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**The Role of Teachers' Feedback to Enhance Writing Skill
Case Study of Third Year LMD at
Mohamed KHIDER University of BISKRA**

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Dedication

I dedicate this work

To my “father” and my “mother” for their endless love and aid.

To my awesome brothers.

To my kind sisters.

To all my family members.

To all my close friends, “Faiza”, “Basma”.

To all my friends with whom I shared nice times at university or outside.

To all those who share love with me.

Acknowledgement

First, I would thank ALLAH who helped me to finish my simple work on its time.

With all my respect, I thank my supervisor DR **Tourqui Barket** for his accurate advice, guidance, and patience, throughout the stage of the research.

I Would like to express my deepest gratefulness to the time and the efforts spent in reading this work I also express my honest gratitude to teachers of written expression and their students at Mohammed Khider university of Biskra for their contribution to this research.

Abstract

The aim of this study is to identify the role teachers' feedback on improving students writing proficiency competence. Moreover, to affirm whether it is an effective factor that motivate students to improve their writings. To achieve this aim, this research is based on the descriptive method and questionnaire for both teachers of written expression (W E) and third year students are considered the basic source of the collected data. This study takes place at Mohamed Khider university of Biskra and deals with third year LMD students. However, hypothesis that the teachers' feedback improve and motivate students' writing competence is confirmed through the result collected from the questionnaires of this research. Furthermore, the results obtained suggested that by the effective role of teachers' feedback; students could write more effectively. Finally, teachers should because about the ways and strategies when they provide their feedback in a way that motivate them and make them write more spontaneously without making too much conscious efforts. On the other hand, students should accept their teachers' guidance.

List of abbreviations

EFL: English foreign language.

ESL: English second language.

WE: Written Expression.

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General Introduction

In teaching English language, learners have to master the four skills, which are listening, speaking, reading and writing. The latter is the most important skill, and it plays a crucial role in the teaching and learning process. Accordingly; it is recognized as necessary in transmitting thoughts, feelings, and knowledge. Therefore, the appropriate development of this skill requires an effective feedback. In other words, the role of the teacher should focus on this fundamental goal. Thus; in an attempt to provide students with an effective feedback, teachers should promote an effective feedback that would improve student's writing skill.

1. Statement of the Problem

Writing is one of the hardest skills, which is considered so difficult skill that should be necessarily mastered by EFL students. It has been observed that EFL learners face difficulties, while elaborating meaningful piece of writing, due to many causes, namely poor English vocabulary, non-mastery of grammar, spelling rules and problem of punctuation. Moreover, we can add the lack of writing practice and the low level of motivation. Therefore, the teacher role is to respond to these errors by providing detailed correction in addition. He should provide efficient feedback to help learners develop their writing competence.

2. Research Question

Developing the writing skill is acknowledged as an important element in the teaching and learning process. Within these perspectives, this research addresses the following question:

To what extent does the role of teacher's feedback affect students writing production?

3. Research Hypothesis

This study is designed to test the following hypothesis:

If EFL learners would be provided with an effective feedback by the language teacher, their writing competency would be developed?

4. Aim of the Research

The major aim of this investigation:

To Highlights and determine the role of teachers feedback in enhancing students writing production.

5. Significance of the Study

These study espies to acknowledge that the teacher's feedback has a crucial impact on developing students' written production. Hence; students take into consideration the importance of the teachers' feedback as the main factor that enable them to improve their writing proficiency and higher their motivation.

6. Research Methodology

6.1- Research Method:

In this present study a descriptive research methodology has been adopted. Therefore, it is conducted quantitatively.

6.2 Data Gathering Tools

Concerning data collection tools we would administrate two questionnaire one to teachers of written expression, and the other to third year LMD students.

6.2 Population and Sample

The Population of this research consists of the third year students at the division of English studies in the Department of Foreign Languages (Biskra University). Because of the time limitation and the huge number of third year students, our study; deals with one group which consists 40 students out of the whole number which consists of 410 students.

CHAPTER ONE

Issues on Writing Skill

Chapter one

Issues on Writing Skill

Introduction

Writing is one of the most complex and challenging skills that students can face in the academic setting. Furthermore, it is considered as a predictor for academic success and a necessary requirement for students to achieve effective tasks as writing structured paragraphs and essays without errors.

Developing students' writing skill is not a matter of mastering the grammatical rules and terminology, but it is more than this issue. Therefore, developing students writing skill can be reached by considerable efforts that teachers furnish to identify the real writing problems. Hence, this chapter provides a theoretical overview of writing skill: the historical development of writing. Besides, it represents series of definitions, the importance of writing, characteristics of writing, main approaches, and the major difficulties of the writing skill.

1.1 The Historical Development of Writing

The evolution of writing is relatively a recent phenomenon. Accordingly, Harmer (2007) stated that “if mankind, in the form of Homo sapiens, can be traced back to 100.000 years. The human activity of writing is a fairly recent development in the evolution of men and women”. Some of the earliest writing found so far dates from about 5.500 years ago. It was found in 1999 at a place called Harappa in the region where the great Harappan or Indus civilization once flourished.... (p.1).

In the same vein, Yule (2010) reported that “human beings started to write some 20.000 to 25.000 year ago (p.212), (cited in Ben Sahla, 2014).

We know too little about the earliest humans, because they did not write. They created visual images that were not interpreted as art but they are designed for utilitarian and

ritualistic purposes. However, these visual markings were found in caves in and around Africa, Europe, and specifically in Lascaux caves in Southern France. Marking represented animals, geometric shapes, or other graphic symbols, and were either smeared or painted on the cave walls with finger or reed “brush”, or etched into the surface. (ibid)

Moreover, the different pictures of animals that early man printed were attempts at appeasing their spirits after being hunted. However, the images represented people appearing in different physical positions as in ceremonial dance.

The earliest written records were discovered on clay tablets created with reed stylus sharpened to a point to create fine, curved lines. These markings were called pictographs or pictograms.

