Beyond the Written Corrective Feedback (WCF) Debate: Tunisian EFL University Lecturers' Views of their WCF Practices

Emna Maazoun Zayani
University of Sfax, Tunisia

Salah Troudi
University of Exeter, UK

Abstract

This paper is located in the research area of writing assessment and feedback literacy at the Tunisian EFL tertiary level which is still an under-investigated research area (Maazoun 2020, Athimni (2020), and Enneifer (2021). This research study attempts to address this gap by investigating WCF effectiveness in the foreign language classroom which has been considered a debatable topic of research. Most *studies have either supported or debunked the implementation of WCF to enhance grammatical accuracy. However, very few studies have looked beyond this debate. Therefore, this study is an attempt to go beyond this traditional debate to investigate the WCF issue through revisiting Bachman's (1990) model of communicative language competence which consists of textual and pragmatic competencies. The rationale behind opting for Bachman's (1990) framework is informed by the research objectives which focus on unveiling Tunisian EFL tertiary teachers' beliefs about their students' communicative competencies in relation to writing literacy. The analysis of the closed-ended questionnaire and the semi-structured interview has led to in-depth findings of WCF beliefs of twenty EFL writing teachers who are currently working at the Tunisian tertiary level. Their lack of focus on pragmatic competence led to considerable theoretical and practical insights.*

Keywords: WCF, Writing, Communicative Language Competence, EFL Teachers, Beliefs

INTRODUCTION

The area of Written Corrective Feedback (WCF) effectiveness is still a fertile area of research in the 21st century. EFL teachers' WCF refers to the WCF provided by the EFL teacher which comprises editing, commenting, praising, and criticizing. The focus of WCF in this study has been approached in relation to Bachman's (1990) framework of communicative competence. Writing has been judged as a highly challenging skill that requires the clustering of neurological, cognitive, and affective competencies. Hence, responding to this complex skill and pedagogically demanding task is a challenging task that requires a high pedagogical command of WCF to achieve its required goals effectively (Murray et. al,2006). Therefore, faced with its demanding nature, researchers have thoroughly focused on the different ways of achieving its effectiveness theoretically and practically. Some scholars have called for focusing on the language form (Chandler, 2003), others prioritize the language content (Rojab, 2017), whereas a third party argues for a compromise focusing on both form and content (Biber, Nekrasova and Horn, 2011). This compromise is meant to overcome this back-and-forth debate to achieve better effectiveness. These clashing views construct the crux of the so-called grammar correction debate which was initiated by Truscott (1996) who claimed that error correction research in writing was conclusive in determining the ineffectiveness of grammar correction in facilitating improvement in student writing. Consequently, a synthesis of educational research has suggested that there is just one unique operationalizable contrast between grammatical errors and ungrammatical errors as proposed by Truscott in more than one study (2001; 2007). Truscott vehemently repudiated the practice of WCF, arguing that it has no potential value for the development of grammatical competence. In addition, he suggested avoiding it because of its harmful side effects because "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" (Ellis, 2009, p.5). His argument against the grammatical accuracy correction not only restricts the concern with WCF in its grammatical potentials but also does exclude many other functions to appear concerning the examined area such as the pragmatic potentials of the WCF. Thus, in this piece of research, the authors claim that the ineffectiveness of WCF about grammatical competence cannot be generalized to other types of competence such as the pragmatic one.

The concern with pragmatics and pragmatic competence has been omnipresent in research for many decades, however, raising the label of pragmatic competence to approach English as a Foreign Language (EFL) teachers' competence towards written corrective feedback has firstly appeared in Shirkhani & Tajeddin's (2017) study in which they define the so-called pragmatic corrective feedback as ''any reaction to a learner's utterance which aims to help the learner notice their pragmatic failure and understand what the true form is concerning the social context in which it is used'' (p. 27).This definition resonates with Taguchi's (2011, p. 289) definition of pragmatics which focuses on "how people perform, interpret, and respond to language functions in a social context". Consequently, Yousefi & Nassaji (2021) highlighted the importance of bringing WCF and instruction in Second Language (L2) pragmatics together.For example, Martinez-Flor and Uso-Juan (2010) suggest that WCF should address both formand meaning which is the same concern of EFL teachers in L2 pragmatics who should be correcting form as well as learners' pragmatic failure.

Additionally, Eslami & Derakhshan (2020) highlighted the instructional dimension of pragmatics by linking it to foreign language classroom teaching. Despite the plethora of research that addressed the teachability of pragmatics in the foreign language classroom such as (Derakhshan & Shakki, 2020), and (Shakki et al., 2020), there is still a lack of research in exploring learners' pragmatic competence development of the corrective feedback dynamics. It is important to investigate the effects of WCF on the development of pragmatic competence among learners along with their grammatical competence development. Focusing on learners' developing system is at the heart of the so-called interlanguage pragmatics which is "a language learner's developing system of the target language which they are learning" (Selinker,1972, p. 10). This area is almost neglected in researching the learners' development systems ascriticized by Plonsky and Zhuang (2019). This system should be the focus of EFL teachers' WCF approaches and practices to understand their learners' pragmatics needs and to help them improve their interlanguage system. However, Jee & Aziz (2021) warn that this system could be threatened by the lack of teachers' knowledge and professional development about their students' needs and competencies requirements. Additionally, WCF needs more focus on its provision pedagogy theoretically and practically as it is highlighted by Killingback et al (2020) and Wolstencroft & Main (2021), and is still lacking a strong agenda about what to do and how to proceed (Naghdipour, 2016). To overcome these conundrums, communicative competence should be revisited in WCF pedagogy to help practitioners provide feedback that could feed-forward in the future in the sense that it has a positive long term-effect (Wisniewski & Hattie, 2020).

The Debate over written Corrective Feedback Effectiveness Arguing for WCF

Ferris (1999) has rebutted Truscott's (1996) claim against grammar correction in L2 writing classes. She has strongly argued that Truscott has marginalized some positive research evidence of grammar correction effectiveness. Additionally, she defended her position by highlighting the inconclusiveness and incompleteness of research in this arena. Consequently, Truscott (1999) responded to her claim by restating his previous conclusions. Both researchers reached an agreement that covered two points (a) more research should be done on error correction about writing in L2 (b) the burden of proof is related to those who support error correction. Ferris (2004) decided to overcome this research debate by doing in-depth research that should focus on two main questions on grammar correction (1) Where are we? (2) Where do we go from here?

Ferris took a critical stance in re-examining all the studies reviewed by Truscott and looked for studies that appeared after the publication of Truscott's original review. She concluded that the existing research fails in addressing the question of whether error feedback helps L2 student writers, but it rather focuses on its impact on grammar accuracy. This question forms the background for many studies to support the argument for grammar correction (Bitchener, et al 2005; Sheen, 2007; Ellis et al. 2008). Some studies have focused on the effectiveness of different error feedback types to ensure written accuracy.

Kim & Emeliyanova (2021) have focused on the positive impact of indirect WCF on accuracy development in their students' writing. Other studies have provided proof of grammar correction effectiveness by measuring the accuracy rate among students over time (Ferris & Helt, 2000; Polio & Williams, 2016). Other researchers have compared students who receive corrective feedback with those who do not show the positive role of grammar correction in writing accuracy Yoon, 2017; Yoon & Polio, 2017; Elfiyanto & Fukazawa, 2021). Most recently, Ahmed et al (2020)

depict the realities and challenges related to the implementation of WCF in the Arab world. They address the actual WCF practices and policies in different Arab countries and criticize the absence of a clear methodology that could inform practitioners and policymakers in deciding upon future orientations in WCF provision.

