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Master Thesis Defense

Entitled

*THE IMPACT OF DYNAMIC WRITTEN CORRECTIVE FEEDBACK ON ARAB EFL INTERMEDIATE
STUDENTS' WRITING ACCURACY*

by

Esraa Abdul Rahman AlYousef

Faculty Advisor

Professor Ali Shehadeh, Department of Curriculum and Instruction

College of Education

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Abstract

This thesis is concerned with finding the impact of applying dynamic written corrective feedback (DWCF) on Arab intermediate EFL learners' writing accuracy. The current study focuses on the writing components of content, organization, grammar, vocabulary, and mechanics. The main objective of this thesis is to examine how DWCF can affect intermediate EFL learners' writing accuracy. The research included 38 grade eight learners as participants of the study. Both quantitative and qualitative research methods were used. The quantitative data was collected via the use of pre-posttest research instruments while the survey research instrument gathered the qualitative data. The study found that DWCF has a positive impact on these intermediate EFL learners' writing accuracy. The research results showed that there is a significant difference in learners' writing accuracy between the control and the experimental groups on four components (organization, grammar, vocabulary, and mechanics). Also, the participating students expressed positive perceptions and attitudes toward the use of DWCF. The study demonstrated that DWCF helps teachers to scaffold students' writing accuracy from early ages by providing students with frequent corrective feedback that helps them to improve their writing skills.

Keywords: corrective feedback, dynamic written corrective feedback, writing components, students' perceptions.