and improvement along the term.

Concerning the findings favorable to ICF in this research may lead us to the following conclusions: (a) in the ICF the learner does not feel threatened by the teacher's explicit error correction which mostly constrains learners' eagerness for writing development. With no explicit correction, learners feel freer or more comfortable to express their ideas and write longer as suggested by Frodensen (2001) that indirect feedback is generally more useful than direct correction in composing; (b) ICF provides reflection on the language itself by means of their own errors correction which improves their writing accuracy, interlanguage and learning in a broad sense; (c) As primarily meaning-focused, ICF prioritizes interaction and communication. In addition, the secondary concern with the form of the target language guides the types of response the teacher provides to the learner. Truly, DCF and ICF in this study had two different types of design. In the DCF neither learners had dialog-like style in their entries nor in the teacher's reply. Titles were suggested for students' DJW entries. Errors were marked explicitly on their texts and simultaneously the correct form was provided by the teacher. There was not a close relationship between their textual production and the teacher intervention on it. As opposed to that, in the ICF there was a dialogic-like interaction between learners and teacher through the DJW; the topics for the DJW entries were self-generated by means of interaction; errors were placed on the teachers reply and followed by subsequent *black board* correction with the whole group or *individual conferencing* error treatment techniques. In addition, learners were encouraged to self-editing training in their DJW. It was a key strategy for students to become more independent learners within the indirect corrective feedback or inductive corrective feedback. In addition to this, the indirect corrective feedback in the DJW is concerned to a *non-judgmental humanistic* method whose focus is on the promotion of a positive self-image of the learner as a person and language learner. Besides, features grounded on the *skill learning theory* views ICF as a tool the learners need in order to reflect on their own interlanguage development in writing, and know how well they are doing

in the learning process. Certainly CF based on a humanistic and skill learning theory contributes for learners' language learning cognition development.

Concerning the efficiency of the corrective feedback provided to learners, an agreement between learners and teachers on what elements should be taken into consideration for the treatment, correction of errors plus feedback is crucial. Discussion must be promoted by the teacher on what, how, when, where and why errors must be corrected and feedback provided, along with discussions on corrective feedback benefits for learning. Diab's (2006) study revealed several discrepancies between instructors' and students' preferences for error correction and paper-marking techniques as well as differences in beliefs. The author suggests that "[...] it is recommended that teachers incorporate classroom discussions on error correction feedback, and writing in order to help their students understand how feedback is intended to affect their writing and why it is given in a particular way". (p.7)

After all, research has shown that students consider error correction a relevant tool for their learning. They want and expect to be corrected but simultaneously they lose track of what could be the most effective way of being corrected in their writings and how it could directly affect their cognitive production (outcomes) in EFL. This may happen due to the lack of awareness of the error utility between teacher and learner. Students expect their teacher to give them the most productive feedback for their errors. Teachers' learning-teaching process must be guided by students' real necessities and teachers should establish and rely on clear and specific guidelines for error correction. Second language learning researchers claim that errors made by learners at beginning levels are inevitable and even necessary (FIGUEIREDO, 2000). Considered that errors reveal students' strategies and hypothesis concerning the language they are learning, errors must serve students as a helper or a learning tool to improve their interlanguage and reach the target language mastery. On the whole, students must definitely assume their own errors as a bridge to reach the target language competence and it is the teacher's responsibility to provide students with the most appropriate corrective feedback. Certainly through feedback the teacher may demonstrate to learners that errors are not obstacles, but a means for constructing knowledge.

All in all, between DCF and ICF techniques in this study, there were several relevant factors that contributed for learners' language learning failure and success in their efforts towards the target language learning. The findings of this study are in agreement with research findings which point out relevant evidences in favor of ICF: Hendrickson (1984), points out that indirect feedback has the aim of indicating either the presence or location of errors providing learners with the opportunity to reflect and correct the errors for themselves.

This is one reason why indirect corrective feedback has received more support among researchers (FERRIS, 2002; HENDRICKSON, 1984; LANLANDE, 1982; ROBB et al., 1986). Richard-Amato (1996) asserts that “[t]his particular type of correction often comes naturally to a teacher focused on the meaning and may work well, especially with reluctant writers during early stages of literacy development” (p.74). In addition, Ferris (1999, p.5): argues that “[...] indirect error correction (identification of errors) is preferable to direct correction (teacher correction of student error).”

In conclusion, this investigation aimed at providing some encouragement to teachers who are concerned about and endue their time providing feedback to their students under the perspective of efficacy and at the same time students’ willingness. Although much research must be carried out in the area of error correction, error treatment and corrective feedback in L2 and EFL writing through DJW, I do hope this study not only demonstrates that such endeavor is a worthwhile struggle, but will instigate additional research in this relevant area.