However, despite the abundance of many works that tried to provide evidence in favor of corrective feedback effectiveness there are no serious attempts to achieve this objective. This lack of research represents the embryo of the appearance of the third school of thought which sought to find a middle ground between the proponents and the opponents of WCF effectiveness through highlighting the shortcomings of the study's design and analysis (e.g., Guenette, 2007). Additionally, as an effort to overcome this debate, these studies claim that there are no firm conclusions on the positive impact of grammar correction on accuracy gains, and therefore they have called for more in-depth research.

Arguing Against WCF

Some researchers show that corrective feedback is not only unnecessary but also ineffective, or even harmful (e.g., Krashen, 1985; Colpitts & Howard, 2018). Their assumptions are linked to Truscott's theoretical and practical arguments. Theoretically speaking, arguing against error correction dates back to the claim that WCF overlooks basic insights from Second-Language Acquisition (SLA) theory. These theoretical perspectives in SLA include the role of error and its treatment which have focused on the understanding of how the acquisition process works, and how the human brain processes and learns new information to be more autonomous. Manchón and Williams (2016) claim that there is an overlap between WCF research and SLA and they identified three main areas "1. The development of learners' written language over time; 2. the contribution of general L2 proficiency to writing; and 3. the contribution of writing, writing instruction, and feedback to L2 proficiency" (p. 568). Ferris's (2002) study focused on the theory and history of error treatment in SLA and composition studies, and she concluded that most of the studies have focused on whether to provide WCF rather than how to do it.

The objections raised by WCF opponents have to do with two main theoretical issues, namely Learnability Hypothesis and the role of explicit L2 knowledge in the learning process. Specifically, since Truscott's (1996) call for the abandonment of grammar correction in writing classes because it is ineffective and counterproductive. Most recent research in this area took a new trajectory through rethinking the established assumptions (Stroch, 2018; Karim & Nassaji, 2020). Substantial research (Truscott & Hsu, 2008; Bruton, 2007) has shown that corrective feedback should be abandoned due to its theoretical and practical ineffectiveness, and they are in line with Truscott's original claim. Truscott defended his position against grammar correction as having no place in writing classes by using the following arguments. First, he claims that research evidence shows the ineffectiveness of grammar correction. He further relates this lack of effectiveness to the nature of both corrective feedback and language learning. Then, he describes this ineffectiveness as natural and expected given the harmful side effects of grammar correction in writing classes. This ineffectiveness is related to two main reasons. The first reason is tightly linked to the natural order of acquisition. Thus, the inability of teachers to cater for the "developmental sequences of language learning" (Truscott 1996, p. 345). Despite some limited attempts from some writing teachers to correct all the errors in the L2 classroom to overcome this issue, teachers still struggle with the question of whether they are correcting errors which the learners are ready for or at the level of their natural acquisition order. The second reason has to do with pseudo learning which is defined as the failure of the learning and teaching processes to meet the interlanguage processes system. Therefore, learning occurs at the superficial level and does not go in-depth. Truscott claims that in this respect if the acquired knowledge is the outcome of error correction, then "pseudo-knowledge" (Ibid) occurs. This pushes teachers to question the used techniques in WCF provision to help learning occurs.

In addition to the inability of WCF to help learners develop accuracy, it has also been considered detrimental to the L2 development process. The opponents' claims are based on several reasons suggested by Truscott in his original claim. The first reason finds its echo in Truscott's (1996; 2004) view. He argues that L2 writing tasks should focus on students and teachers rather than losing time and energy on the correction. The second reason shows that WCF is counterproductive since it hurts students' affective filter by increasing students' anxiety about repeating the same errors in the future (Krashen, 1982; Truscott, 1996). This anxiety is thought to cause learners' to avoid erroneous constructions in the written output which in turn results in a reduction of linguistic complexity.

Within the 'multidimensional model of SLA' Pienemann (1989, p. 52) explains the language acquisition process. Within this model, Pienemann's (1989) teachability or learnability hypothesis, showed that the only condition under which students can internalize linguistic features is if and only if they show developmental readiness. In his view, it is possible to teach only features that are not beyond a learners' stage of development. His argument is that "the acquisition process cannot be steered or modeled just according to the requirements of formal instruction" (1989, p. 57). This led Truscott (2010) to hypothesize that teachers should align the WCF they provide with the learners' current L2 development level. This enables learners to convert input into intake. Otherwise, off-take will take place instead as it is stated in Maazoun's (2016) model of writing instruction which depicted off-take as opposite to intake, in other words when there is neither noticing nor learning. Maazoun's framework focuses on the learners' written outcomes as the source of teachers' feedback which is perceived as the input that learners should receive. If this input affects positively the learners' written outcomes through increasing the written accuracy it is considered as intake and if it fails, it becomes off-take and teachers' feedback should be revisited in relation to this failure.

Hendrickson (1978) claimed that correction should target the errors that generate communicative breakdowns. Additionally, some other studies have featured the same argument against error correction in L2 writing classes such as Krashen, (1992) and Leki (1990). Likewise, Semke's (1984) 10-week study on German students revealed similar results. Similarly, Robb et al.'s (1986) study focused on different types of feedback showed the ineffectiveness of grammar correction through the absence of a significant difference between the four study groups. It is worth mentioning that the latter study could be more convincing if the authors introduced a control group. Kepner's (1991) study provided more evidence of the marginality of written corrective feedback. He found no difference in measuring the accuracy of his two student groups' accuracy rates in their written assignments. Kepner (1991) came up with the conclusion that any sort of corrective feedback on students' writing is nonsensical and has no value for students' grammar, diction, or mechanics. Also, Wang & Van Patten (2003) have shown that the lack of grammatical corrective feedback does not affect students' written accuracy.

Beyond the WCF Debate about Grammatical Accuracy

A quick review of the existing literature could sketch the main trends and approaches related to the area of CF. They are governed by an inherent tendency to approach the issue of corrective feedback through linguistic lenses. In other words, the WCF debate has been approached from the grammatical accuracy angle which restricts it to linguistic accuracy. This study will be an attempt to overcome the existing debate by focusing on the different components of communicative competence following Bachman's (1990) framework or theoretical framework of communicative language ability. In this framework, language competence includes organizational and pragmatic competencies which will be used in this study as a tool of EFL teachers' knowledge evaluation of their students' competence

while providing WCF.

By doing so, the authors criticize the excessive focus on grammar correction as proof of WCF effectiveness in the literature. In other words, to achieve better effectiveness WCF should not be restricted to grammar correction, but it should go beyond grammar accuracy by focusing on other areas where WCF could be effective. This criticism is meant to enrich the debate and pave the way to revise some pre-determined assumptions about this topic.

Communicative competence

The rationale behind invoking communicative competence lies in Skehan's (1998) coinage of the 'ability for use' which had been applied by Hymes (1972, p. 283). This concept was defined by Skehan (1998, p. 56) as a mediating tool between underlying competencies and actual performance. This dual-coding perspective has been further explained by Skehan (1998, p. 58) as a new tool that overcomes generalization and stability underlying competence to adjust to performance conditions through real-time communication to achieve better accuracy gains.