Pictographs, eventually, were created with a wooden or reed stylus that instead of being drawn onto the surface of the clay, were stamped into it using a variety of combinations to represent words. In addition, the images were turned on their sides to lessen smearing. When written, this innovation, evolved into abstract signs, was called cuneiform writing. Thus, by combining pictographs, people could create abstract ideas or emotions called ideographs. “ These pictographs, later on developed to become “ideographs” which are considered to be part of system of idea writing “ (Ghodbane, 2010, p.23) (cited in Ben Salah, 2014).

Adverbs, prepositions and personal names could not be adapted to representations, so cuneiform symbols began to represent the sounds of the objects. this ultimately become known as rebus writing.

Like the Sumerian cuneiform, Egyptian, hieroglyphics were the standard writing system for over three-and-a- half millennia. The Egyptians were sensitive to decorative and textual qualities in their writing, and colors was of tem applied to the imagery. In addition, Hieroglyphics were written in horizontal rows and were read according

to the direction the images were facing if the figures are facing left down, then start at the top and read down, etc.

The development of papyrus for writing was a major step forward in Egyptian visual communication it was made from reeds growing along the banks of the Nile River and it became the standard writing substrate and allowed for greater portability, efficiency ,and versatility . The reeds were overlapped and pounded until they become a single “sheet”.

The Egyptians were the first to produce illustrated manuscripts where words and pictures were combined to communicate information, i-e images became symbols in order to symbolize an idea a way that it could not be understand without learning those symbols and how they must be read. In contrast, Native Americans pictures are called “petroglyphs”. This latter began as representing what they were Pictographs, and eventually certain pictures represented an idea or concept, ideographs and finally to represent sounds.

In addition, the pictographs were revolved and impressed in clay with a wedge shaped to became cuneiform as the Sumerian civilization. Yule (2010) stated that “the term cuneiform means wedge- shaped and the inscription used by the Sumerians were produced by pressing a wedge shopped implement into soft clay tablets” (p.214) (cited in Ben Salah .2014).

Another evolution in writing is the appearance of alphabet that was derived from the first two letters of the Greek alphabet; aleph and better they were a major step in human’s ability to communicate.

The similarities in certain pictographs like Phoenician, Greek, and Roman alphabets we use today. In other words, Egyptians hieroglyphs become the Phoenician; Lebanese culture. Over time, their alphabets spread into Northern Africa to become the writing system of Arabs. Greeks and Romans modified letters into the alphabets which we use now and they

are called “the Roman Alphabets” which are totally different from the other writing systems (symbols represent sounds not images or thoughts).

Gradually, the graphic symbols that represent language have developed through the syllabic to the alphabet. O’ Grady (1996) explained that:

The development of writing has been one of the humanity’s greatest intellectual achievements. From pictograms and logograms, the graphic representation language has developed through syllabic writing to the alphabets. This was achieved through the discovery that sounds of language can be associated with arbitrary graphic symbols. Eventually, this was followed by another discovery that a fairly small number of symbols are sufficient to represent language in written form (p.620) (cited in Ben Salah, p620, 2014).

This means that writing system developed through different stages and through different forms.

1-2- Definitions Of Writing Skill:

Writing is considered as the most difficult skill for foreign language learners; it is an important part of language learning and a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge. As a result, the definition of writing skill is different from one language scholars to another. In the same time, many definitions are similar for a large number of scholars.

Negari (2011) stated that writing is a difficult process which requires a number of cognitive and metacognitive strategies. It means that it is a mental process. Similarly, Wiggle (2002) reported that “ writing and critical thinking are seen as closely linked and expertise in writing is seen as an indication that students have mastered the cognitive skills required for university work (p.5). In other words, writing for many scholars is a system of symbols, that are combined to produce words, then full sentences. Hamby (1974) stated that writing, in the sense of verb “ write”, is to put down letters or other symbols on a sheet of paper (cited in Saihi, 2015). Widowing (1978) further defines writing as the act of making

correct sentences and transmitting them through the visual medium as mark on paper. Clark (2007) identifies writing as “ an instrument of thinking that allows students to express their thoughts”. Similarly, Klein (1985) described writing as the ability to put pen on paper expressing ideas through symbols.

In the same vein, Lado (1983) declared that writing is a device by which human being communicate ,that is to mean ; a good writer is who has the ability to produce piece of writing with clear, precise and comprehensible ideas flowing language structures. Whereas, Harris (1993) considered writing as a complex activity. Apparently, a complex skill involves complex procedures. Skilled writers must be knowledgeable of its complexity if they are good writers (Saihi, 2015).

Furthermore, Stone (1995) state that the writing process means to learn how to write through writing. Hence, writing instruction focuses on the process of creating writing but not on the final product of writing. (Tompkins, 1990). Writing as a process demonstrates different activities that lead to a production of a text that fit certain standard of learning (cited in Saihi; 2015). It means that, writing is the result of a long process that combines a group of cognitive operations secured by conscious mental efforts to produce, revise, adopt and correct the final production. For other researchers such as Col, Rycroft and Ernest (1991), stated that" writing is a cognitive activity in which the writer must show control over content, format, sentence, structure, vocabulary, spelling and letter formation" (cited in Graoui, 2007). He have to control the sentence level and make his ideas cohesive, coherent and logically connected. Accordingly, Karoll (1990) claimed, “writers must be able to structure and integrate information cohesively when writing paragraphs and text”.

Consequently, writing is so dynamic that it allows the writers to work with words and ideas. Accordingly, Lado (1983) asserted, “we mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing (p.248). Moreover, some researchers advocated that

writing is a cognitive activity. On the other hand, some researchers claimed that writing is a matter of practicing the writing task (grammar, vocabulary, and ideas). In other words, students need to practice what has been learnt constantly and intensively. The student should make use of different rules and operates them together and exercise them again and again (Gasmi, 2013). It means that to write a good piece of writing; students have to go through steps which are prewriting where the students get prepared to draft them, then drafting, then revising which is the most important stage in writing process and finally editing. White (1991) in Hammad (2013). “Writing is a thinking process which demands intellectual efforts, and it involves generating ideas, planning goal setting, monitoring evaluating what is going to be written as well as what has been written, and using language for expressing the exact meaning.

In accordance with the previous definitions, we can say that writing is not an easy task; it is a tool to express the writer’s thinking, feeling or ideas while considering the writing aspects and stages to be clearly understood by the readers.

