



The Impact of Retrospective Evaluative Practice on Written Production in French-as-a-Foreign-Language (FLE) Classes Among 2nd Year Secondary Students

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Abstract:

This study is part of the field of French-as-a-Foreign-Language (FLE) Didactics, more specifically within the domain of teaching written production. It aims to provide a targeted response to the recurrent difficulties encountered by many students during pedagogical evaluation and written production.

Some students are often unable to manage the pre-writing, writing, and post-writing stages of text production, which constitutes a subtle obstacle. This lack of organization clearly demonstrates a limited lexicon and an insufficient command of syntactic rules. This is precisely why we chose to address the following topic: "The Practice of Retrospective Evaluation in Written Production."

Our work is divided into two parts: a theoretical part and a practical part, through which we seek to demonstrate the importance of retrospective evaluative practice in improving written production activities.

Keywords: Didactics of French-as-a-Foreign-Language (FLE), pedagogical evaluation, written production, writing difficulties, retrospective feedback, self-improvement, teaching and learning.

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Introduction:

Numerous studies have been conducted to examine classroom management approaches and methods, as well as practical concepts related to teaching and learning French-as-a-Foreign-Language (FLE) in Algeria. In particular, evaluation has played a key role in the educational process, an aspect that has constantly held our attention and piqued our curiosity.

In this work, we have based our research on the new educational reforms implemented in Algerian schools in recent years. These reforms promote the Competency-Based Approach (CBA) and are now evolving toward the Inclusive Approach, which has been adopted in many countries. The latter constitutes a structured methodological framework for pedagogical practice in the classroom.

Insofar as the teacher's task is to plan the evaluation to monitor student learning and progress, our study focuses on one of the most effective forms of evaluation used to achieve educational objectives in a French-as-a-Foreign-Language (FLE) classes in Algeria. Indeed, several studies have attested that multiple factors influence learning success, and that retrospective feedback is among them.

The latter [retrospective feedback] plays a crucial role in the learning process by providing students with clear and precise information about their performance, while indicating how they can improve. It not only reinforces students' understanding of learned concepts but also motivates them by valuing their progress. It is also recognized as a major leverage point for stimulating learners' active engagement and encouraging a reflective approach to their learning. When this method is effectively integrated into pedagogical practice, it contributes to creating a dynamic and inclusive learning environment, thus favoring the achievement of educational objectives.

Retrospective feedback is not limited to fostering learning progress and strengthening student motivation; it also plays an essential role in maintaining their engagement and supporting their perseverance when faced with complex learning tasks. By providing clear and tailored indications to each student, retrospective feedback allows them to readjust their strategies and efforts while there is still a possibility to correct course. Thus, it contributes to reducing the gap between their current understanding and performance and the intended pedagogical objectives.

This process of adjustment is particularly valuable in an educational context, as it encourages students to adopt an active and reflective stance regarding their learning. Feedback helps learners identify precisely the areas needing improvement, while offering them a sense of mastery and control over their progression. Furthermore, by providing targeted support, it can mitigate the discouragement that often accompanies complex challenges, thereby fostering a resilient and proactive attitude when facing obstacles.

By regularly integrating feedback mechanisms into their pedagogical practices, teachers can create a constructive and stimulating learning environment, where each student is encouraged to progress at their own pace while striving for excellence. This makes feedback an essential tool for educational success and the personal development of learners.

Thus, as written expression is considered a fundamental pedagogical practice in the language teaching and learning, it also plays a key role as a means of expressing thought. This dual function, both linguistic and cognitive, makes it an essential component of the educational process, drawing researchers' attention to the most appropriate evaluation methods for this

skill. These researchers are particularly interested in how the evaluation of written expression can not only reflect student progress but also guide them in their learning. Formative assessment tools, such as targeted feedback, allow, for instance, for the reinforcement of learners' writing skills while encouraging them to engage in critical reflection on their productions. This dynamic approach fosters progressive and sustained learning, while underscoring the importance of written expression in students' overall development, both linguistically and intellectually.

Our research question is therefore [the following]: **How can an effective teacher plan evaluation, determine the appropriate moment to conduct it, and select suitable tools to support student learning?** More precisely, **what motivating role does retrospective evaluation play in the development of written production skills among 2nd year secondary students?**

The objective of this reflection is to explore how a well-conceived evaluative approach can foster the progression of knowledge and know-how (*savoirs* and *savoir-faire*) in French-as-a-Foreign-Language (FLE) classes, while supporting **2nd year secondary** students in mastering written expression.

Theoretical Framework

1. Teaching and Learning of Written Expression in French-as-a-Foreign-Language (FLE) Classes

Written expression plays a central role in the teaching and learning of French-as-a-Foreign-Language (FLE). More than a simple linguistic skill, it contributes to the development of reflective capacities, the organization of ideas, and written communication. It represents an essential tool for language acquisition, offering learners the opportunity to consolidate their linguistic knowledge while expressing themselves autonomously and in a structured manner.

