

Washington State University

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Will defend the dissertation on

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Pullman Campus – Cleveland Hall 353

Zoom by request to gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

THE EFFECT OF THE PROCESS-ORIENTED APPROACH AND THE USE OF CORRECTIVE FEEDBACK IN ENGLISH WRITING

Chair: Sarah Newcomer

This dissertation investigated the process-oriented approach to teaching English writing and the use of corrective feedback. The first study involved Arab L2 learners of English as participants, while the second study included both Arab L2 learners of English and English as a second language (ESL) writing teachers. The first study, reported in chapter two, utilized a quantitative pre-and post-test design to investigate the effect of the process-oriented writing approach on helping Arab L2 learners reduce common errors in English writing. The study's participants were 42 Arab L2 learners studying English as a second language (ESL) in the United States. Error analysis was performed on the Arab L2 learners' writing from the pre-test to the post-test to measure the error scores change in their writing samples. The results showed a significant reduction in the Arab L2 learners' grammatical error scores, demonstrating the positive effects of the process-oriented approach to teaching writing in English.

The second qualitative study discussed in chapter four utilized semi-structured interviews to investigate the perspectives toward and use of corrective feedback (CF) of 10 Arab L2 learners as well as the perspectives toward and use of instructional strategies to provide CF of three ESL writing teachers. Both Arab L2 learners and ESL writing teachers reported positive perspectives on the usefulness of CF in teaching and learning English as second language writing. This second study found numerous factors influencing ESL writing teachers' use of instructional strategies when providing CF. It also found various factors influencing Arab L2 learners' use of CF. This dissertation offers several implications for teaching English as a second language to L2 learners and future research regarding the process-oriented approach and providing corrective feedback to L2 learners related to their English writing.