1.3 The Importance of Writing

Writing is one of the important skill, which has to be mastered by ELF students because it helps them to think critically. Writing is, also a necessary component of education and functional basics in our society. (MC Arthur, 2008) claimed that “writing provides an importance mean to personnel self-expression”. By learning, the students will acquire knowledge how to write effectively, express ideas, share their thoughts with others through writing. Harmer (2004) (p.31.33) states the importance of learning writing in the following:

1- Writing is often not time bound in the way conversation is it means that students in writing activities have longer time to think rather than in speaking activities and other activities . That is to say; students have the time to plan generate, organize and check the grammatical patterns.

- 2- Writing encourages students to focus on accurate language use because they think as write.
- 3- Writing has always been used as a means of reinforcing language that has been taught.
- 4- Writing is frequently useful a preparation for some other activities.
- 5- Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice; acting out, or speaking. The teacher asks students to write short dialogues which they will act out.
- 6- Writing is also used in questionnaire type activities, students may be asked to design a questionnaire by asking questions to their friends.
- 7- Writing is also used to help students to perform a different kinds of activity like speaking or listening.

1.4 Effective Writing

The purpose of writing is to express ideas, thoughts and to convey message to the readers in very correct spelling, punctuation grammatical structures and very clear, well organized, and logically related sentences. In this context, effective writing is mainly based on five elements which are: organization, clarity, coherence, word choice and mechanics.

1.4.1 Organization

Organization consists of arranging ideas logically in way that the reader can follow what writer has written. Different techniques that the writer can use before he starts writing, for instance, the organizational technique prewriting in which it includes brainstorming, free writing, mapping and listing. According to Chesla (2006), brainstorming is the most effective technique for shaping thoughts because it allows writers to make connection with their subject and note everything that comes to mind.

1.4.2 Clarity

Clarity is a paramount element that makes writing effective and easy for the reader to understand what the writer wants to say, or the message that he wants to convey. Carrol (1990) argued that the absence of clarity would make vagueness, ambiguities or obscurity. Moreover, Starkey (2004; p-p 12.15) suggested how the writer clarifies his / her writing in the following points.

- Eliminate Ambiguity: Ambiguity means having two or more possible meanings.
- Modifiers add precision :the use of modifiers make the idea clear and add meaning and originality
- Using powerful, precise adjective and adverbs.
- Be concise: the writer should use few words with different meanings.

1.4.3 Coherence

Carrol (1990) argued that coherence refers to the connection between ideas, sentences, and paragraphs. In addition, Harmer (2004) claimed that coherence is an important element in writing because when the text is coherent the reader can understand two things; the writer's purposes and the writer's line of thoughts. In addition, he argued that coherence is achieved by the way in which a writer sequences information. Similarly, Kane (2000) argued that coherence has a great role in making good piece of writing.

1.4.4 word choice

One of the best ways that your writing can be effective, powerful and influence the reader is to know how, when and where to use words according to specific context. Starkey (2004) claimed that one of the best ways to convey ideas is to choose the right words.

1.4.5 Mechanics

Kane (2000: 15) defined Mechanics “in composition mechanics refers to the appearance of words, to how they are spelled or arranged on paper. For example, the first word of a paragraph is usually indented. Starkey (2004:39) defined mechanics in terms of “grammar, punctuation, and capitalization mistakes”. In the some view Kane (ibid) argued that mechanics include punctuation which is very completed subject.