Written production thus becomes a highly enriching pedagogical situation. It engages learners in a process of adjustment, precision, and reformulation that fosters a better mastery of communication, not only within a school or academic setting but also in diverse professional and social contexts. This exercise helps to develop essential transversal skills for their professional integration, by teaching them to communicate effectively, to structure their ideas, and to adopt an appropriate tone or register for each situation. On a social level, this ability to adapt to the expectations of interlocutors and interact with clarity and relevance is equally essential for navigating diverse environments with ease.

The teaching of written expression in French-as-a-Foreign-Language (FLE) constitutes a major challenge for educators. It requires taking into account the diversity of student profiles, their heterogeneous linguistic levels, their specific needs, as well as the difficulties they may encounter, whether related to lexicon, syntax, spelling, or textual coherence. Furthermore, learning to writing, which mobilizes multiple competencies such as understanding instructions, planning, drafting, and revising, must be progressive and carefully structured to guarantee effective acquisition. Accessing written language is “more and something other than mastering one code among others. This mode is the one that involves and transforms our relationship with others and with the world.” (Mège-Courteix, M_C, 1999, p.158). It is therefore an activity carried out within a communicative situation where the student must become aware of the importance of adapting their language to that situation.

The teaching of written expression also aims to develop not only linguistic skills but also cognitive and creative abilities. Students must be able to produce coherent texts that are adapted to a specific audience and intent, while respecting the grammatical and stylistic norms of French. Moreover, writing allows them to refine their critical thinking, organize their ideas, and develop their autonomy.

To conclude, written expression in French-as-a-Foreign-Language (FLE) classes is both a challenge and an opportunity. By implementing adapted pedagogical approaches, varied activities, and relevant evaluation strategies, teachers can not only help students overcome the obstacles associated with writing but also offer them a valuable skill that will serve them throughout their lives. Thus, the teaching and learning of writing in French-as-a-Foreign-Language (FLE) constitute a fundamental pillar in the construction of a solid and lasting mastery of the language.

2. The Evaluation of Written Expression in French-as-a-Foreign-Language (FLE) classes

The evaluation of written expression occupies a central place in French-as-a-Foreign-Language (FLE) learning, as it offers a global view of learners' linguistic progression while assessing their ability to formulate clear messages adapted to diverse communication contexts. However, for this evaluation to be truly meaningful and effective, it must go beyond the simple identification of grammatical or lexical errors. It requires a thoughtful, diversified approach focused on the students' specific needs and objectives.

2.1 - Definition of Evaluation

Evaluation in the school environment represents an essential dimension of learning and a key element of institutional teaching. It intervenes at all stages of the in-class learning process. Fully integrated into the didactic activity, it is also inscribed in official curricula, accompanied by precise methodological recommendations.

In the new curricula, particular attention is paid to evaluation, an aspect that was almost absent from previous programs. Evaluation is conceived as an interpretive process aimed at informing the teacher about the results of the teaching/learning process. It is also presented as a process intended to clarify expectations, both those of the teacher and, ideally, those of the student, regarding the acquisition of knowledge (*savoirs*) and, especially, skills (*savoir-faire*). Indeed, the fundamental objective of language learning is to enable the learner to master language interaction in all communication situations in which they may be involved.

For J.M. De Ketele (1982), a specialist in educational sciences, to evaluate “means to examine the degree of adequacy between a set of information and a set of criteria appropriate to the set objective, with a view to making a decision.” (De Ketele, J. M., 1982). Still within the academic domain, Abernot (1996: p.7) asserts that: “Evaluation consists of a measurement or an appraisal, using criteria, of the attainment of objectives or the degree of proximity of a production relative to a norm” (Abernot, Y., 1996). Evaluation, therefore, takes into account the conversion of school productions into a grading system that allows for comparative or analytical operations. It is crucial to distinguish qualitative appraisal from quantitative measurement. The challenge of evaluation lies in the need to provide, to different stakeholders, a representation of a student's competencies, constructed from partial performances. To improve evaluation, it is essential to select situations that faithfully reflect the targeted competencies. The evaluation tools must be in line with the established pedagogical objectives. No single evaluation method, on its own, can fully reflect the diversity of academic achievements.

Evaluation is termed intermediate (formative) when it helps the student situate themselves within the context of the planned progression. It becomes terminal (summative) when it aims to draw up a summary of the learning acquired at the end of a given pedagogical period.

2.2 - How to Proceed with the Evaluation of Written Production?