Hymes (1972) criticized the Chomskian dichotomy of competence and performance by examining competence in interaction. Chomsky (1965, p. 4) defines competence as "the speaker-hearer's knowledge of his language" and performance as "the actual use of language in concrete situations". Hymes (1972) introduced the area of ethnography of communication and concluded that linguistic knowledge should be complemented with the communicative dimension of language use because "there are rules of use without which the rules of grammar would be useless" (Hymes 1972, p. 278). Thus, Hymes' criticism paves the way for the shift from the grammar focus to communicative aspects in foreign language studies. Therefore. introducing pragmatic competence in language instruction is of paramount importance. The concern should shift from whether to teach pragmatics to how to teach it in foreign language classrooms (Taguchi, 2011). In addition, Takahashi (2005) suggests the integration of pragmatics into curriculum because exposure to pragmatics helps learners to master the target language.

While reviewing pragmatic competence, we will refer to Canale and Swain's (1980) model of communicative competence. This model is based on effective communication, and it consists of four main areas of knowledge: grammatical (ability to create grammatically correct utterances), sociolinguistic (ability to produce sociolinguistically appropriate utterances), discourse (ability to produce coherent and cohesive utterances), and strategic (ability to solve communication problems as they arise) Lee & Lee (2002, pp. 75,76). Grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Bachman (1990) had proposed pragmatic competence as a separate component of communicative competence. Therefore, he suggested that general language competence is composed of two major parts namely organizational and pragmatic. Organizational competence includes two subcategories: a) grammatical competence which includes linguistic knowledge such as vocabulary, morphology, and syntax. This type of competence is similar to Chomsky's concept of language competence and b) textual competence encompasses cohesion and coherence. Pragmatic competence consists of two subcategories: a) the illocutionary competence includes four sub-functions: ideational, manipulative, heuristic, imaginative, b) sociolinguistic competence is about dialects, varieties, register, and cultural preferences. In this study, these different components of communicative competence are refocused with consideration of the WCF area of research. The authors perceived them as intricately associated with the WCF effectiveness concern and their research is meant to go beyond the scope of grammatical accuracy by looking for new channels of effectiveness.

Pragmatics and Interlanguage Pragmatics

According to Levinson (1983), pragmatics focuses on the hidden message behind the speaker's intention. Thus, pragmatics deals with what is meant beyond what is said (Siddiqui, 2018) Language learners should become aware of the pragmatics of their target language to avoid miscommunication and comparing to grammatical blunders, pragmatic ones seem to cause the "kind of trouble a learner gets into when he or she doesn't understand or otherwise disregards a language's rules of use" (Rintell & Mitchell, 1989, p. 252). Under the Pragmatics umbrella term comes interlanguage pragmatics which is defined as the L2 learners' used strategies to negotiate meaning in context and focus on the development of the target language as a system (Taguchi & Roever, 2017). This concern with pragmatics is reflected in form-focused instructional contexts since it extends practitioners' knowledge about pragmalinguistic focus on form. To go a step further beyond the WCF debate, it is important to focus on the EFL teachers' underlying beliefs and metacognitions about WCF provision.

EFL Teachers' Beliefs and Metacognition about WCF

EFL teachers' beliefs are decisive in responding to their students' writings (Hyland & Hyland, 2006). Their decisions about the WCF provision types and techniques lie in teachers' knowledge, thoughts, and beliefs (Borg, 2003). In dealing with these points, Lee (2008a, 2008b, 2009) conducted different studies in Hong Kong in which she asked teachers about their WCF practices (Lee, 2008a); assessed their willingness to change their practices (Lee, 2008b); and examined "mismatches" between teachers' WCF philosophies and their actual practices (Lee, 2009). In these studies, Lee highlighted the importance of reconsidering EFL teachers' beliefs and philosophies about WCF to overcome the existing mismatch between their beliefs and practices. Understanding the cognitive underlying system of EFL teachers in relation to their instructional practices has been approached differently in the literature. For example, Borg &Sanchez (2020) approached FL teachers' cognition as a key element in shaping the good language teacher and they called for more focus to investigate this construct to achieve better instructional practices.

Additionally, Brownlee (2017, p.242) addressed teachers' beliefs under the label of "teachers' epistemic cognition" which denotes the way teachers approach and engage in teaching. Most recently, Moshman (2020) defines epistemic cognition as the philosophical core of metacognition which is about teachers' knowledge and their ability to justify the truth of their instructional beliefs. Thus, metacognition is defined as one's ability to regulate cognitive processes. Many studies have investigated EFL teachers' meta-cognition in relation to WCF. Some researchers showed its impact on broadening and deepening learners' writing metacognitive process (Zimmerman & Kitsantas, 2007). While others such Barth-Cohenetal (2016) tend to focus on the role of EFL teachers' metacognition on students' self-regulation and monitoring. Others focused on the impact of fostering teachers' meta-cognition in retrieving and adjusting their students' existing knowledge with new ones (Brady et al., 2013). In addressing learners' communicative competence, (Sansone & Thoman, 2005) we highlighted the importance of raising EFL teachers' awareness about meeting their learners' different competencies to perform the writing task properly. Kim et al (2007) highlighted the correlation between EFL teachers' cognitive awareness about their students' communicative competence processes and their positive learning outcomes. Therefore, focusing on EFL teachers' meta-cognition is considered as a strategy instruction which can be an effective practice for teaching writing as cited by (van Weijenand Janssen, 2018). In this study, the authors investigated EFL teachers' meta-cognition in terms of teachers' thinking not only about their WCF approaches but also

practices in relation to their students' communicative language competencies as a meta-debate solution.

RESEARCH QUESTIONS

1- What do EFL teachers focus on when providing feedback on learners' communicative competence?

2-What are the EFL teachers' perceptions about WCF practices?

METHODS

A closed-ended questionnaire and a semi-structured interview were adopted to answer the research questions. Focusing on the aims of the study, both the questionnaire and the interview questions were tailored according to the communicative competence framework proposed by Bachman (1990). The questionnaire was made up of 15 items which are arranged on a four Likert scale ranging from 1: do not agree to: strongly agree. These items are presented as follows: items 1 to 4 focus on students' grammatical competence, items from 5 to 7 focus on textual competence, items from 8 to 10 focus on illocutionary competence, and items from 11 to 15 focus on sociolinguistic competence. The questionnaire focused on EFL teachers' corrective feedback perceptions about their WCF practices about their learners' different communicative competencies. In other words, EFL teachers 'WCF practices are not only linked to the students' written errors but are also linked to the origin of these errors which is their competence. Since performance could not be separated from competence, teachers' WCF should target both performance and competence.

The interview consisted of sixteen questions which are grouped into six major foci as follows: The first four questions focus on grammatical competence, questions five to seven focus on textual competence. Questions eight to ten focus on illocutionary competence. Questions eleven and twelve focus on sociolinguistic competence. Questions thirteen and fourteen focus on the two broad competence categories (textual and pragmatic). Finally, questions fifteen and sixteen focus on EFL teachers' actual practices of WCF and the needs for future professional development training. The implementation of the semi-structured interview led to a deeper understanding of EFL teachers' knowledge about their students' competencies about WCF provision.