Writing effectively and powerfully

Toolkit map; toolkit for effective and powerful writing

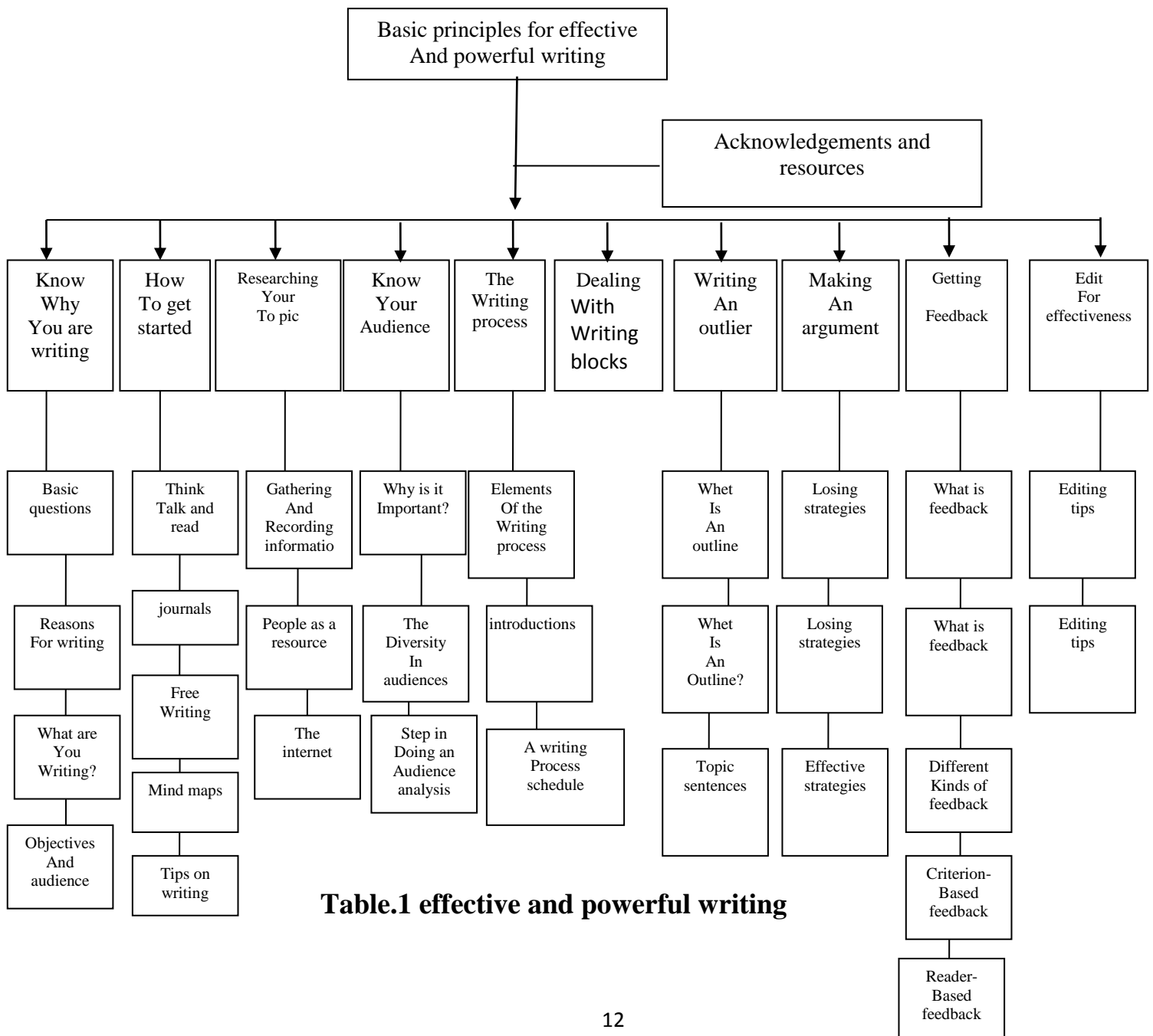


Table.1 effective and powerful writing

1.5 Approaches of writing

Writing is considered as the most difficult skill for foreign language learners. As a result, teachers should adopt suitable approaches to successful writing. Accordingly, different approaches have been proposed to assist language teachers to improve students' writing competence. According to Harmer (2001) "there are a number of different approaches to the practice of writing skill... we need to choose between them, deciding whether we want students to focus more on the processes of writing than its products, whether to study different writer genres or to encourage creative writing whether individually or cooperatively" (p.257).

1.5.1 The Productive Writing Approach;

The product approach is a traditional approach in which students are encouraged to imitate a model text. Usually it is commenced at an early age (Galrielatou, 2002) in a typical product approach classroom, students are given a standard sample of text and they are expected to follow the standard text to construct a new piece of writing. Nunan (1991) defines the product approach as "a product oriented approach, as the title indicates focuses on the end result of the learning process, what is expected from the learner is to do fluent and competent uses of the language " (p.86) (cited in Ben Salah, 2004). In this approach learner to write has four stages:

A – Familiarization: this stage aims at making students aware of certain features of a particular text.

B- Control writing - guided writing: the students practice the skills with increasing freedom until they are ready for the last stage.

C- Free writing: students use the writing skill as a part of the original activity such as a letter, story or an essay.

In short in this approach the writers' goal is to master the grammatical and lexical system of the language. In the same context, Badge and White (2007) consider the product approach as "... product based approach see writing as mainly concerned with knowledge about structure of language and writing development as mainly the result of the imitation of the input in the form of text provided by the teacher . Hyland (2003) summarizes the production approach principles stating that the emphasis should be on the language form:

Grammar

- 1- Accuracy
- 2- Vocabulary building
- 3- Second language professions

The product approach has been criticized especially from the concept of imitation as Barnett (1992) put it "we are much more interested in grammar and spelling than in the message or in how communication is attempted". In addition, this approach does not give importance to the writing steps and no chance to the students creation (adding or removing sentences).

1.5.2 The process approach

The process approach has emerged as a reaction to the product approach. This approach aims to train students how to generate ideas for writing, plan draft, and redraft them in order to produce well written papers, Krall, (2011) stated that " the process approach places more emphasis on the stages of editing process than on the final product , it is a learner-centered approach and not specifically related to examinations ". According to Zamel, (1983) writing is a process through which students can explore their thoughts, she also believe that composing means thinking. Writing as a process deals with linguistic skills such as planning and drafting and there is less emphasis on linguistic

knowledge. In addition to that, Harmer, (2001) claimed “the process approach aims to get to the heart of the various skills that should be employed when writing”.

There are different views about the stages that writers go through in practicing a piece of writing. For instance, Tribble, (1996) identifies four stages: Free writing, composing, revising, editing. Then another scholar Scott (1996) identifies five stages which are:

1. Prewriting: teachers provide a writing task and help students to generate vocabulary and ideas by applying number strategies mainly: brainstorming, clustering and discussion without concern for correctness or appropriateness in the first stage of writing.
2. First draft composing: learners use vocabulary and ideas, which they have got from the previous stage to express what they want to convey in their writing.
3. Feed back stage: In this writing stage, learner receive comments from real audience, which can be writing teachers or their class mates and move on to new ideas in another draft
4. Second draft writing: based on the comments of teacher and classmates, students modify the previous draft by revising, adding or rearranging ideas.
5. Proof reading : in this final stage students will not only discover new ideas and language forms to express their ideas in writing but also focus on the appropriate use of vocabulary, layout (outline), grammar and techniques. Steel, (2004) gives another model which consist of eight (08) stages;

A. Brainstorming: it is to generate ideas by brainstorming and discussion.

B. Planning -structuring: students exchange ideas into note forms and judge quality and usefulness of the ideas.

C. Mind-mapping; students organize ideas into a mind map which help them to make a relationship between ideas.

D. Writing the first draft: students write the first draft. This is, frequently, done in the classroom in pairs or in-group

E. Peer Feedback: drafts are exchange so that students become the readers of each other's works. Students will develop awareness of the fact that a writer is producing something to be read by someone else and in this manner; they can improve their own drafts.

F. Editing: in this stage, drafts are returned and the improvements are made, based on peer Feedback.

G. Final draft: final draft is written

H. Evaluation and teachers' Feedback: students writing are evaluated and teachers provide a feedback.

According to Harmer, (2001) in the process writing, students are seen as apprentice authors and write for real audience and their writing is published and put into the library for learners to read.

Criticisms:

- 1- This approach regards all writing as being produced by the same set of stages.
- 2- Another criticism is that this approach requires constants error correction and these affects students' motivation and self esteem.
- 3- This approach requires teachers to be researchers. much time is needed and not just two or three session per week.

4- Harmer.(2004) stated that it is time consuming, especially for large classes. It would be impossible for each student to have the opportunity to be followed by the teacher.

