

The Role of Teacher-Student Conferencing in Improving Grammatical Accuracy in University EFL Students' Composition Writing

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Abstract

Based on the value of teacher-student conferencing practice in writing classes, the study investigates the role of this practice in improving grammatical accuracy in EFL university students' writing. One particular aim of this study is to help second-year students at Sétif 2 University (Algeria) reduce subject-verb (S-V) disagreement and run-ons in their writing. Ten students took part in this study; they wrote 120 drafts, and were provided with teacher's oral feedback on their written compositions at the editing stage. Corpora of students' compositions were examined and instances of errors were counted before each conferencing session for four weeks. The findings reveal that the participants successfully show progress in grammatical accuracy over time to reach elimination for Subject-Verb disagreements and a significant reduction for run-ons.

Keywords: accuracy, feedback, grammar correction, teacher-student conferencing, writing

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