THE PARTICIPANTS

The study participants for both instruments were selected according to the purposive sampling technique (Bernard, 2002). First, the participants in the questionnaire are twenty experienced EFL teachers who work in the English departments from five higher education institutions in Tunisia. All participants are currently teaching academic writing to second and third-year English major students. In the Tunisian context, EFL writing tertiary level teachers should teach two hours of academic writing per week following the institutional local syllabus. However, all English departments share a common syllabus objective which is related to guiding students to maintain a good command of academic writing. The participants have at least seven years of experience in teaching academic writing to English major students. Four of them held a Ph.D. in applied linguistics. Six of them held Master's degrees in applied linguistics and the ten remaining participants have BAs in English teaching. Three of the participants were women and seventeen were men. The participants in the interview are six EFL teachers who have already participated in the questionnaire. They are two females and four males. They were chosen according to their willingness to participate in the interview.

PILOTING

Two EFL teachers who were not taking part in this study have validated both the questionnaire and the interview by checking the clarity of the wording, the logical cohesion and coherence of both instruments, and the absence of repetitions and ill-formedness of the questions. After piloting the questionnaire, some changes took place such as rephrasing two items that seemed to be unclear in the questionnaire's original design. Additionally, the internal consistency of the survey was established at 0.75 on the Cronbach alpha test. Before distributing the questionnaire, informed consent was distributed to the participants to ensure the ethical measures of anonymity and confidentiality. The questionnaire took on average 10 minutes to complete. The interview piloting resulted in some changes such as the wording of some questions to better serve the research questions. The interview lasted between 30 to 45 minutes and the participants were informed that the interview was recorded and they were assigned pseudonyms such as Tassnim, Ahmed, Khaled, and Mohamed.

DATA COLLECTION AND ANALYSIS

Quantitative data analysis

The close-ended questionnaire is analyzed by calculating the frequency of EFL teachers' answers about the four Likert scale rubrics ranging from strongly disagree to strongly agree. The authors have relied on these statistics to analyze the existing differences among the participants. (See figures 1 and 2 in the analysis section)

Qualitative data analysis

In analyzing the semi-structured interview, the authors followed Kvale's (2007) seven stages of interview investigation: designing, interviewing, transcribing, analyzing, thematizing, verifying, and reporting. The interviews were recorded and then carefully transcribed. Developing the questionnaire and the interview according to Bachman's (1990) communicative competence gave access to two major themes to appear. These themes are presented as follows:

Table1: Illustrating the study themes and sub-themes.

| Themes	Sub-themes
Theme1: EFL teachers' concern with their learners' communicative competence	Instructional philosophies, metacognitive differences, organizational competence, pragmatic competence, cognitive awareness, noticing, assumptions, knowledge, practices

Theme 2: EFL teachers' perceptions about theirWCF practices in relation to communicative competence	WCF techniques, writing accuracy, error criteria, error gravity, communicative competence facets, hesitations, misalignment, lack of professional development
Theme 3: EFL teachers' WCF beliefs in relation to communicative competence	Lack of concern with pragmatics, teachers' cognition, beliefs, meta-cognition, reflection; noticing, agency

FINDINGS AND DISCUSSION

Before embarking on dealing with thematic analysis it is important to highlight that each analysis section focuses on the sub themes as they are presented in Table1.

EFL teachers' concern with the communicative competence

EFL teachers' perceptions play a pivotal role in shaping their instructional philosophies and practices about WCF (Phipps and Borg, 2009). In this study, the participants have different perceptions about integrating the students' four communicative competence facets in their WCF practices. These differences are explained by their differences in the level of meta-cognition as has been indicated in the study (Ferris, 2014). In responding to the questionnaire items about organizational competence which are made up of grammatical and textual competencies the participants show a high rate of agreement on focusing on different elements of the organizational competence in their WCF practices. Questions 1, 2, 3 and 4 are about grammatical competence, while questions 5, 6, and 7 are about textual competence as the figure shows below.
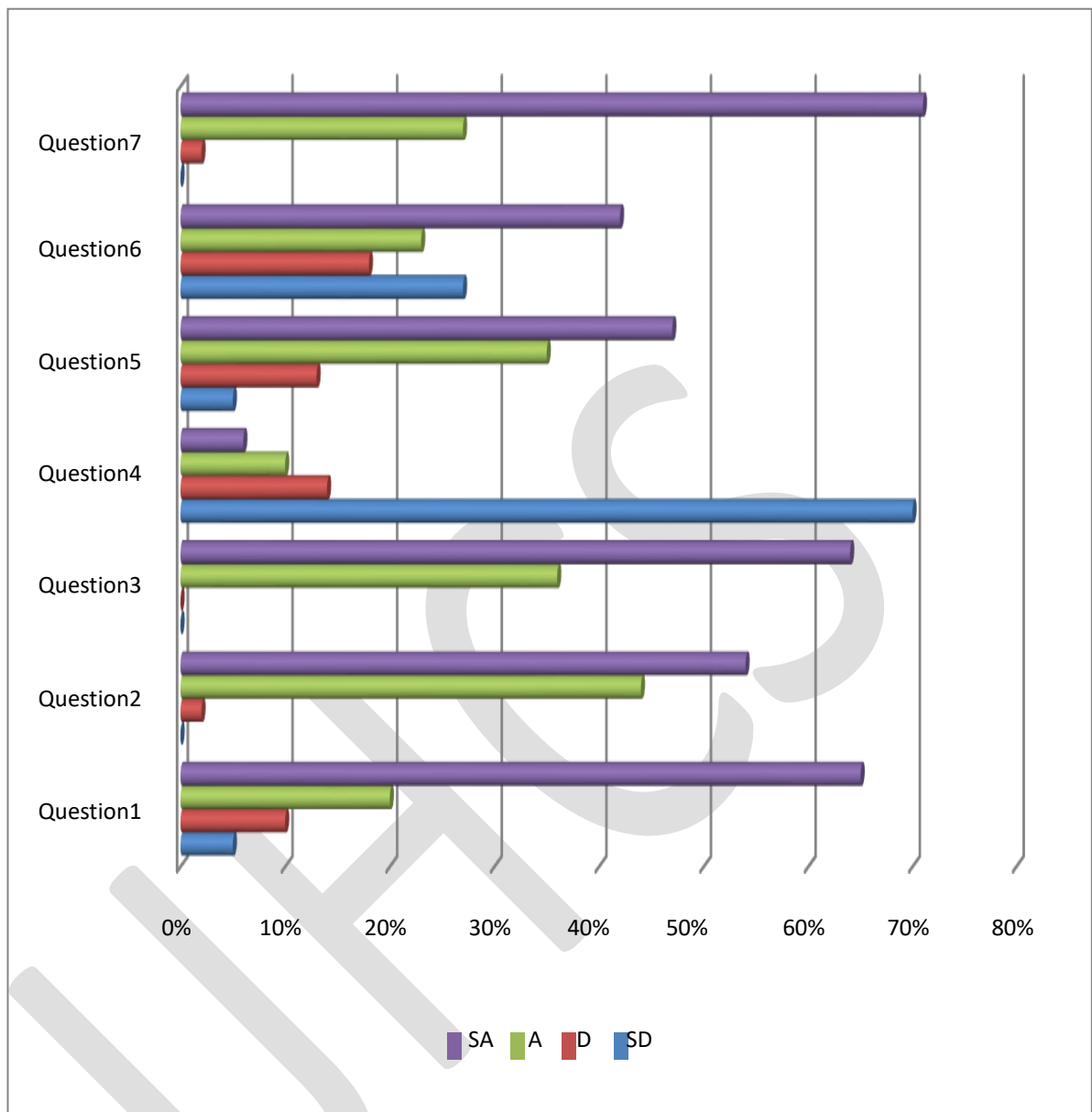
Figure1: Illustrating the organizational competence

First, in approaching grammatical competence, the participants show a strong agreement in responding to the three first questionnaire items. These items are 1) Vocabulary errors are prioritized in my written corrective feedback, 2) Syntactic errors are prioritized in my written corrective feedback, 3) I provide my WCF to help my students notice the ungrammatical errors. However, they disagree about the fourth question "I think that WCF is effective only if it helps students achieve better grammatical accuracy". This disagreement reflects the EFL teachers' metacognitive awareness of WCF effectiveness beyond the grammatical accuracy limits. EFL teachers' awareness has been addressed recently in Elfiyanto & Fukazawa's (2021) study which has shown its role in enhancing EFL learners' written accuracy.