5.4 STUDY LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The factors that would be considered as limitations in the accomplishment of this study were: (a) the findings of the present study do not indicate long-term effects of both direct and indirect corrective feedback types of teacher feedback on students’ DJW entries. In order to solve this issue, a longitudinal study is needed to be designed as data collection over a longer period of time. Thus, the effects of different kinds of feedback on learners’ long-term interlanguage development in writing and EFL learning can be examined. Learners take a substantial portion of time in order to internalize the forms of the target language being learned. After all, this is a subject to be closer examined for further research; (b) the fact that the types of errors focused for this study restricted and hindered the other types of errors made by learners in writing. As a consequence, a more complete perspective and selective criteria of students’ errors in their DJW entries must be carried out. This goes in line with what Ferris (1999) and Truscott (1996) argue concerning syntactic, morphological, and lexical knowledge that are acquired in different manners and no single type of error correction can be efficacious for all three; (c) the limited number of individuals and the little amount of data does not allow for immediate generalizations in this field of investigation. Further research is necessary to identify whether this process also takes place in other environments. Hence, this study may be useful as a starting point for further research by having it replicated in different contexts:

different learner profiles, another setting such as public and private school students. Another suggestion for further research is the use of DJW as interlanguage assessment integrated with error correction, error treatment as well as teachers' and students' beliefs concerning corrective feedback.

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APPENDIX

APPENDIX A – Excerpts list

Students' DJW entry and the way the teacher reacts to students' errors in the ICF (excerpts 1 and 4) and in the DCF (excerpts 2, and 3) in Chapter 2:

Excerpt 1: Hi, teacher.

[...] I decide to remain in Course of Letras, for not I like of course of geografia.

I go to try to like of English, what is being well difficult, bus I go to fight and to overcome.

My Carnival and holiday they go very good.

At Carnival for the Camacho I take the best

□ Hi Sandra

What's up?

Oh! You did not like your Geography course! Why?

I do agree when you say that you are going to try to like learning English. When we like, things go easily. I suggest you change your attitude towards English. Be curious! Ask a lot! Try to use only English in class!! Do it and you will see the difference sooner than you expect!! Ask for help, if you want to. Feel comfortable for that!!

Tell me, Sandra, what are you doing at the moment? Are you reading a good book? Are you having computing class?

Can you tell me that?

See you,

Rê

Excerpt 2

Sandra: My life

am old I

↓

My name is Sandra. I have nineteen years , to live in Tubarão. I have two brothers

are ed is ed

↓ ↓ ↓ ↓

that call Antônio and Maria. My father call João and my mother Maria.

a I 4th grades

↓ ↓

I am teacher and work with ~~it~~ 4 series.

Excerpt 3

Lya: My routine

from to get up and catch

↓ ↓

Everyday of Monday Friday, I lift at 6:30 in the morning go to work. I cath the bus at 7:30 o'clock and I arrive in the work about 7:45. I work up to 11:45 o'clock, and then return home.

It

↓

I don't work in the ~~period of~~ afternoon, then I take advantage of to arrange the house, to study and to prepare class.

at in the afternoon

I study on Friday of night, and on Saturday in the morning period and ~~vespertino~~.

it

On Sunday I take advantage of ↓ to rest.

Teacher: Dear Lya, I suggest that you re-edit your text 2, ok? You will learn a lot with it. Go on!

Excerpt 4

Tony: My name is Tony, I have 18 year olds. To live in Treze de Maio. I have very friends. Not taste fron lie. To adore heard music. I love my family.

Teacher: Hello Tony !!

You are so young!! You are only 18 years old! I'm much older than you! I'm 38 years old! Oh! You live in Treze de Maio! I live in Jaguaruna. I like it! I have many friends, too. And I don't like people who tell lies.

What a coincidence! I love to listen to music and I also love my family!

Dear, tell me more about you, your life, your daily routine, ok?

See? I'm too curious!

See you,

Regina

Samples of students' DJW entry in Chapter 4:

Subject Omission

Direct Corrective Feedback

Excerpt 5

[...] Beginnig by weekend. Saturday morning sleep until later. [...] The evening go adoration God! Sunday morning go learn of the bible, afternoon relax to go in cult evening. Monday make the work of the house morning, afternoon work in the CEJA and evening go to college [...].

Excerpt 6

[...] Everyday work with my mother-in-law, my father-in-law, my husband and civil servant [...] Saturday and Sunday walk drive with my family at the beach and at the dowlow. I visit my grandma Xanda and Jui, my mother, my father, my brother. Forever on the Sunday to have lunch with my mother-in-law

Excerpt 7

My name is [...]. I work by telephone. Like by hear music to see television. [...]In end the week lik of to go in my friends [...].