The evaluation of written production occupies a fundamental place in a student's academic career. Indeed, the learning of writing throughout schooling particularly captures the attention of didacticians and teachers concerned with developing this essential competency. However, the evaluation of written language constitutes a complex process that poses numerous challenges, which can be sometimes difficult to overcome. This complexity lies notably in understanding and analyzing the drafting process of the student-writer. For the evaluator, this requires multidisciplinary knowledge spanning several domains of expertise, particularly that of cognition, individual dynamics, and socio-cultural influences. This multi-disciplinary approach, combined with adapted tools and a supportive attitude, allows the evaluation to be transformed into a powerful lever for assisting students in their progression and helping them to develop solid and lasting writing competencies.

In fact, for the evaluation to be truly beneficial for the student, it should be used as a tool for evaluating the *product* and not the *person*. Evaluation must address the student in a constructive manner, by encouraging, motivating, advising, and urging them to improve their [written] productions. This approach fosters the student's autonomy, helping them take charge of their own learning and engage actively in their progression concerning written production.

3. Retrospective Evaluation and Written Production

Retrospective evaluation is a method that consists of analyzing and assessing a project, a program, or an activity *after* its realization. Its primary objective is to take stock of the actions undertaken, evaluate their effectiveness, and draw lessons for the future. Unlike formative evaluation, which intervenes during the course of the project, or prospective evaluation, which anticipates future results, retrospective evaluation focuses on the results obtained, the processes that led to those results, as well as the impacts observed. It also seeks to understand why certain objectives were attained or not.

Retrospective evaluation plays an essential role in developing written production competencies. It allows for a critical review of previously produced texts, with the aim of improving the quality, coherence, and structure of the written pieces. By detailing this process, we can underscore several aspects of its importance and benefits.

In summary, retrospective evaluation enables a reflective approach to writing, [which is] essential for improving the quality, coherence, and structure of texts. It helps identify recurrent errors and offers an opportunity for reflection on the creative process, thereby fostering the continuous progression of the writer. It is an indispensable tool for the continuous improvement of written production competencies.

3.1 – Definition of Retrospective Evaluation

Retrospective or retroactive evaluation, consists of examining and analyzing the results of a project, program, or activity once they have been realized. Its primary objective is to identify successes, failures, and the factors that influenced these outcomes, in order to draw lessons for improving future practices.

Unlike formative evaluation, which accompanies the project throughout its duration, or prospective evaluation, which focuses on predicting future results, retrospective evaluation specifically addresses the results obtained and their impact. It seeks to understand possible discrepancies between the fixed objectives and the achieved results, thereby allowing for the adjustment of strategies or approaches for similar upcoming initiatives.

Feedback (retroaction), generally speaking, is defined as information that the teacher communicates to the student concerning the completion of their learning activities. It can be delivered in a formal or informal setting, at different moments in the learning process. When it supports learning and encourages the student to progress or anticipate subsequent steps, feedback (retroaction) fulfills its role if:

- It allows the student to take distance from a piece of work in order to improve it.
- It contributes to the preparation of a final or summative evaluation.
- It offers the student concrete avenues for progressing more autonomously thereafter. (Lambert, Rossier, & Daele, 2009).

Whether it occurs before, during, or after the actions carried out by the learner, feedback can be transmitted through various communication channels. These channels notably include oral language, gestures, facial expressions, and written messages. Among these communication modes, the written channel particularly holds our attention within the framework of our research, as it offers interesting specificities for analyzing and structuring feedback (retroaction).

The interactions between the actors involved in feedback help develop diverse competencies while regulating numerous emotional and cognitive dimensions in the learner.

Furthermore, according to Wiggins, G. (2012: p.10): “Feedback is information regarding the gap between the current level and the reference level of a system parameter; this information is used to reduce that gap in some way.” He also emphasizes that “if information about that gap is simply recorded without being used to reduce it, then it is not feedback”.

Thus, the content of feedback can concern any parameter of the system, but for it to truly constitute feedback, certain conditions must be met:

- 1) The availability of information concerning the system’s current state.
- 2) The presence of information on the target level to be attained.
- 3) A mechanism allowing the comparison of the two levels. The absence of any one of these three elements prevents the existence of feedback (retroaction).

3.2. Characteristics of Feedback (retroaction)

Numerous researchers and didacticists worldwide agree that the primary objective of feedback is to reduce the gap between the learner's current level of understanding and performance and the targeted learning objective. But how can the teacher successfully achieve this objective? What actions must they undertake? And how should the learner react to this feedback?

To answer these fundamental questions concerning the characteristics, types, and levels of feedback, we propose to explore below the most widespread and significant works of specialist researchers in this field. According to Lambert et al. (2009), Leroux (2014), and CTREQ (2016), feedback is defined as information transmitted by the teacher to the learner, concerning the learning acquired (submitted assignments, demonstrated competencies, etc.). It can occur

within both formal and informal contexts. These authors also consider feedback to be an essential tool, acting as a lever to foster learning development.