The participants' perceptions seem to be the same in responding to the first interview question "Do you think that it is important to focus on the grammatical errors in WCF provision in raising students' written accuracy?" This statement is correlated with Sarvestani and Pisker' s (2015), and Bitchener and Knoch's (2010) studies that reported a positive correlation between the provision of corrective feedback and the EFL students' accuracy gains. Second, in responding to both instruments, most of the participants gave importance to the textual competence such as cohesion and organization in their WCF as highlighted by (Scott, 2016). These study findings are in line with Ashraf et al' s (2020, p. 276) raised the claim that "Organization and vocabulary are the most important elements of an academic essay"

This study has focused on noticing as it is defined by Schmidt (1995, p. 20) as "what learners notice in input is what becomes intake for learning." Thus, in answering the seventh interview question about teachers' perceptions of providing WCF through focusing on both grammatical and textual competency types, all the participants on focusing on these two above mentioned components of the organizational competence to boost learners' noticing. Thus, learning is conditioned by noticing as Ellis (1995, p. 89) puts it "no noticing, no acquisition". These findings are in line with previous studies results such as Hamidun et al. (2012) and Farrokhi and Sattarpour (2012) who linked learners' noticing gains and teachers' WCF effectiveness measures. Khaled Says "The writing teacher should go straight to the grammatical and textual errors in the writing output of the students to raise their cognitive awareness …by doing so, the teacher will guarantee that his/her feedback is effective". This statement seems to restrict the WCF effectiveness with a focus on grammatical and textual written errors. However, in responding to the following questionnaire item "I think that WCF is effective only if it helps students achieve better grammatical accuracy in areas such as verb form and spelling", 70% of the participants show their strong disagreement in restricting the effectiveness of the WCF to the grammatical accuracy. As González-Lloret (2019, p. 348) calls for more focus on learners who need to become "not just linguistically competent but also interactively appropriate in the L2 context". Consequently, the participants of this study showed high motivation and readiness in responding to the eighth interview question through providing WCF beyond the organizational competence frames, i.e grammatical and textual concerns.

Apart from this organizational competence reported in the previous section, in this part of the analysis, it is important to approach the pragmatic competence that is made up of the illocutionary and the sociolinguistic competencies. The participants differ in responding to the questionnaire items in relation to these two competence categories. Questions 8, 9, and 10 illustrate illocutionary competence, while sociolinguistic competence is associated with questions 11,12, 13,14, and 15 as is depicted in the figure below.
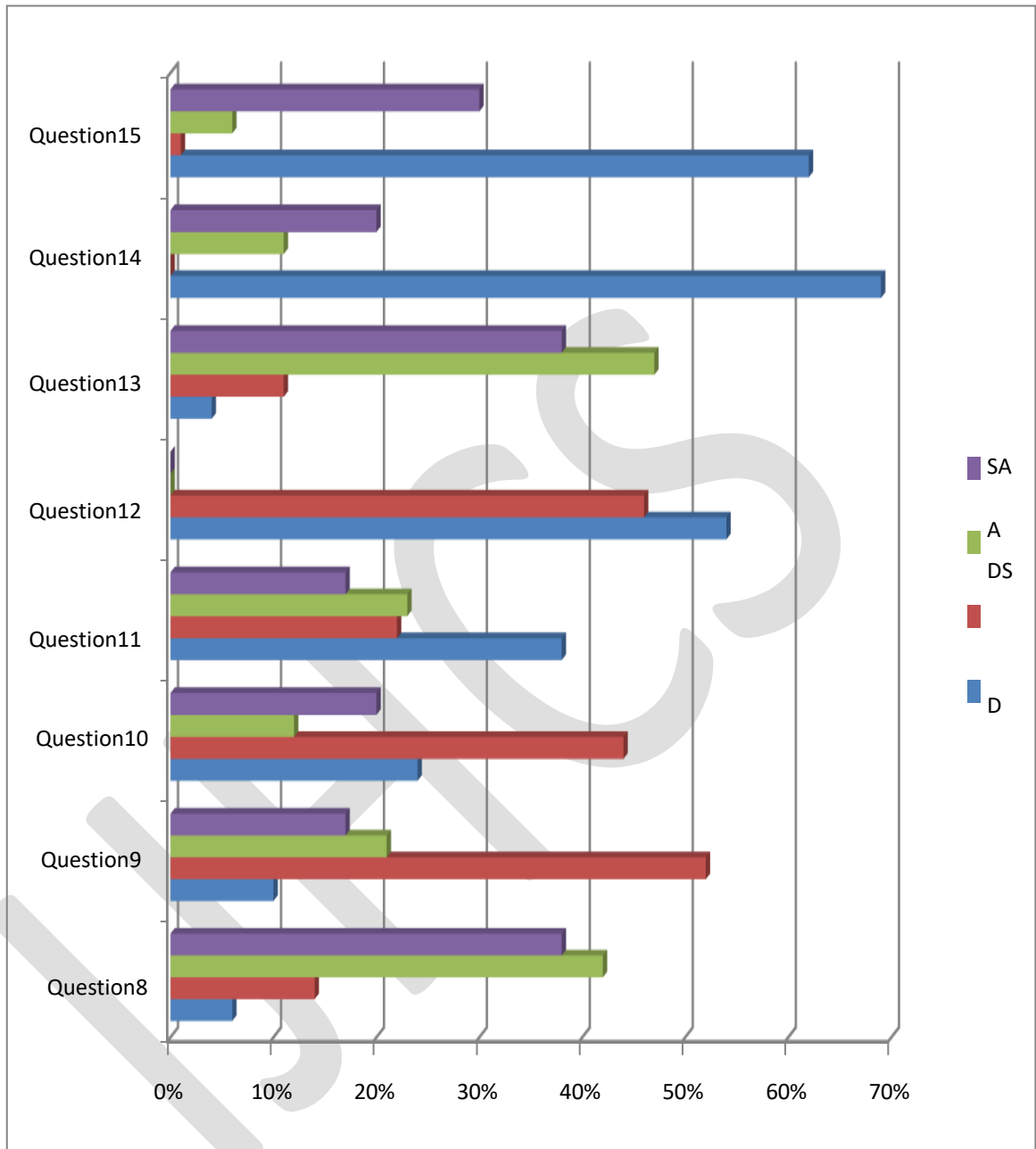
Figure2: Illustrating the pragmatic competence

First, in approaching the illocutionary competence and based on the relevant questionnaire items, 80% of the participants think positively about providing WCF in relation illocutionary competence. The latter is closely linked to the so-called speech act in Kissine 's (2013, p. 1) terms which are related "to speakers' performance in saying something" Azhari, et al, 2018, p. 26). The teacher needs to provide WCF to draw their learners' attention towards the different speech act forces such as assertives, directives, commissives, declaratives, and declarations according to Searle (1976, p.10-13). However, none of the participants agree on the following interview question "Do you provide WCF on how they translate ideas through language or in other words, how they say what they intended to say?" This consensus may be explained by their excessive focus on language form rather

than the content. However, this disagreement mirrors a mismatch between saying and performing in the speech act theory. Hence, By the same token, Hymes (1972, p. 277) draws teachers' attention towards helping their students to bear the following questions in their minds "when to speak, when not, and what to talk about with whom, when, where, in what manner".