Excerpt 8

I to stay in the holidays in my house. I usually do the cleaning wath TV, too. To like in the wath soap opera, with respect to other soap opera, like in the "Terra Nostra" [...] When wake up remember in the my childrens and feel happy at the point of become children too.

Subject Omission

Indirect Corrective Feedback

Excerpt 9

Student: My name is [...], student at [...]. Am teacher children with four years-old and to daughter darling for ten. Like, to eat french fries, chip, dessert, chocolate, hot dog. [...]

Like, to movies, listen radio, drive and dance. I am from Tubarão.

Teacher: Hi, Rô!

Now I know that your name is [...] and you are a student at [...]. I also know that you teach four-year-old children and you have a cute daughter. She is ten years old.

You like to eat French fries, chips, dessert, chocolate and hot dogs. You like going to the movies, listening to music, to the radio, driving and dancing.

Dear, tell me more about your family: what are their names? What do they do? Where do they live? And you? Do you live in Tubarão too? [...]

Excerpt 10

Student: Teacher: My children are kindly. The about old have seventeen years. [...] All friday he goes to dance. Work. Not's student. At present not have girlfriend. Your name is [...]. The about new is [...], have is twelve years. That is student is the 5 grade. Like the life, music, nature, animal, to guffaw. Is very much funny. Work too. Approximately a week have a talk, he tell me is much happy. Is a teller of joke. [...]

Teacher: [...] I can see your children are very kind. The oldest is [...] and he is 17. But why does not he study? And the youngest? His name is [...] and he is in the fifth grade. Does he like to study? Why is he working? Where? Does he like to work? Like a teller of jokes, he must be really funny [...]

Excerpt 11

Student: Hello, Regina

Are you fine? I'm well. My weekends is middle sluggish. To be crazy to arrive Summer and to see friends. I like sports and whole type of food. To be a little sad because maybe in Summer I have what to work. [...]

Teacher: [...] I am crazy about Summer too! What a coincidence! I like sports and all kinds of food! I love life! Do not worry about the Summer! You can go to the beach on weekends! I have to study in the summer, but I know it is necessary. [...]

Adjective Order

Direct Corrective Feedback

Excerpt 12

[...] In the Summer people wear clothes colorful is light how dress, shorts, skirt, shirt and accessory how: belt, sunglasses is sandal. In the summer my colors favorite are: white, blue gray, green. In the winter people wear clothes hot is bulk how: blouse, jacket, jeans, cap and fur coat. [...]

Excerpt 13

[...] In the Winter the people wear: blouse, jacket, jeans. My colors favorite the winter are: black, red, gray. In the Summer the peoples wear clothes colorful: dress, skirt, shorts. My colors favorite the Summer are: black, yellow.[...]

Excerpt 14

[...] My dish favorite is rice with potato fry. [...] My colors favorite in blue, my program favorite is to see soap the to see movie film. [...]

Excerpt 15

[...] The my class has students timid, others are extrovert. The student live in cities different I to live in Tubarão.[...]

Adjective Order

Indirect Corrective Feedback

Excerpt 16

Student: My name is [...] I am a girl beautiful, I living in the city thanks the God.

Teacher: Hello, [...]!! I know you are a beautiful girl!! I love having students from Jaguaruna. They are special for me!

Dear, tell me more about you, your life, your family, and also your preferences! Tell me more about your daily routine, ok? See/ I'm so curious!! See you.

Excerpt 17

Student: [...] I adore weekends, so to go with my boyfriend; to go always in CTG [...]Always to go ball adore to dance with he; but in Treze de Maio not to many dance, so is a place small, good of to live [...]

Teacher: [...] Dear, now I know that you love weekends and you also love your boyfriend and your family. I can see that you like to live in Treze de Maio. That's nice!! And you also have fun on weekends. You always go to CTG [...]

Excerpt 18

Student: My name is [...]. Have nineteen years old , have one children and one husband marvelous. Reside and work in jaguaruna. My profession is teacher[...]

Teacher; Hello [...] You are so young! You re only nineteen and married! I am 38 years old - much older than you, baby! You have a child and a wonderful husband. What are their names? [...]

Misuse of Possessive Adjective Pronoun Direct Corrective Feedback

Excerpt 19

This is a girl Emily. [...] Your parents are Maria e Antônio. [...] Your family name is Medeiros da Silva. [...] The Emily is a girl lovely. Your mom is a teacher [...] Your telephone number is 626 0000. Her house is big and beautiful. She is really nice.

Excerpt 20

Here in Tubarão the climate is well diversity and your seans are well definite. [...]