1.5.3- The genre Approach

The genre approach can be regarded as an extension of the product approach. The focus is on linguistic knowledge, while the latter approach is concerned with the social context. White and Badger (2000) claimed that the genre approach is linked with some kinds of writing letters, research articles, recopies and law reports, which they linked with different situations. In other words, this approach considers language is functional because it appears in the social context. As a result it will be shaped according to that context.

This approach is especially concerned with student of ESP that's why it has been called (English for academic purposes approach).

According to Cape and Kalanties (1993, p.11) this approach consists of three phases which are:

1- **Modeling:** Learners are exposed to examples of the target genre they have to produce. The teacher has a strong directional input at the beginning and explicitly scaffolds students writing structures to recognize the purpose of the text, the intended audience and the stages of the text.

2- **Construction:** the teachers and students engage in the construction of new text explicitly taking into account the purpose, the audience and the language choices. To do this, the teacher and the students draw on previous Knowledge about the text gained from the model text. EFL learners can carry out activities, which manipulate relevant language forms.

3- **Independent Construction/ Individual Construction:** L2 students use their knowledge in the text to write their own product. According to Harmer, (2004)

“understanding the relationship between the intended audience, the outline of text and the language choices of the writer help students when they come to write their own thesis. In this approach, learning can take place in a social situation and reflect a particular purpose, it can happen consciously through initiation and analysis, which facilitate explicit instruction. This approach is successful in allowing students to understand what different texts require different structure and the introduction of authentic text enhance students involvement and brings relevance to the writing process.

Criticism

One of the negative sides of this approach is that students may not have enough knowledge of the appraise language or vocabulary to express what they intend to communicate to a specific audience. Another weakness which Badge and White (2000) point out that the genre approach undervalues the writing skills which learners need to produce a written product and ignore the writing abilities that learners have in other classes.

1.5.4 The Cooperative Approach

According to Mulligan and Garfalo (2011), the collaborative writing assignment is one of the most effective and beneficial technique for learners. That type of tasks of peer editing can enhance student's interaction in the classroom as well as improving their writing. Besides, It is very helpful to students to cooperate with other class mates in order to raise their awareness of important organizational and syntactical elements that they might not notice on their own. (Cited in Tabet, 2015). Brooch and Gundy (2001) claim that we often suggest that students should work in pairs or groups. Moreover, there are two reasons for this: the first is that to raise the students a awareness of the writing process by planning their works in a conscious way that writing collaboratively involves. The second it makes writing more secretive activity than it

sometimes appears to be. Writing cooperatively can be greatly motivating because it involves not only writing but research discussion and peer evaluation.

1.5.5- The Creative Approach

The term creative writing suggests imaginative tasks such as poetry, stories, novels and plays. It is enhanced by allowing student's experience according to Ur (1996) "most people feel pride in their work and wanted to be read". The major purpose of the creative writing approach is to provide learners with opportunities to show their current capabilities through using the language in a way that suits their own needs. Furthermore, Graffild (1989) stated that the way for teachers to keep learners within this approach is by requiring them to write about anything in order to motivate learners to learn more and to raise their intensity for research and self-discovery (cited in Zitouni, 2015).

1.5.6 Paragraph-pattern Approach

This approach involves the analysis and imitation of model texts, and stresses organization above all. By imitating model paragraphs, putting scrambled sentences in order, identifying or writing topic sentences, and inserting or deleting sentences; students are taught to develop an awareness of the English features of writing.

Moreover, Raimes (1994) reported that it gives the priority to organization rather than accuracy of grammar and fluency of content (Cited Zitouni 2015).

1.6 Major Difficulties in Writing Skill

Both EFL students and native speakers encounter difficulties that hinder their writing proficiency. Argon, Baires and Rodriguez, (2013) Alkhasawnek (as cited in Huwari and Alkhasawnek, 2013) (cited in Annab, 2015) stated that "EFL learners showed that they have many problems when writing in English...that's because they rarely write in English" (p.20). According to Seely (1998) who explained that writing

difficulties may appear in many aspects, which are: grammar, Vocabulary, spelling, punctuation and first language interference.

1.6.1 Grammar

Seely (1998) defines grammar as a group of rules that determines how language works, and describes things in practical way. It can be classified into syntax and morphology (p-p.159-160). Moreover, Harmer (2001) proposed a detailed definition he considered grammar as "the description of ways in which words can change their forms and can be combined into sentences in that language " (p.12). Grammar rules mainly include tenses propositions, word class, coordinating.

1.6.2 Vocabulary

Vocabulary is classified as a main source of writing problems, it is defined by Cambridge Dictionary as "all the words known and used by a person" (cited in, Annab)(ibid). The difficulty of vocabulary appears generally when students fail to recall on important words to use, or fail to use the appropriate words in their appropriate context.

1.6.3 Problems with Spelling and Punctuations

Spelling and punctuation are two main writing difficulties that face foreign language students. Spelling in English is irregular and very complicated because there are different ways to spell and the way we pronounce a word is different from one to another and because the irregular spelling system of English. Moreover, it is common that spelling is closely related to reading. Firth (1980) claimed that learning to read should imply learning to spell, and learning to spell should imply learning to read (p.496). In other words, good readers are those who have good pronunciation and those who have good pronunciation are those good readers. Additionally, Harmer (2001) stated, "the correspondence between the sound of a word and the way it is spelt is not always

obvious”. (p.250). Furthermore, he argued that the reason behind the difficulty in spelling is the fact that not all the varieties of English spell the same words in the same way “ for instance American English pronunciation is different from British pronunciation. Another difficulty is that there are words which are spelt the same but they have different meanings such as (fast has two different meanings). Another source of confusion is that some words have different spelling and different meanings such as to-two-too

On the other hand, punctuation is an important element in reading writing as well as in determining the meaning. Using punctuation is very difficult while writing. Carroll and Wilson (1993) illustrated three problems linked to punctuation. Firstly, punctuation rules are not totally exact. Secondly, punctuation is complex, and finally, it depends on one’s style to determine the meaning (cited in Annab, idib). Hence, students have to pay attention to the use of punctuation while writing, because the misuse will affect the meaning that will be conveyed.