One unexpected theme that appeared in this section is the issue of pre-determined assumptions in the foreign language classroom. Therefore, some of these assumptions are voiced in this study as follows. Mohamed claims that "our intentions as writing teachers go beyond the level of translating ideas through language, and we assume that our students are mature enough to use the appropriate language in the adequate context." While, "Olfa" says "I take for granted that my students can write what they mean. However, I think that academic writing at the tertiary level in Tunisia focuses mainly on correctness more than language appropriateness". To conclude writing is a pretext to test the learner's written accuracy. The concern with the given assumptions in the EFL context has been approached by Lederman and Lederman (2019) under the label of "Déjà vu" to the nature of scientific knowledge.

Finally, in responding to the questionnaire items about the implementation of register, idioms, and politeness concerns in WCF practices, the participants seem to be indifferent and unmotivated to use sociolinguistic elements of competence in their WCF provision. As it is sketched in figure (2), the participants show disagreement on questions 12, 14, and 15 which are about the sociolinguistic competence concerns. This is in a sharp contrast with Taguchi's (2019, p. 1) strong claim in favor of introducing "Learning Sociocultural Conventions Norms of Language–what to say or not to say in a certain situation, how to convey intentions in a contextually fitting manner, and how to achieve a communicative goal collaboratively with others". One of The participants "Tassnim" says" in the program of academic writing instruction, there is no focus on such pragmatic concerns and it is up to the instructor to introduce some innovative features in his/her feedback practices… What is worse, innovation is very limited." Basturkmen et al. (2004) focused on teachers' concerns with providing WCF to pragmatics and they found that teachers are seriously lacking knowledge of its implementation and innovation in WCF practices.

EFL teachers' perceptions about their WCF practices in relation to communicative competence

After covering the participants' attitudes which are approached by Cook (2002) as an influential element in teaching practices and learning outcomes, it is pivotal to analyze these practices. Therefore, in this section EFL teachers' practices orientations have been approached about their learners' communicative competence. The findings are in harmony with highlighting teachers' practices is hailed in the literature regarding its positive impact on the process of learning. For Example, Ivanič et al., (2000, p. 60) claim that 'if students are going to take their tutors' responses seriously, then it matters very much what they contain'. Thus, in analyzing both instruments, the authors found that the participants tend to provide prefer direct and selective WCF in dealing with both grammatical and textual errors. The interview participants confirm that adopting direct WCF techniques would be more beneficial theoretically and practically. This statement echoes in different studies such as Bitchener et al. (2005), Sheen (2007), and Ellis (2009) who have proved the important role of direct WCF not only in promoting students' analytical skills and competence adjusting, but also fostering students' long-term language acquisition proficiency levels as claimed by Srichanyachon (2012). However, the participants of this study reject the role of indirect WCF effectiveness because they think that it is misleading and unclear to their students and they need overt forms of feedback. This finding is in opposition with Westmacott (2017) who reports its advantages in grammar improvement. Additionally, Sherpa (2021) have proved the effectiveness of indirect WCF the syntactic accuracy of the students. In the same vein, Nipaspong and Chinokul's (2010, p.101) study proved the effectiveness of indirect feedback and prompts on learners' pragmatic awareness.

Through generating "more opportunities for learners' uptake". It is worth noting that the participants explained the lack of their concern with pragmatic competence due to the lack of pre-service and in-service training about WCF orientations and philosophies.

Additionally, all the interview participants are in favor of the selective WCF to narrow down its scope to a range of error categories. Dating back to research in this area, some scholars present different error foci. For example, one error category (Bitchener, 2008), two error categories (Nassaji, 2011), or three error categories (Bitchener et al., 2005). However, when asking the participants about the criteria of selection or error gravity correction criteria, they seem to have different orientations preferences. Lee (2003, p. 164) raised the concern with error gravity or seriousness in EFL teachers' WCF practices through asking the following questions "How can teachers define the gravity of errors? Which errors should teachers mark, and which errors should they leave alone? For example, some interviewees follow some criteria such as « when I do the correction I start weighing errors through marking only the most frequent grammatical and textual errors that cut the understanding flow ". This Is in line with Maazoun's (2017, 2018) studies where she has foregrounded the importance of providing WCF with a priority in mind for EFL university teachers in the Tunisian context. While Amin responds in this respect: "Yes Sure, I am highly selective in my corrective feedback…but, I don't have a clear set of criteria in my mind". Here, a contradiction appears between "I am highly selective" and "I do not have a clear set of criteria" which leads our discussion to focus on the possible misalignment between teachers' beliefs and practices. This research concern has been highlighted in Storch's (2019) study that shows the negative repercussions of the existing mismatches between teachers' WCF beliefs and practices. Most recently, Rahimi (2021) highlighted the importance of matching teachers' beliefs and practices by linking the individual and the social factors. Apart from this misalignment, the authors cannot skip the hesitation of the participants in responding to the following interview question "Do you provide WCF beyond the grammatical and the textual frame?" The hesitation is obvious in responding to the interview questions in expressions such as "we are not sure that we focus on aspects beyond grammar" and "Maybe I do that with advanced level students". This hesitation has changed into a disagreement when asking the participants about the practices of WCF with their students' pragmatic competence such as "I do not think that I am concerned with the pragmatic dimension in my corrective feedback."

These hesitations and disagreements in approaching pragmatic elements have been highlighted in the bulk of studies related to this area of research such as Povolná (2012), Asuman (2015), Kim (2016), and Olsen (2018). These scholars have called for striking a balance between language and the foreign language classroom culture in the EFL classroom. Their call has been recently echoed by Raddaoui & Troudi (2018) who have shown the necessity of linking the social, ideology about, and cultural concerns within the foreign language classroom through the lens of critical pedagogy. Accordingly, there is a gap in addressing not only their students' voices, and agency but also their writing with a critical agenda. In this respect, Hyland and Hyland (2006, p. 92) foregrounded the importance of writing critically by saying that "the ultimate aim of any form of feedback should be to move students to a more independent role where they can critically evaluate their writing and intervene to change their processes and products where necessary". Additionally, some other dimensions are overlooked in practice such as idioms, and politeness strategies. These have been ironically described by one of them as "the jewelry of the poor writers".