Misuse of Possessive Adjective Pronoun Indirect Corrective Feedback

Excerpt 21

Student: I live with my friends. I have one brother. His name is Antônio, your birthday is may 12th. Your age is 17. My mother is Maria, your birthday is august 27, your age is 54. My father is João, your birthday is april 14th and your age is 54. My family is very fun. Our relationship is really nice. We are live in Capvari de Baixo, on Heitor Vila Lobo street. Our city is very calm. Our house is white and cinz. My street is not dirty.

Excerpt 22

Student: Hello!! For to kill yours curiosity...I am eighteen years old and I like of the city. [...]I'm single and I have a son what I love; yours name is kauan, he's one years and a half and he's beautiful. [...]

Teacher: [...] Oh! You have a baby! How nice!! I love children..I think hey transform our lives a lot and they also teach us a lot of things. [...]

ANNEXES

ANNEX A – EXCERPT 1

Do they like to study there?
 what about you, kaia? when
 are you going to change your course?
 Tell me about your carnival
 holiday too. Was it good?

See you
 Rei

Hi, Teacher.

My brothers they love study
 at Marechal Luz.

The teachers are very good and
 ability.

I decide to remain in Course
 of Letras, for not I like of
 course of geografia.

I go to try to like of English,
 what is being well difficult
 but I go to fight and to
 overcome.

My carnival and holiday they

go very good

At Carniva for The Sama.
cho I Take the best.



✓ i, XXXXX'XXXXXXXX
XXXXXXXXXXXXXX

what's up?

Oh! you did not like your Geography course! Why?

I do agree when you say that
you are going to try to like
learning English when we

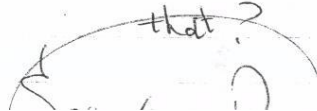
like, things go easily. I suggest
that you ~~to~~ change your attitude
towards English. Be curious! Ask
a lot! Try to use only English in
class!! Do it and you will see
the difference sooner than you
expected!! Ask me for help if
you want to. Feel comfortable for
that!!

Tell me what are you

reading a good ^{boy} book? Are you
having computing class?
Can you tell me

Can you tell me

that?



ANNEX B – Excerpt 2

My life

My name is [REDACTED] I am
 nineteen years old, I live in Lu
 barão. I have two brothers
 that are called [REDACTED] and [REDACTED] My
 father is called [REDACTED] and my mother
 [REDACTED]

I am a teacher and work with
 1st series. fourth grades

😊 Very Good paragraph! Dear C,
 Go on!

[Signature]

Date: 03.03.2000

ANNEX C – Excerpt 3

May Routine

get up ^{from} Everyday of Monday ^{to} Friday, I
Lift at 6:30 in the morning ^{and} go to
work. I ^{catch} catch The bus ~~at~~ at 7:30 ~~at~~
clock and I arrive in The work
about 7:45. I work up To 11:45 ~~at~~
clock, and Then ^I ~~return~~ return home.

I don't work in the period of the afternoon, then I take advantage of ~~it~~ to arrange the house, to study and to prepare class.

I study on Fridays ^{at} ~~at~~ night, and on Saturdays in the morning period and vespertino. afternoon

✓day On Sundays I take advantage of the
✓to rest.

I suggest that you re-edit your text 2, ok? you will learn a lot with it. Go on!!

Very Good!

ANNEX D – Excerpt 4

Journal

My name's ^{XXXXXXXXXXXXXXXXXXXX} I have 18
^{XXXXXXXXXXXXXXXXXXXX} year olds. To live in Treze de Maio I
 have very friends. Not taste from lie.
 To adore heard music. I love my
 family.

Hello ^{XXXXXXXXXX}!

You are so young!! You are
 only 18 years old! I'm much older
 than you! I'm 38 years old!

Oh! you live in Treze de Maio!
 I live in Jaguaruna. I like it!
 I have many friends, too. And
 I don't like people who tell
 lies.

What a coincidence! I love to listen
 to music and I also love my
 family!

Dear, tell me more about you,
 your family, your life, your

daily routine, ok?

See? I'm too curious!!