Boucher (2015), however, stresses that feedback can serve as a starting point for a dialogue between the teacher and their student. Thus, it is not only about the instructor transmitting their observations and advice, but also about the student reflecting, expressing their needs, and discussing their challenges. Therefore, feedback presents information to learners so that they can progress, while reducing the gap between their current competencies and the expectations set for the end of the course or training (Bélec and Richard, 2019; Cabot, 2017).

These (two) authors, after analyzing numerous documents, have established a more detailed list of the characteristics associated with effective feedback. This [feedback] should highlight the strengths as well as the challenges related to the student's achievements. Furthermore, feedback constitutes a valuable opportunity to suggest improvements or to guide the learner toward strategies to adopt for success. Finally, high-quality feedback should reference the course objectives, specify what the student must accomplish to attain them, and encourage their self-regulation by involving them in the evaluation of their own strategies (ibid.).

Methodological Framework

Our research, of an exploratory and descriptive nature, has the primary objective of determining the impact of retrospective evaluation on the development of written production competencies among 2nd year secondary students. To achieve this objective, we are adopting a mixed methodology combining quantitative and qualitative approaches.

In the first stage, a written assignment is submitted to the students to identify and analyze the errors committed. These errors are then inventoried and classified according to specific categories (grammatical, syntactic, lexical, etc.), allowing for a precise diagnosis of the learners' deficiencies.

In the second stage, we evaluate the impact of pedagogical feedback by examining the quality of the written productions after the intervention. This step consists of measuring the progress made through predefined criteria, such as lexical richness, textual coherence, mastery of grammatical structures, and organization of ideas.

By combining these two approaches, our research aims to provide a better understanding of the learning mechanisms in written production and to identify the specific contributions of retrospective evaluation within the secondary school context. Through this process, we hope to contribute to the improvement of pedagogical practices and the promotion of student autonomy in their learning process.

To conduct our investigation, we selected a sample composed of students from the city of El Affroun, located in the province of Blida. These students are schooled at the Ahmed Lamarchi High School and are enrolled in 2nd year secondary classes. The sample comprises 23 students, divided into 15 girls and 8 boys, representing a diversity of socio-cultural backgrounds as well as heterogeneous learning profiles. Their age range varies between 15 and 17 years old.

Our research was conducted in three distinct stages with the students constituting our sample. The central objective of this study is to examine the effectiveness and importance of retrospective evaluation in the improvement of written production competencies among these learners.

In the first step, as the initial session, we carried out a written expression activity [in collaboration] with the class teacher. The activity in question belongs to the 3rd didactic project titled: "Present the high school, the village, the city, or the world of your dreams, to share your ideas, your aspirations" (2nd year secondary textbook, p. 86), and more precisely, the first sequence of this project titled: "Writing a travel narrative." (Ibid.)

The instruction for the activity was: "Write the narrative of a journey that marked you: – Recall the important moments you experienced, the places traveled or visited, the people encountered, the means of transport used. – Describe the incidents, surprises, and risks taken. – Use the first person." (2nd year secondary textbook, p. 97).

This activity aimed to collect raw data on the students' writing performance, particularly by identifying recurrent errors related to grammar, vocabulary, coherence of ideas, and textual organization.

The second step consisted of systematically identifying and inventorying the errors committed by the students. To do this, we collected all the copies produced during the written activity. Each copy was examined, and all errors present were flagged and circled with a pencil, without explaining their nature.

This methodical approach allowed us to establish a detailed assessment of the students' deficiencies, highlighting the specific aspects for improvement. This analytical work laid the foundation for the next step, which consists of providing personalized and targeted feedback, addressing the particular needs of each learner.

In the third step, after inventorying and identifying the errors, we returned the corrected copies to the students. In parallel, we provided them with an explanatory table detailing the different types of errors identified, presented in the following manner:

Table 01: The Different Types of Errors

Type of Error	Content
Orthographical Errors	<p>Errors:</p> <ul style="list-style-type: none"> - Missing or added letters (e.g., "adres" instead of "adresse"[address]). - Substitution of letters (e.g., "sôté" instead of "sauté"[jumped]). - In accents (diacritics) (e.g., "tres" instead of "très"[very] or "a"[has] instead of "à"[to]). - Confusion between homophones (e.g., "ça"[this] instead of "sa"[his/hers] or "mais"[but] instead of "mes"[my]). - Confusion regarding agreement rules (e.g., "Les enfants joue" instead of "Les enfants jouent"[the children are playing]).
Grammatical Errors	<p>Errors:</p> <ul style="list-style-type: none"> - of agreement (e.g., subject-verb agreement, adjective-noun agreement, past participle agreement). - of conjugation (confusion between tenses, incorrect endings). - of incorrect use of prepositions. - of syntax problems (incorrect [sentence] construction or awkward placement of words). - of confusion between words of different nature [parts of speech]. - regarding pronouns. [misuse] - in negation.