To sum up, the participants in this study prioritize the grammatical and textual structures over the pragmatic ones. This may be explained by three main factors. First, the excessive focus on language correctness and the high demands for written accuracy have culminated in marginalizing the pragmatic focus. Second, their limited knowledge about their students' communicative competence components and requirements. For example, the importance of being acknowledged that Pragmatic

competence is a significant component of communicative competence in providing WCF as highlighted by (Zheng & Huang, 2010). Third, the shortage of pre-service and in-service professional development training about WCF pedagogical orientations, philosophies, and practicum in the Tunisian context has led to serious attempts to investigate the causes of this shortage to find some reasonable solutions. In responding to the interview question "Does your feedback inform your students about how to integrate the pragmatic elements in their future writings?" all the participants show a lack of knowledge and very limited metacognitive reflective skills in answering this question. This shortage has been highlighted in Maazoun 's (2020) study which shows that EFL university Tunisian teachers are still suffering from the absence of the threshold knowledge about WCF practices. Maazoun (2020, p.3) questions "teachers' pre-service training, in-service practice and their knowledge–base to ensure instructional quality and professionalism in the Tunisian context". Her concern meets Al-bakri & Troudi 's (2020, p. 1) study which investigates and criticizes "teachers' perspectives on professionalism". Most recently, Maazoun (2021, p. 1) criticized EFL teachers' "lack of adequate knowledge" as the main source of their unsystematic practices in assessing writing.

EFL teachers' WCF beliefs in relation to communicative competence

In answering the thirteenth interview question "Do you think that WCF should focus on both textual and pragmatic structures to be more effective?" the participants seem to give less importance to the pragmatic structures in accounting for WCF effectiveness. This lack of concern with the pragmatic dimension may impact negatively the students' writing quality. In this respect, Panahi, et al (2013, p. 3) highlighted the importance of considering the impact of writing teachers' feedback on students' writing development. Therefore, the focus on giving feedback is necessary for three main reasons: providing a reaction to learners' efforts, helping the learners improve their writing skills, and justifying the grade the learners are given their grades (Hyland, 2003). The authors of this study claim that understanding EFL teachers' beliefs and preferences about their students' different competencies have an impact on the quality of the WCF that they will provide a step further to claim that teachers' feedback in our study has an impact on the learners' communicative competence. This finding is parallel to the raised concern by Li (2020) who highlighted the importance of valorizing EFL teachers' cognition in informing their instructional practices. Economidou-Kogetsidis 's (2010) shows a correlation between teacher feedback and the improvement in learners' communicative competence. Additionally, teachers' feedback could be successful only if it is informed by a strong theoretical and cognitive system. Therefore, Pradhan & Das (2021) have called for aligning teachers' practices with their metacognition through fostering their metacognitive skills and strategies. This will affect learners' metacognitive awareness and academic achievement as highlighted in Al-oqleh et al's (2019) study.

In responding to the interview questions, the participants showed limited concern, knowledge about the pragmatic competence requirements of their students. For example, one of the participants "Ahmed" said, "I do not know how to approach these pragmatic aspects in my students' writings… my students are not concerned with pragmatics because what matters for them is the grammatical correctness". Therefore, this lack of knowledge and shortage of practices may have different negative consequences on the students' communicative competence activation. For example, the over-emphasis on the grammatical and textual aspects at the expense of the pragmatic ones will result in the students' lack of noticing of the pragmatic functions of the target language. Hyland's directional cognitive focus on their writings. Thus, the integration of the pragmatic aspects into a language class helps students not only to avoid the misuse of language in communication but also to facilitate the process of grammaticalizing the encoded language and context structures (Levinson, 1983). As a result, the students will find it difficult if not impossible to match "the underlying competence" with

"the underlying rules of performance, without which the rules of grammar would be useless" as Hymes (1972, p. 278) puts it.

Linking competence with performance is ensured through the lens of noticing. Schmidt (1990, 2001), draws on the importance of helping the students acquire the target language through noticing the given input to convert it into the intake. In this study, the participants showed their concern with the importance of raising their students' noticing of the target language norms in relation to their written errors to notice the gap and improve their competencies. EFL Teachers' roles are pivotal in relation to this concern. Therefore, Nipaspong and Chinokul (2008) highlight the impact of the Noticing Hypothesis on teachers' corrective feedback practices to assist learners to overcome the mismatch between the target and non-target form. To go a step further to overcome this lack, Maazoun (2016) coined the off-take construct that denotes the failure of intake processing as the result of lack of notice. Here appears the role of WCF in involving the students to deal with the target language intentionally. This fits well LoCastro's (2013) term of intentionality in comprehending and producing pragmatic meaning. Thus, moving beyond the form focus in WCF would help the students act as active agents in the process of writing by igniting the critical aspects of language. However, fostering agency among writers could take place only if the teachers pepper their WCF with some critical elements based on their learners' pragmatic competence. This agrees with the strong claim raised by Rose (2005, p. 396) regarding the effectiveness of the pragmatics teachability for the learners' pragmatic comprehension and production. The same concern has been raised in Bardovietal, Harlig, and Taylor's (2003, p. 4). Concern with teaching pragmatics such as helping learners understand when and why some linguistic practices occur to raise and notice politeness markers in their texts. The same concern has been raised recently in Hyland & Hyland's (2020) book when they highlighted the importance of considering the pragmatic aspects of the L2 language in WCF provision. They have focused specifically on the power of culture, socio-cultural, and intra/interpersonal aspects of learning.

Theoretical and pedagogical contributions

This research study focused on five different higher education institutions in Tunisia which will potentially lead EFL teachers to foster unity and strengthen collaboration and contribution in the higher education context. Additionally, this study leads to question EFL teachers' theoretical knowledge-base which is similarly highlighted and criticized in Troudi (2005, p. 1) who has called for "an alternative critical approach to language teacher knowledge" to better "shape their approach to learning and attitudes to English as a second or foreign language". Njika (2015) highlighted the importance of fostering EFL teachers' metacognition as an awareness-raising tool and calls for focusing on this construct in prospective professional development programs. In approaching WCF, EFL Tunisian teachers' beliefs that constitute the knowledge-base of their instructional practices seem to be limited and marginalized in research despite this research topic in the recent few years (Maazoun, 2020). Therefore, this topic which is still in its infancy deserves more attention in the Tunisian context (Trabelsi, 2021).

Another theoretical contribution to consider is rejuvenating the research concern about Bachman's (1990) communicative competence model. A model which has been neglected in recent research works. This study is an attempt to contribute to this issue through rethinking EFL students' communicative competence in the area of WCF. This model seeks to overcome the assumptions or dogmas about foreign language learning "to collectively tease out previously taken-for-granted assumptions" as stated by (Bloor et al., 2002, p. 4). Also, it attempts to create a theoretical bridge between the area of foreign language learning and interlanguage pragmatics that will shape new

orientations in approaching WCF instruction which is still lacking in the Arab World context as highlighted by (Ahmed, Troudi and Riley, 2020).

This research also contributes to the epistemology of the WCF debate by focusing on communicative competence and the utility of its elements. In other words, this paper calls for the endorsement of corrective feedback rather than its abandonment or considering it as a foe. In other words, it revisited the debate issue to foster the understanding of the multi-levels of communicative competence. In this paper, there is an overt call to integrate the different elements of Bachman's (1990) communicative competencies to shape better WCF metacognitive skills about how to think properly about the instructional philosophies and practices among EFL teachers not only in the Tunisian educational context, but also in other different educational contexts. In this sense, the debate becomes a positive source of reflection to overcome the methodological and theoretical issues.