See you

Regina

ANNEX E - Excerpt 5

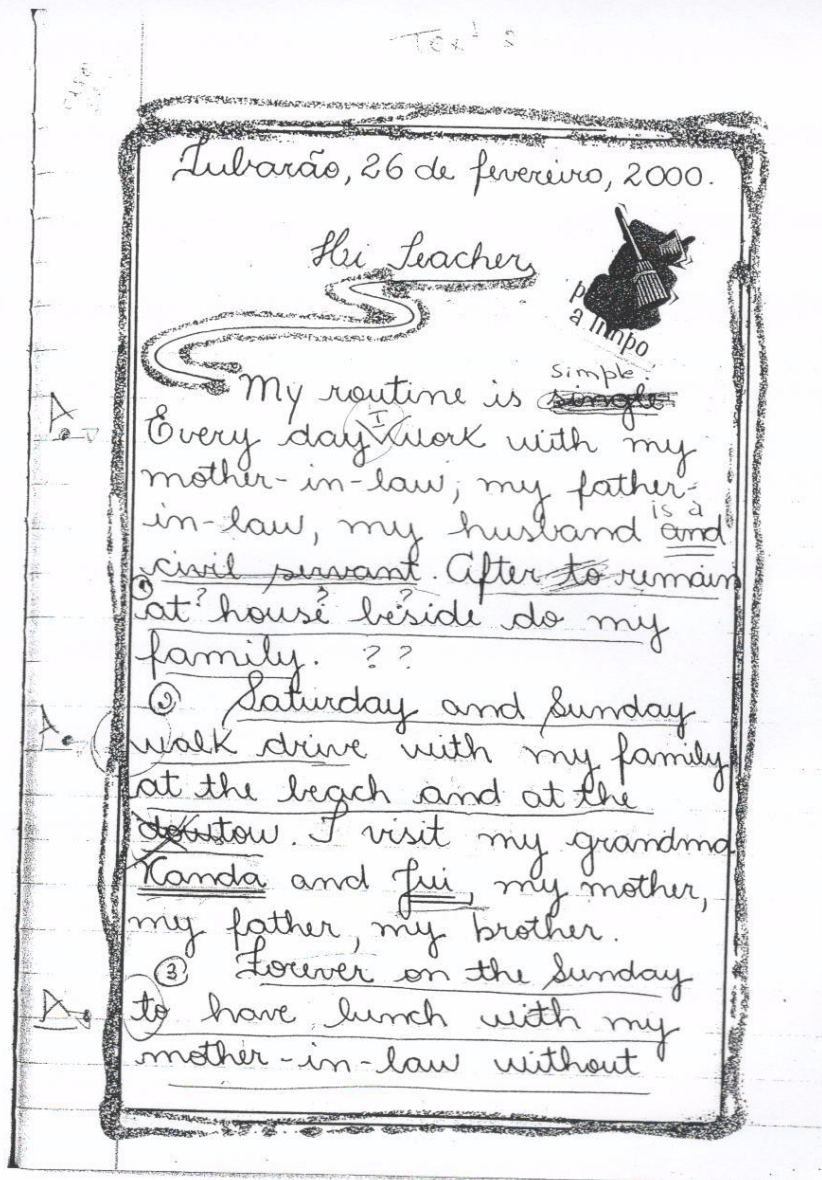
texto 2

my routine

Beginning ^{on the} by weekend.
 A In Saturday morning I sleep
 until later. After ~~of the~~
 ① lunch I go to church (I am
 evangelist) in the rehearsal
 of the entirety vocal of the
 youth than I communicate.
 A In the evening I go to the adoration God!
 A On Sunday morning I go learn
 of the bible, ^{in the} afternoon I relax
 to go to the cult ^{in the} evening.
 A On Monday make the work of
 the house ^{in the} morning In the afternoon
 A I work in the CEJA and ^{in the} evening
 I go to college.
 Summarizing, during the
 week we dedicate ^{in the} the work
 and the study, on the week
 end in the God!

god! 10/03/00

ANNEX F – Excerpt 6



ANNEX G – Excerpts 7 and 14

27-08-99

TwTo 1

My name is ^{xxxxxxxxxxxxxxxxxxxx}
^{xxxxxxxxxxxxxxxxxxxx}
 I work by telephone
 I like to hear music to
 see television

My dish ^{favorite} is
 rice with potato fry.
 I'm end the week
 I like to go in my
 friends.

My colour ^{favorite} is
 blue, my program ^{favorite}
 is to see soap
 the to see movie film

hook :