Lexical Errors	<p>Errors:</p> <ul style="list-style-type: none"> - of confusion between close words (e.g., Homophones and Paronyms). - of use of non-existent or malformed words. - of excessive repetition of the same word. - of employment of a word in the wrong context. - in the level of language [register] (e.g., using familiar language in a formal context).
Syntactic Errors	- Errors in word order, relative pronouns, conjunctions, transition words [connectors], and punctuation related to orthography.
Semantic Errors	- The idea of the sentence is not clear; the structure of the sentence is not correct.

During this session, the students were guided through a process of in-depth reflection aimed at identifying and analyzing their deficiencies. They were encouraged to become aware of their errors, understand their origin, and determine their nature (qualitative approach). This step aimed to sensitize them to their weaknesses in order to transform them into learning opportunities.

First, each student was invited to take back their evaluation copy and examine their errors carefully. Then they had to count these errors and classify them methodically in a table according to their nature ([see] previous table). This self-diagnostic activity allowed each student to clearly visualize the most frequent types of errors and to identify the areas requiring specific work.

Once the individual “survey” was completed, they were recommended to engage in a process of autonomous correction. For this [purpose], they were encouraged to mobilize various resources, such as textbooks, class notes, and even dictionaries. The objective was to stimulate their ability to resolve their own difficulties, while developing their autonomy and critical thinking.

This personal correction work (corrective retrospection) is part of a pedagogical approach aimed at making students [active] agents in their own learning [process]. By identifying their [own] errors and actively seeking [ways] to correct them, they reinforce their competencies and adopt sustainable strategies to avoid reproducing the same mistakes in the future.

For the fourth step, which marked the conclusion of the experiment, a new instruction was given to the students, in continuation of the same theme: "Choose a city that you dream of [visiting] and imagine a travel narrative that leads you there." This task aimed to implement the corrections they had previously made, as well as the competencies acquired through the feedback received.

The students were invited to mobilize their creativity while building upon the lessons drawn from the analysis and correction of their errors during the preceding steps. This allowed them not only to reinvest the concepts worked on but also to consolidate their acquisition within a new and stimulating context. They thus had to pay attention to their text, the clarity of their ideas, as well as the quality of their language, particularly at the grammatical, lexical, and syntactic levels.

Once this second production was completed, a comparative activity was requested: each student had to analyze the differences between their first draft and their new production. This comparison aimed to highlight the progress accomplished and to emphasize any aspects still requiring improvement. The students were encouraged to identify the elements they had mastered better, the errors they had corrected, but also the new strategies they had developed to enrich their writing.

This work of rewriting and comparison was part of a reflexive learning process, fostering awareness of individual progress and the development of a proactive stance toward errors. By using feedback and their own corrections as levers for improvement, the students could thus concretely measure the impact of their efforts on the quality of their work. This final step allowed for the transformation of a writing activity into an enriching process of continuous learning, where each student became fully active in their [own] progression.