1.6.4 First language interference

First language interference is one of the crucial difficulties that impedes students writing, it happens because learners may lack vocabulary to express their thoughts. Dualay et al (1982:02) defines interference as “the automatic transfer, due to habit, of the surface of structure of the first language into the surface of the target language”. Moreover, Lott (1893; 03) explained that interference “Errors in learning foreign language can be traced back to the mother tongue (Cited in Tabet, 2015).

Conclusion:

Writing is a significant skill for students to learn the target language as well as it is a communicative tool for exchanging ideas and thoughts. The mastery of writing is a complex task that needs efforts from both learners and teachers. In the context of the study, writing is the core in the foreign language teaching system. This

chapter shed light on the theoretical background of writing skill. The historical development of writing definitions, the importance of writing, its characteristics, major approaches and major difficulties that face foreign students. Lastly, in the second chapter we try to determine the importance of the teacher's Feedback and to what extent his / her Feedback can overcome the writing difficulties.

CHAPTER TWO

Teacher written Feedback

Chapter two

Teacher written Feedback

Introduction

The two important participants of the learning process are the teacher and the learner. Mutual understanding and the cooperation of the two parties (teacher and student) can characterize the good learning atmosphere, in the classroom. Students must not feel that they are outsiders and just passive participants or spectators of the lessons conducted by the teacher. They should feel the importance of learning English, in other words the teacher must motivate them. Moreover, by providing feedback teachers may improve, assess, and help students to overcome their writing difficulties. In this chapter we present a general overview about feedback; its definition, major types, importance and forms.

2.1. Definition of Teacher Written Feedback

Many scholars have defined the concept of feedback. It can be explained as “a means of providing information and as a reinforcer for revision. It consists of comments and information about performance that someone has demonstrated” (Baghzou, 2014).

In general, there are three broad meanings of feedback that have been examined. Firstly, Kulhavy and Wager, (1993) in a motivational meaning, some feedback, such as praise, could be considered a motivator that increases a general behaviour (e.g writing or revision activities). Secondly Brown, (1932), Symonds and Chase, (1929) in a reinforcement meaning. Feedback may specifically reward or punish very particular prior behaviors (e.g a particular spelling error or particular approach to concluding paragraph). Thirdly, Thorndike,(1927), in informational meaning ,

feedback might consist of information used by a learner to change performance in a particular direction. Cited in Baghzon, (2014).

In addition, Webster (2001) defines feedback as “ a process in which the factors that produce a result are themselves modified, corrected, strengthened, etc. By that result” and a response, as one that sets such a process in motion” (p.520). Whereas this definition could fit a host of situations or systems, most educational researchers consider the term “feedback” in the context of instruction. In the purely instructional sense feedback can be said to describe any communication or procedure given to inform a learner of the accuracy of response, usually to an instructional question Carter, (1984); Cohen, (1985); Kulhavry, (1977); Sales, (1993). Furthermore, as a fundamental element of the process approach to writing, feedback can be defined as an input form of a reader to a writer with the effect of providing information to the writer for revision. In other words, it is comments, question, and suggestions a reader gives a writer to produce a reader based prose Flower,(1979) as opposed to writer based prose.

The term feedback has been also defined by many scholars according to their perspectives. For instance, the behaviorist theory focused on the behavior of the student i.e, Behaviorists focus on the visible behavior of students, which can be manipulated by means of stimuli such as praise and punishment Atkinson,&Hilgard, (1983); Skinner, (1968). Teachers guide students through the curriculum in small steps. Students are requested to reproduce what the teachers have told them. This indicates that feedback process behaviorism are straight forward and linear: feedback is given, and consequently, an outcome occurs (Figure: 01)

Cognitivism stresses human information processing Newell, Simon, (1972); Shuell, (1986). Teachers structure the curriculum and guide students through the curriculum as students actively process, decode, and use the curriculum. The students learn relationships between objects. This

indicates that feedback processes start with giving feedback, which is then processed by the learners, finalizing in outcomes (Figure.2).

Social cultural theory highlights human intentions and possibilities and how these can be developed Vygotsky, (1978).

Dialogue between teacher and students is fundamental to this learner theory. Discussing teacher's actions support students to proceed through zones of proximal development. This indicates that feedback processes start with learners at a certain stage.

Feedback is given to guide learners to the next stage (i.e. zone of proximal development), in which outcomes are achieved (Fig: 3).

Metacognitivism encourages students to learn Brown, (1987); Graner, (1987). Self-regulated learning Boekaerts, Pintrich, Zeidner, (2000) fits into this learning theory. Teachers guide learners in their (self-regulated) learning process, such, as planning and monitoring, and learners are responsible for their own learning. This indicates that the feedback process starts with learners at the beginning stage. Teachers give feedback and learners flow through to another stage. As the process is continuous, it also takes learners back to yet another beginning stage (Fig.4)

Social constructing focuses on how learners are actively engaged in constructing their knowledge Jonssen, (1991); Paris, Byrne, (1989; Vanderbilt Cognition and Technology Group, (1990). Prior knowledge is the starting point for learning.