I'm a telephone operator

I like to listen to music and
 watch TV

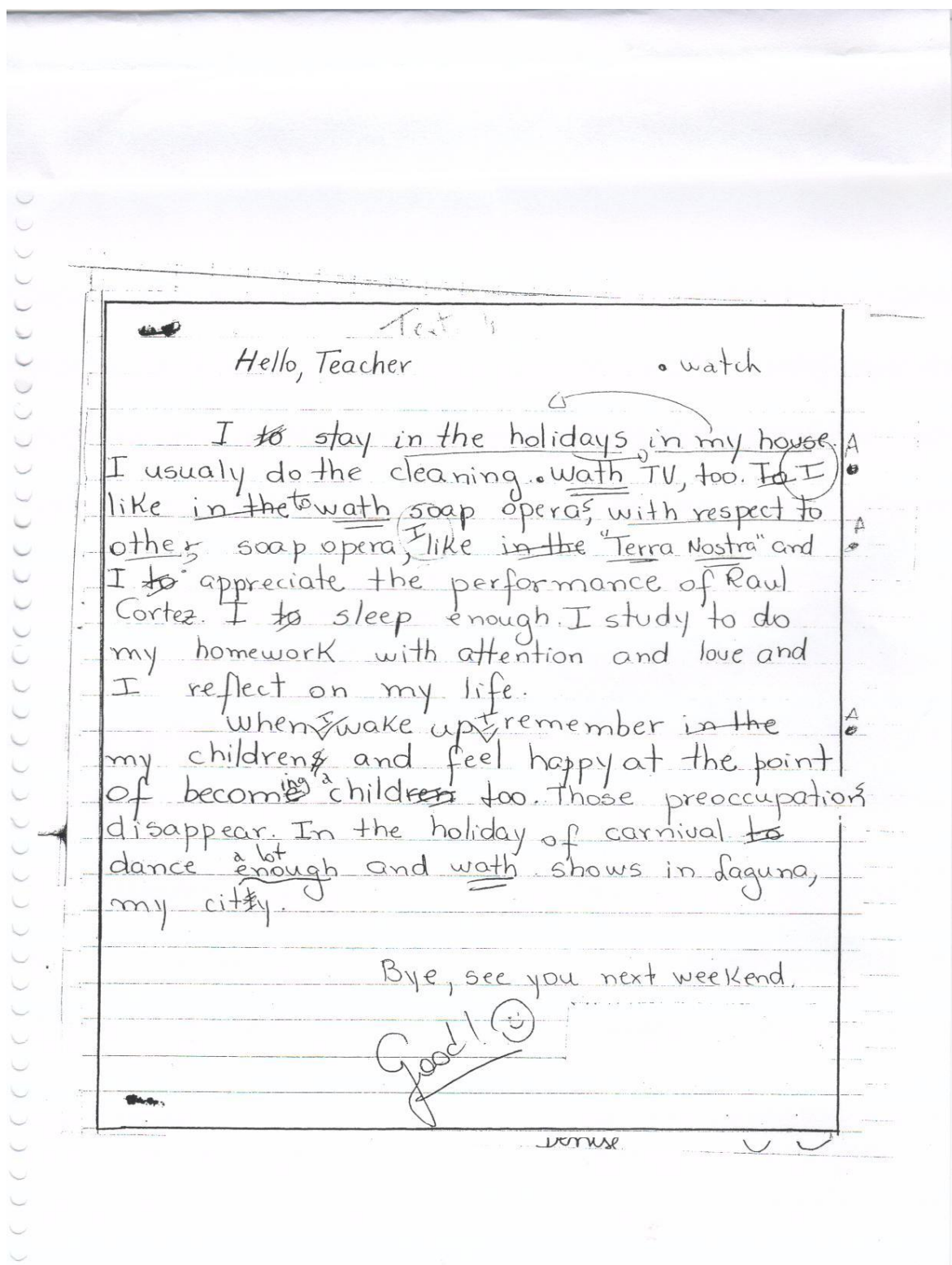
~... with fried potato

~ On weekends I like to ... ??

~ I like to watch soap operas and
 see films ...

Ok!


ANNEX H – Excerpt 8



ANNEX I – Excerpt 9

Jul: 19/08/00

my name is ~~XXXXXXXXXXXXXXXXXXXX~~
~~XXXXXXXXXXXXXXXXXXXX~~ student unisul.

Am teacher children with four
 years old and to daughter dar-
 ling from ten. Like to eat
 french fries, chips, desert, cho-
 colate, hot dog.

my family is father, mother,
 brother, daughter and I.
 Like to movies, listen radio,
 drive and dance.

I'm from TUBARÃO.

Hi, Dô!

Now I know that your
 name is ~~XXXXXXXXXXXXXXXXXXXX~~
~~XXXXXXXXXXXXXXXXXXXX~~ and you are
 a student at unisul.

I also know that you teach
 four-year-old children and you
 have a cute daughter. She is ten
 years old.

You like to eat French fries,
 chips, dessert, chocolate and
 hot dogs. You like going to the
 movies, listening to music,
 to the radio, driving and dancing.
 Dear, ^{what} tell ^{more} about your
 family: what are their names?
 what do they do? Where do they
 live? And you? Do you live
 in Tubarão ^{too}?
 Tell me about where you
 work and something about your
 routine, ok?