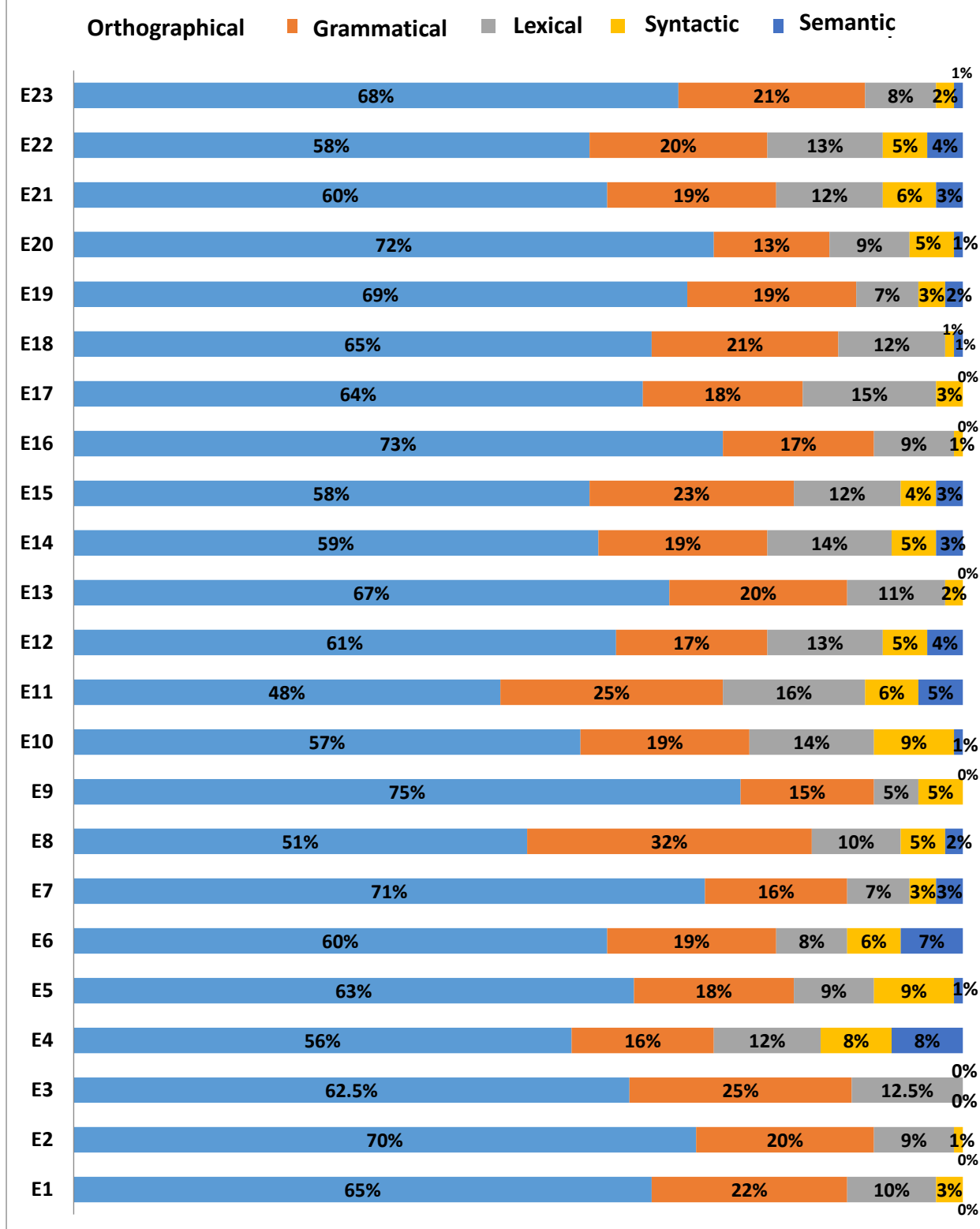
Results and Analysis

1. Analysis of the First Draft

During the second step of our study, we proceeded to the data collection and analysis of the copies from the 23 students who form our sample. This analysis allowed us to evaluate the frequency of errors committed, both by type and by student. Based on a graph, we observed that language errors were particularly frequent, notably concerning orthography and grammar.

Graph 1 – Type of Errors

Types of Errors



The analysis of the graph's results highlights a strong predominance of orthographical errors, which represent between 48% and 75% of the errors noted. This underscores a major difficulty in the mastery of orthographic rules and brings to light the importance of in-depth work on this competency. The most frequent errors generally concern the agreement of past participles, the

use of accents [diacritics], double consonants, and the spelling of irregular words, which are often poorly assimilated by the learners.

Furthermore, grammatical errors, which vary between 13% and 32%, reflect an incomplete mastery of French grammatical [morphosyntactic] structures, particularly concerning adjective agreement, the use of verb tenses, and sentence construction. These difficulties are often linked to a lack of practice and a partial assimilation of fundamental grammatical rules.

Lexical errors, which manifest at a frequency varying between 7% and 16%, indicate that the participants possess a relatively satisfactory mastery of vocabulary. This observation suggests that they have reached a level of linguistic competence that may be qualified as generally correct. However, it should be noted that certain inaccuracies persist in their use of terms, which may temper this positive assessment.

These lexical errors may be attributed to several factors. Firstly, semantic confusions may arise, where participants use words that, although they may seem appropriate, do not exactly correspond to the meaning they wish to convey. Moreover, inappropriate words are sometimes employed in a given context, which can lead to an alteration of the intended message. Finally, a lack of precision in the choice of lexicon may also play a role in the emergence of these errors.

Despite these few approximations, the relatively limited frequency of these lexical errors suggests that the participants possess a rather extensive lexical repertoire. This allows them to express their ideas in a comprehensible and coherent manner, even if they may sometimes encounter difficulties in choosing the most adequate words. In sum, although some imperfections persist, the participants' ability to communicate effectively testifies to a linguistic competency that deserves to be highlighted.

Syntactic errors, noted in the analysis, generally represent less than 10% of [all] cases. However, it is interesting to note that they reach 9% in samples E10 and E20, which highlights problems with sentence organization and syntactic construction in the participants' productions. Although these errors are present, their impact on the clarity and global comprehensibility of the messages appears to be relatively limited.

Indeed, such a low frequency of syntactic errors indicates that, overall, the participants master the fundamental grammatical structures of the language. However, the rates observed in the specific E10 and E20 samples suggest the existence of particular domains where difficulties may [still] arise. These difficulties may be attributed to various factors, such as awkward (choices in) word arrangement, inappropriate grammatical constructions, or confusion in the use of verb tenses.