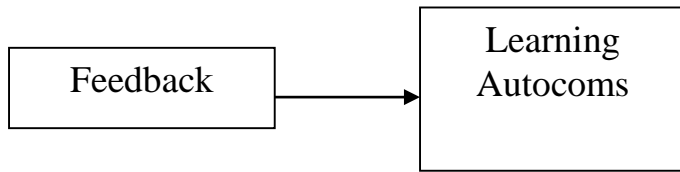


Fig.1.the feedback model for behaviorism

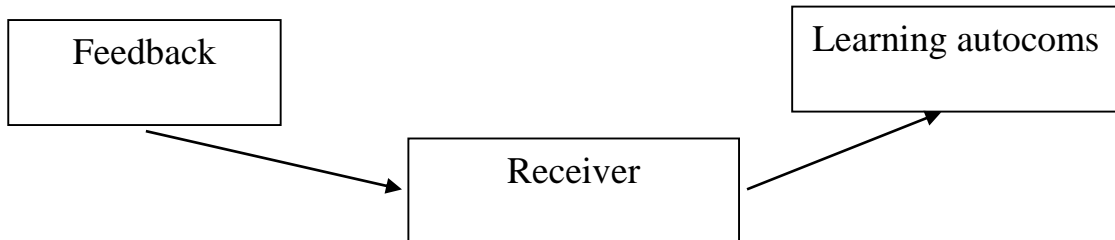


Fig.2. the feedback model for cognitivism

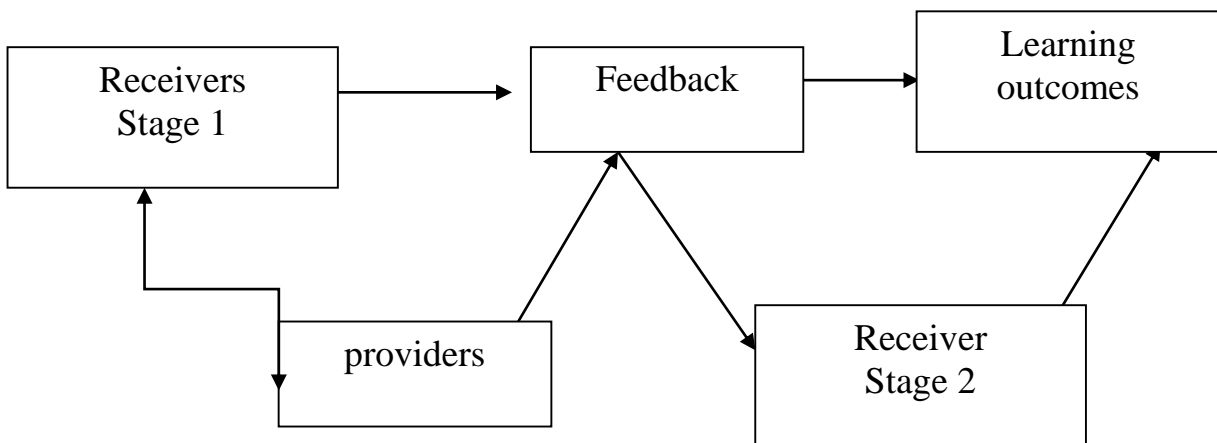


Fig.3. the feedback model for social cultural theory

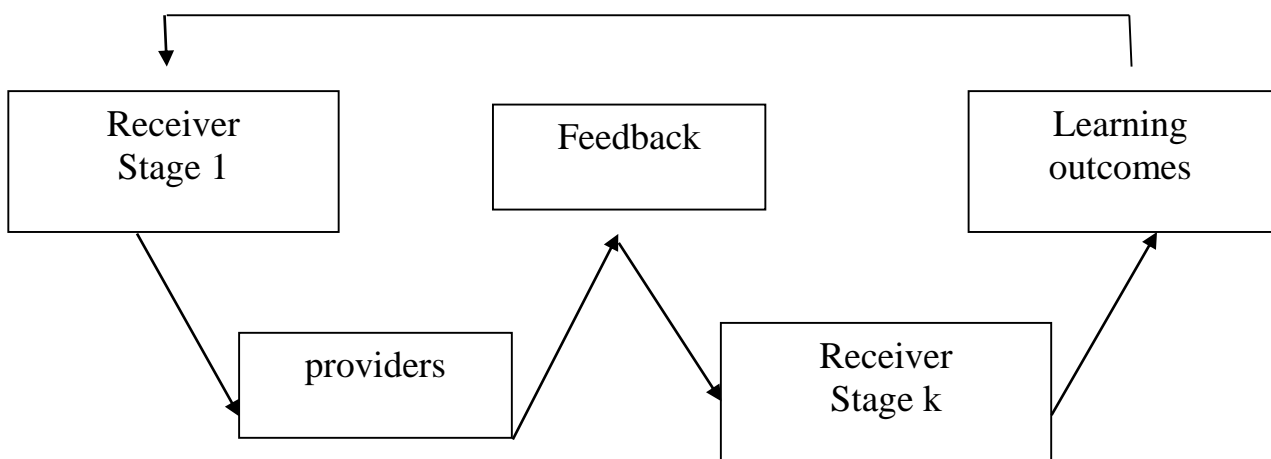


Fig.4.the feedback model for Meta cognitivism and social constructivism

2.2 The Roles of the Teacher in the Writing Process

When teacher give feedback on student's written performance, they are called on to play a number of different roles. Chris Tribble suggests that at one extreme they will be seen by students as the examiner. Almost all teachers will set class tests or mark practice papers for the public exams their students are taking. The students will justifiably expect some kind of an objective evaluation of their performance. This role contrasts strongly with the teacher's potential as the audience, responding to the ideas and perceptions that the students have written about. Between these two extremes the teacher may act as an assistant (Helping the students along). A resource (being available when students need information or guidance), an evaluator (saying how well things are going so on), or an editor (helping to select and rearrange pieces of writing for some kind of publication- wether in or beyond the classroom).

Students are often inclined to see the teacher as an examiner more than anything else. This is hardly surprising since it is generally teachers who mark tests and make decisions about final grades. It is therefore important to show that this is not the only role we can fulfill, especially when students are engaged in writing for writing activity.

2.3 Types of feedback

Feedback refers to the information that learners receive from their teacher about their performance which will help them take self-correction action and improve their achievement. learners receive feedback from several sources: themselves, the learning task; fellow students and the teacher. The purpose of giving feedback in the classroom is to improve learner performance, it provides constructive advice, and guidance to learners in their effort to raise their performance levels.

Harmer (1991) makes a distinction between two different kinds of feedback: content and form feedback whereas Keh (1990) distinguishes three type of feedback: teacher written feedback, teacher-student conference, peer feedback.

2.3.1 Teacher written feedback

The teacher written feedback to students writing has always been an important part of writing. It also plays an important role in guiding students to write, and ensuring the teaching effect. Feedback in writing refers to “the readers offer input to the author, which is intended to provide information for the author to modify his article” (Keh, 1990). This information includes form focused feedback and content organization-focused feedback, The former refers to offering feedback about the errors existing in grammar, vocabulary and writing pattern, so form-focused feedback is also called the error correcting feedback or grammar feedback form. Focused feedback is mainly reflected in the direct feedback and indirect. The direct feedback is that the teacher not only points out error but also directly offers correct answers, and indirect feedback implies that the teacher does not provide the correct answer but indicates errors or problems through other means, and let students correct by themselves. The content –feedback is to make a comment on the writing content, organization, cohesion and coherence.