One important contribution could be associated with focusing the impact of WCF on the area of English language teaching and learning (Eslami Derakhshan, 2020). Additionally, by including both the grammatical and pragmatic competencies in EFL teachers' perceptions and approaches about WC provision, the authors manage to address Ferris's question (2013, p. 308)"…how best to provide it?" Integrating and de-compartmentalizing these competencies is at the heart of gestalt psychology. Therefore, the generated unity will lead to the creation of both cognitive and psychological equilibriums among teachers and learners (Guberman, 2017) through fostering teachers' understanding of their learners' competencies components and requirements. This would lead to better engagement and therefore instructional equilibrium.

In his metonymic adage, Edward Bulwer-Lytton (1839) wrote "The pen is mightier than the sword" to translate his deep concern about the pivotal role of writing as a tool of change and criticism. In pedagogy, this concern resonates with the critical pedagogy principles as Freire (1998) calls against the banking model of education and argues for a pedagogy of hope which promotes emancipation (Taylor & Robinson, 2009). Therefore, our study raises more concern with students' EFL teachers' voices which should be heard during the WCF process to encourage their reflection via de-compartmentalizing the existing boundaries between the different communicative competence components. However, EFL teachers could not empower their learners without being empowered themselves to generate change. Teachers' lack of voice in decision-making and curriculum innovation may cause teachers' burnout, alter the etymological basis of any possible change, and demolish their roles active agents. Teachers will benefit from professional development input that is delicately focused on introducing some principles and approaches about WCF pedagogy to help them "minimize the distance between beliefs and practices'' (Soleimani & Rahimi 2021, p. 15) and to avoid theoretical and practical misalignment and dissonance. Additionally, this study is an invitation to EFL teachers to be more humanistic in their WCF practices through reconsidering the human and the teaching values.

FUTURE RECOMMENDATIONS AND CONCLUDING REMARKS

The attempts to measure and evaluate EFL teachers' knowledge about how to address the communicative language of EFL learners in the writing classroom is an unexplored underexplored area of research. Additionally, reflective and critical teaching should be used as a tool to deconstruct the 'one size fits all' approaches and to tailor an informed WCF philosophy and practices to foster EFL teachers' professional identity. Additionally, the absence of communication between different foreign language departments in different higher institutions leads to separation and isolation within the same local context. Another challenge stems from the local and the global contexts and their impact on teachers positioning. In other words, EFL teachers are facing some challenges in relation

to these two different contexts in their classrooms. Thus, swaying between these two dichotomies, it is important to highlight the need for reconsidering the contextual and cultural variables. The increasing concern with communicative competence will lead to more focus on more intercultural situations through creating a shared ground between intercultural speakers (Culpeper et al, 2018).

In this study there is an increasing call for activating the pragmatic competence to decipher, construct and understand the written discourse. This is in harmony with Fairclough's (1995, p. 219) definition of discourse. There is a call for questioning the EFL teachers' roles in the writing class which has been criticized as being a spoon feeder or an "ignis fatuus" in the words of Shakouri and Abkenar (2012). Therefore, encouraging the instructional dialogical process between the teachers and the learners should be revisited to sustain more "authentic praxis" Freire (1985, p. 52). By the same token, an alternative WCF pedagogy is needed that is flexible and feasible especially in times of crises.

One of the consequences of the coronavirus (COVID-19) pandemic is the emergence of aggressive educational responses and policies (Wilichowski and Cobo, 2020). The coping principles should be part and parcel of an instructional methodology because they are tailored to overcome fear and crisis situations (Mahfouz, 2020). This would lead us to call for more future research to examine how WCF takes place within the technology supported environments (Martín-Laguna, 2020). EFL teachers should be more knowledgeable and comfortable with performing interactive tasks and providing effective feedback via different technological tools. This represents an urgent call in the Tunisian context since online teaching is fraught with hesitations and misunderstanding. More importantly, questioning the nature of EFL teachers' professional competence components is a priority in relation to the status quo pandemic challenges and requirements (Basilaia & Kvavadze, 2020).

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Appendix1: The semi-structured interview questions

1- Do you think that it is important to focus on grammatical errors in WCF provision in raising students' written accuracy?

2- Do you correct every grammatical error or do you select some ones?

3- If you are selective which criteria do you opt for?

4- In dealing with grammatical errors, is your WCF direct or indirect?

5- Do you think that it is important to focus on textual error types such as cohesion, and organization to boost EFL learners' written accuracy?

6- How do you correct these errors (directly or indirectly)?

7- Do you provide WCF on both grammatical and texual errors to raise learners' awarness and help them notice the gap between their actual performances?

8- Do you provide WCF beyond the grammatical and the textual frame?

9- Do you focus on students' voice and agency in their writings while providing WCF?

10- Do you provide WCF on how they translate ideas through language or in other words, how they say what they intended to say?

11- Does your WCF focus on the following areas: register/ idioms /rhetorics/ and politeness stategies?

12- Does your feedback inform your students about how to integrate these elements in their future writings?

13- Do you think that WCF should focus on both textual and pragmatic structures to be more effective?

14- Do you face any practical challenges in dealing with your students' errors (both textual and pragmatic) while providing WCF?

15- Do you adopt a specific WCF methodology to approach pragmatic written errors?

16- Do you think that EFL teachers should receive some training and professional development workshops to gain more knowledge about how to integrate pragmatic aspects in their WCF practices?

Appendix2: The close-ended Questionnaire (with statistical results)

The targeted cOmpetence type	The questionnaire items	Stronglydisagree	disagree	agree	Stronglyagree	
1-Organizational competence						
Grammatical competence	1-Vocabulary errors are Prioritized in my written Corrective feedback.	5%	10%	20%	65%	
	2-Syntactic errors are Prioritized in my written Corrective feedback.	0%	2%	44%	54%	
	3-I provide my WCF to Help my students notice Their grammatical errors.	0%	0%	36%	64%	
	4-I think that WCF is Effective only if it helps students achieve better Grammatical accuracy.	70%	14%	10%	6%	

Textual competence	5-Focusing on the Cohesion of the written Text should be prioritized In providing my feedback.	5%	13%	35%	47%	
	6-The organization of the Written text should be focused on WCF provision.	27%	18%	23%	42%	
	7-Idrawtheattentionof my students to their Textual written problems.	0%	2%	27%	71%	
2-Pragmatic competence						
Illocutionary competence	8-My WCF focuses on helping my students to Use the adequate langugue that clearly expresses Their ideas.	6%	14%	42%	38%	
	9-I sensitize my students To have a clearer voice in The writing skill through my WCF.	10%	52%	21%	17%	
	10-I sensitize my students To write critically through reflecting on some Questions such as 'Iam Writing *what, to whom, and why?*»	24%	44%	12%	20%	
Sociolinguistic competence	11-I highlight the issue of Register through my WCF provision.	38%	22%	23%	17%	
	12-I encourage my students to use some English idioms in their writings.	54%	46%	0%	0%	
	13-I encourage my students to use some	4%	11%	47%	38%	

Figures of speech in their writings.					
14-I encourage my Students to apply some politeness strategies in their writing (eg; Hedging devices)	69%	0%	11%	20%	
15-My WCF boosts my students' sociolinguistic Writing abilities.	62%	1%	6%	30%	