It is also worth noting that, despite these errors, the participants [nevertheless] seem capable of conveying their ideas in an intelligible manner. This suggests they possess a certain [degree of] linguistic flexibility, allowing them to navigate (through) complex syntactic structures, even when encountering occasional obstacles. In sum, although imperfections are present in the syntactic constructions, their limited impact testifies to a solid overall linguistic competency, suggesting possibilities for improvement and refinement in the use of grammatical structures.

Finally, semantic errors are revealed to be the least frequent in the analysis, generally appearing below 5%. This low percentage indicates that the participants seem to possess a good overall grasp of the meaning of words and sentences (in their entirety).

The rarity of these semantic errors reflects a good capacity to grasp and transmit the [intended] meaning of the terms employed, without major confusion. This means that the lexical choices are often relevant and well-adapted to the context, ensuring fluent and comprehensible communication. However, it is important to note that even if the frequency of these errors is low, they may sometimes result from subtle nuances in word usage or occasional misunderstandings, which (nonetheless) do not significantly affect the clarity of the overall message.

In conclusion, we can state that the graph highlights a predominance of orthographical errors, which suggests the necessity of reinforcing spelling skills. The prominence of grammatical errors likewise shows that additional efforts must be made to enhance the mastery of grammatical rules. The lesser impact of lexical, syntactic, and semantic errors indicates that the participants possess a correct understanding of vocabulary and sentence construction, but [further] improvements remain possible.

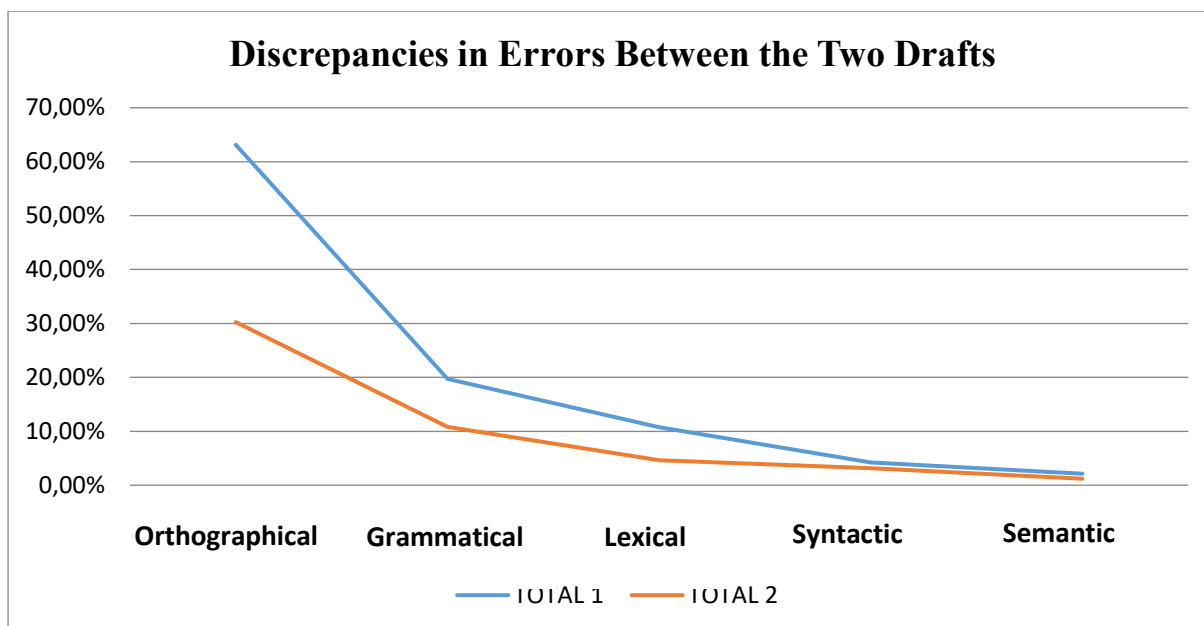
An effective pedagogical strategy could consist of implementing targeted exercises on orthography and grammar, such as frequent dictations, activities for revising grammatical rules, and error correction exercises.

To analyze the results of the second draft after the feedback (retroaction) and the [learners'] awareness of the errors committed during the first draft, we compared the average of the errors corrected by the teacher in the first draft with that of the second. The *purpose* of this analysis is to evaluate the impact of the targeted strategy on the students' linguistic awareness, that is, to verify whether they reinvested the competencies acquired through the feedback received.