Regina

ANNEX J – Excerpt 10

Teacher:	
My children are kindly.	
The about old have (seventeen)	
seventeen years. He is like to	
play football, have adoration	
for music, chiefly Rock in Roll.	
All Friday he goes to dance.	
A. Work. Not a student.	
(2) At present not have girlfriend.	
.3 Your name is	XXXXXXXXXXXX
The about new is	XXXXXXXXXXXX
have is twelve years. That is	XXXXXXXXXXXX
a student is the 5 th grade.	
A. Like the life, music, nature,	
animal, to guffaw. Is very. A	
much funny. Work too. A	
Approximately a week have?	
a talk, he talk me is much happy.	
A. Is a teller of joke.	
In the morning is going for. A	
school. In the afternoon is A	
going for work.	
A. As usually to go for beach	
is what they to make.	
I like my living in relation	
my children.	
I love much	
love my children.	

Dear sweet ^{XXXXXXXXXX}
^{XXXXXXXXXX}

You are brave! I admire you a lot! Go on, Mari. Remember you are a "guerreira" and never gave up.

I can see your children are very kind. The oldest is ^{XXXXXXXXXX}
^{XXXXXXXXXX} and he is 17. But why does not he study? And the youngest? His name is ^{XXXXXXXXXX}
^{XXXXXXXXXX} and he is in the 5th (fifth) grade. Does he like to study? Why is he working? where? Does he like to work? Like a teller of jokes, he must be really funny.

^{XXXXXXXXXX}
^{XXXXXXXXXX}, you told me you like your life because of your children. However, I ^{think} you must enjoy your life because of you! Because you deserve to have a good profession, because you deserve to feel you are beautiful and powerful.

God is for you! Talk to him
and you will be blessed in every
tiny minute of your life.

...I would like to have your
opinion about your languages
course. Are you enjoying it?
what about your classroom
and classmates? Tell me
about them, can you?

what about your professional
plans? what are they?

"Go on, dear brave woman!"

Kisses

Regina

09/11/00

ANNEX K - Excerpt 11

Hello, Regina

Are you fine? I'm well!
 my weekends is middle sluggish.
 To be crazy to arrive Summer and
 to see friends.
 I like sports and whole type of
 food. To be a little sad. Because
 maybe in Summer I have what
 to work.

See you

How are you?

I'm crazy about Summer
 too!

What a coincidence! I like sports
 and all kinds of food! I love
 life! Do not worry about the

Summer! you can go to the
 beach on weekends.

I have to study in the Summer,
 but I know it is necessary.

See you soon,

Ra

ANNEX L – Excerpts 12 and 20

What people wear

• B ^{varied} Here in Tubarão the climate is well diversity and ^{the} your ^{seasons} seasons are well definite.

• C In the summer people wear clothes colorful ^{and} is light ^{like} how: dress^s, shorts, skirts, shirts and accessories ^{like such as} how: belts, sun glasses ^{and} is sandals.

• In the summer my colors favorite are: white, blue, gray ^{and} green.

• ^{heavy} In the winter people wear clothes hot ^{and} is bulk ^{like} how: blouse^s, jackets, jeans, caps and fur coats.

In the fall people wear clothes with ^{varied} colors diversity.

In the spring people wear clothes with colors egg white. ???

• C During the day the people wear clothes ~~but~~ sporting ^{like} how: blouse^s, jeans, socks and Tennis shoes.

During the night the people wear

ANNEX M – Excerpt 13

What people wear

~~The~~ people wear ~~of~~ according to ~~with~~ clime. the climate.

In my city the clime is diversity, diverse.

In the winter the people wear: blouse, jacket, jeans.

my colors favorite the winter are: black, red, gray.

In the summer the people wear clothes colorful: dress, skirt, shorts.

my colors favorite the summer are: black, yellow.

When the people are at the beach they wear bikini, sun glasses and sandal.

At the night the people wear clothes but social with: man's suit

OK
10

ANNEX O – Excerpt 16

My name is ^{XXXXXXXXXXXXXXXXXXXXXXXXXXXX}
^{XXXXXXXXXXXXXXXXXXXXXXXXXXXX} de I am girl beautiful.
 I living in the city of Jagua-
 runa, my mother is M^a
^{XXXXXXXXXXXXXXXXXXXXXXXXXXXX} she is a
^{XXXXXXXXXXXXXXXXXXXXXXXXXXXX} teacher.

my life is very good, thanks
 the God.

Hello ^{XXXXXXXXXX}!!
^{XXXXXXXXXX}

I know you are a beautiful
 girl!! I love having students
 from Jaguaruna. They are
 special for me!

Dear, tell me more about you,
 your life, your family, and also
 your preferences! Tell me more
 about your daily routine, OK?

See? I'm too curious!!

See you

Defina^{ll}

ANNEX P – Excerpt 17

30/10/00

Hi Regina!

How are you doing?