Table 02: Analysis of the Discrepancies Between the Two Drafts

	Orthographical	Grammatical	Lexical	Syntactic	Semantic	Average
TOTAL 1	63,15%	19,74%	10,76%	4,22%	2,13%	20,00%
TOTAL 2	30,25%	10,84%	4,66%	3,17%	1,20%	10,02%
Discrepancy	32,90%	8,90%	6,10%	1,05%	0,93%	9,98%

Graph 2- Discrepancies of Errors Between the Two Drafts



Orthographical Grammatical Lexical Syntactic Semantic

The results showed that the comparison between the two drafts clearly highlights a significant and encouraging improvement in linguistic quality in the second written production. This progression is clearly (made) evident through the overall decrease in the different categories of errors noted. The most striking aspect undoubtedly concerns spelling mistakes, which were reduced by more than 30 percentage points between the first and the second draft. Such a discrepancy testifies to a clear progress in the mastery of orthographic rules, (most) likely linked to a more rigorous proofreading and increased attention to detail.

As for grammatical and lexical errors, the decrease is also significant, with a discrepancy of approximately 9% and 6% respectively between the two drafts. This evolution reflects a better mastery of basic grammatical structures, as well as greater vigilance in the choice of words and their suitability to the context. It is probable that the student took more distance in formulating their sentences, paying more attention to precision and nuance in the expression of their ideas. From a syntactic and semantic viewpoint, although the discrepancies are less marked (1.05% and 0.93% respectively), a constant improvement is nonetheless observed. These progresses, even if they appear minimal, are significant because they concern the logical structure of discourse and the clarity of the message. A more controlled syntax allows for ideas to be organized coherently, while better semantic control reduces the risks of ambiguities or misinterpretations. Together, these two dimensions reinforce the readability of the text and facilitate its overall comprehension by the reader.

Finally, the overall average of errors, which decreases from 20% to 10.02%, represents a reduction by half, which is far from negligible. It reflects an overall effort toward progression across all aspects of written language. This progression observed in the students' written productions allows to conclude a clear [and evident] engagement in a dynamic of continuous improvement of their linguistic competencies. This progression testifies to an effective appropriation of (the) self-correction processes implemented during (the) previous formative evaluation phases. The students demonstrated an increasing ability to integrate the remarks formulated within the framework of corrective feedback, which resulted in a notable improvement in the linguistic quality of their written work.

The collected data shows that the students were able not only to identify their errors but also to categorize them, correct them autonomously, and calculate their frequency, thus contributing to a metalinguistic awareness essential for any lasting learning. This proactive attitude toward

error illustrates a reflexive posture, often sought (after) in secondary-school teaching mechanisms, where the objective is no longer solely the acquisition of knowledge, but also the development of (a) critical language competency.

In this perspective, corrective feedback asserts itself as a fundamental pedagogical tool, whose effectiveness lies in its ability to stimulate the students' intrinsic motivation, while fostering a progressive and in-depth appropriation of the linguistic norm(s). By allowing students to understand their errors and address them in a structured manner, it fully aligns with a formative approach centered on the development of competencies.

Consequently, corrective feedback should be considered not as a simple punctual didactic practice, but as a central pedagogical strategy that every French-as-a-Foreign-Language (FLE) teacher ought to integrate into their teaching mechanism. It represents an essential lever for reinforcing (the) grammatical precision, textual coherence, and lexical richness of students' productions, thereby contributing to a lasting improvement of language abilities. In sum, it is part of a demanding but fruitful pedagogical perspective, oriented toward the *autonomization* of students and the progressive construction of their scriptural competency.

Conclusion

This research falls within this perspective. It aims to analyze the impact of retrospective feedback on the development of written production competencies among 2nd year secondary students in Algeria. By articulating a theoretical framework with field research, the study seeks to show how a well-conceived evaluative approach can not only reinforce learning but also establish a dynamic of continuous improvement within French-as-a-Foreign-Language (FLE) classes.

Retrospective evaluation, as a pedagogical practice integrated into the teaching/learning of French-as-a-Foreign-Language (FLE), asserts itself as a powerful lever for improving the quality of students' written production. By fostering metalinguistic awareness, it engages learners in a reflexive and participative process, urging them to identify their errors, understand their origins, and adopt autonomous correction strategies. The results obtained within the framework of this research confirm the effectiveness of this approach: a significant reduction in errors and a general improvement in the quality of writing were observed after the implementation of targeted feedback.

Beyond (the) linguistic benefits, this method also reinforces the students' self-esteem, their motivation, and their involvement in the learning process. It thus transforms the act of evaluation into a tool for continuous formation, far from any sanction (i.e., punitive role), placing it at the service of educational success.

This study therefore calls for a reconsideration of evaluative practices in French-as-a-Foreign-Language (FLE) classes and encourages teachers to systematically integrate periods of reflexive review and guided correction. In the long term, the goal is to construct a more formative, and above all, more effective pedagogy of writing.

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