I'm very happy, and very well

I adore weekends, so to go with my boyfriend; to go always in CTG, so he adore and I also. My weekends is very amusing. To be it vacation, holidays, always I am with my boyfriend and my family; they are saint my life; I love they are always to go ball, adore to dance with he; but in Trze de Mau not to many dance, so is a place small, good of to live, is much beautiful, I enjoy to live in Trze de Mau, not is very big, I like my authority very much. Living

much tell her with my family.

Bye Bye Regina, have a nice holiday and wonderful weekend.

so long.

😊 Hello my dear
xxxxxxxxxxxxxx
xxxxxxxxxxxxxx

Are you fine?

I'm great, thanks!

Dear, now I know that you love weekends and you also love your boyfriend and your family.

I can see that you like to live in Trze de Maio. That's nice!! And you also have fun on weekends. You always go to CTC.

Tell me, do you like music?

What kind ^{born} of music do you like?

Who's your favorite ^{born} singer?

What about ^{born} movies? TV program?

Sports? ^{born} Food? Tell me what kind do you like and your favorite ones, ok?

I'm waiting for your answers, ok?

See you

Regina

ANNEX Q – Excerpt 18

my name is
 I have nineteen years I have one
 children and one husband married
 low.

Reside and work in Jaguaruna.
 My profession is teacher.
 work at school Education Basic
 "Marechal Luz"

Hello, !

I'm very glad to have students
 from Jaguaruna.

You are so young! You are only
 nineteen and married! I am
 38 years old - much older than you baby.
 you have a child and a wonderful
 husband. what are their names??

You work at Marechal. what
 do you teach? Do you like it?

See? I'm so curious!!

Tell me about you, your likes,

dislikes, family, and daily
 routine, ok?

what do you think? ok?

See - bu!

ANNEX R – Excerpt 19

The girl

This is a girl ^{called} ~~XXXXXXXXXXXX~~ ^{XXXXXXXXXXXX}. Her sign
is ^{Taurus} ~~XXXXXXXXXXXX~~ bull. ~~XXXXXXXXXXXX~~ is eight years old.

She is very beautiful. She ~~has~~ ^{has} a
pet. It is a dog, its name is Bobi.
B Her ~~your~~ parents are ~~XXXXXXXXXXXX~~ ~~XXXXXXXXXXXX~~ ~~XXXXXXXXXXXX~~.
The ~~XXXXXXXXXXXX~~ likes to write, to speak, to
read and ~~to~~ ^{listen to} music.

She studies in the morning ~~the~~ school
at Cristina Cirila Ulendhausen ^{school}. The girl
B ~~XXXXXXXXXXXX~~ resides in Tubarão. ~~your~~ ^{her} family
name is Medeiros da Silva.

She likes her friends Rafael and
Rafaela.

C The ~~XXXXXXXXXXXX~~ is a girl lovely. ~~your~~ ^{her} mom
is a teacher. She likes to eat many
fruits. Ediléia and Silva are ~~your~~ ^{her} favorite teachers. ~~your~~ ^{her} telephone
number is ~~XXXXXXXXXXXX~~. ~~your~~ ^{her} house is big
and beautiful.

She is really nice.


Good ⁺⁺
B

ANNEX S – Excerpt 21

my family



I live with my friends. I have one brother. His name is XX your birthday is may 12th. Your age is 17. My mother is XX her birthday is august 27th your age is 54. My father is XX your birthday is april 19th and your age is 54. My family is very poor. Our relationships are really nice. We all live in Capivari de Baixo, on Hector Vila Lobos Street. Our city is very calm. Our house is white and big. My street is not dirty.

Ok!  Gen



ANNEX T – Excerpt 22

Date: 03-03-01.

Kelle !!

So to kiss your ass...
... I'm eighteen years old, I do
can frequent and I like
of the city.

I have a beautiful family:
My mother is ~~XXXXXXXXXX~~, she is
forty-five years old, she's
very important for me.

My father is ~~XXXXXXXXXX~~, he is
fifty-one years old, he's my
conductor.

My sister is ~~XXXXXXXXXX~~, she is
fifteen years old, we are friends.
ends!

I don't have brothers.

I'm single, and I have one
son what I love; your na-
me is ~~XXXXXXXXXXXX~~, he's one
year and half and he's beauti-
ful.

I like of to smile, because
I like of to transmit happi-
ness the people...

See you soon and love you
and have a nice week!!



Hi, ~~XXXXXXXXXX~~ //

How are you?

I'm just great!

Oh! You have a baby!! How
nice!! I love children... I
think they transform our lives
a lot and they also teach us
a lot of things.

Dear ~~XXXXXXXXXX~~, tell me about your
routine... what do you do
when you are free??

Can you tell me that?

See you,