Teacher written feedback is one of the main research topics in the field of foreign language writing teaching, and attracted much attention. There are many extensive researches about the teacher written feedback. Whether it should focus on the form of language or the ideological content, and which type of feedback has better effect and can improve students writing ability. Ash Well, (2000). Whether direct or indirect feedback is beneficial to improve the accuracy of students’ language is still under debate .Some researches show that indirect correction is helpful to the second language learners Ferris& Helt (2000); Ferris (2003).

Because indirect correction can urge students to focus on language form, mobilizes and guides them. However, some researchers argued that direct correction is better Sheen (2007); Bitchener (2008); Bitchener&Knoch (2008), because this kind of correction can help students correct their errors, especially for poor learners. Thus, teachers written feedback plays an important role in improving learners writing proficiency, correct learners errors that, motivate them, and provide them with positive attitudes towards writing.

2.3.2 Teacher-Student Conference:

Conferencing is also referred to as oral or face-to-face feedback. It is one way of responding to students' writings in which a conversation takes place, this conversation should be between the teacher and the students in order to discuss the written product. Hyland & Hyland (2006, p5) defined it as "an approach landed by L1 researchers as a dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching benefits", (cited in Louis, 2009). Hyland (2003) claimed that "conferencing not only opens the door for teacher-student interaction but it goes further to offer teachers insights into their students' needs and give these students opportunities to negotiate meanings and clarify ambiguities". In other words, both of them have to participate in the discussion. Similarly, O'Malley and Pierce (1996) stated that "students-teacher conferences are also an important form of feedback student receive on their writing".

There are several advantages of conferences between the students-writer and teacher-reader. One advantage is the interaction between the teacher and students. The teacher-reader is a "live" audience, and thus is able to ask for clarification, check the comprehensibility of oral comments made, help the writer sort through problems, and assist the students in decision-making. Thus, the teacher's role can be perceived as a participant in the writing process rather

than a grade-giver and, compared to writing comments, conferences also allow more accurate feedback to be given per minute.

2.3.3 Peer Feedback

Peer feedback is referred to by many names, for example, peer response, peer editing, peer criticizing, and peer evaluation each name connotes a particular slant to the feedback. The purpose of this kind of feedback is to enhance the writer draft and develop the reader understanding of good writing in one hand and, in the other hand, makes collaboration between students, as individuals who belong to the same society (Zitouni, 2015). According to Leki (1992: p169), peer evaluation provides a means whereby both students' drafts and their awareness of what leads to good writing develop".

Peer feedback is a chance for students to analyze their writing and plays the role of teacher through evaluation, making comments, providing advices, correcting mistakes, and suggesting new ideas to their classmates. There are several advantages of using peer feedback whatever form it may take. It is said to save teachers time on certain tasks, freeing them for more helpful instruction. Learners can gain a greater sense of audience with several readers (i.e, readers other than the teacher). Students learn more about writing through critically reading others' papers.

2.4 The importance of Written Feedback

Responding to students' work and correcting it can only become useful if the students can do something with this feedback. This may just be the encouragement they receive from

an enthusiastic teacher or from their peers-encouragement that spurs them on. But where suggestions have been made, we expect students to at least consider their work in the light of these suggestions-and may act on the advice which is given.

When teachers return corrected work to their students, they should ensure that the students do not immediately put it to one side, with only a cursory glance at the grade and some of the mistakes. Good correction methods include ensuring that the students understand what the mistakes are and how they can be corrected –if possible, there and then.

As teachers it is our task to make sure students derive as much benefit as possible from our and others' reactions to their writing. However, we need to bear in mind that not all students- indeed not all writers-are as good at editing as other. Not all students are good at avoiding their mistakes work for them. In the end it is , to an extent, up to them to decide how much they want to (or can) take from what we or their peers suggest.

2.5 Ways of Correcting Students' Work

Correcting students' writing is the stage at which the teacher indicates when something is not right. Teachers correct mistakes in the students' written performance on issues such as syntax (word order), concord (grammatical agreement between subjects and verbs), or word choice. In this context there are several ways of correcting students' writing: selective correction, using marking scales, using correction symbols, reformulation, referring students to a dictionary, remedial teaching, responding to work-in-progress, written comment post-take statements, taped comments, electronic comments. (Harmer 2002; 114-115)

2.5.1 Selective Correction

A way of avoiding the proliferation of red ink all over a students' work is through selective correction. In other words, we do not have to correct everything. We could correct only verb tenses or only punctuation, or focus instead exclusively on word order. We might only correct paragraph organization or the use of appropriate levels of formality. We might only correct two of the paragraphs in a composition, or only high lights mistakes in the layout of a letter. If the teacher is going to employ a selective approach, students need to know about it. A way making selective correction really effective is to discuss with students what the teacher should be looking out for. If they are part of decision-making process, they are likely to approach the task with more commitment and enthusiasm than usual, and they will pay a great deal of attention of the area earmarked for the teacher's correction. (Ibid)

2.5.2 Using Marking Scales

Many teachers use a range of different scales when correcting written work and written tests. This means that though students may fall down on, say, grammar, they can still perhaps do well in the way they answer a task or in their use of vocabulary.

Teachers may want to give marks out of 10 for each category they have chosen for students (e.g. grammar, vocabulary, coherence, or cohesion). Together with indication of mistakes (where they occur), such marking scales will help students to focus on the particular areas they need to work at. (Ibid)

2.5.3 Using Correction Symbols

Many teachers use correction symbols. These also have the advantage of encouraging students to think about what the mistakes are, so that they can correct themselves. Many course books include correction symbols in their writing training too.

There is no set of symbols. Different teachers and course books have their own ways of expressing different concepts. However, the following symbols are frequently used:

Symbol	Meaning	Example error
S	A spelling error	The answer is obvious
WO	A mistake in word order	I like very much it
G	A grammar mistake	I am going to buy some furniture's
T	Wrong verb tense	I have seen him yesterday
C	Concord mistake (e.g. subject and verbs agreement)	People is angry
λ	Something has been left out	He told λ that the was sorry
WW	Wrong WORD	I am interested on jazz music
{ }	Something is not necessary	He was not {too} strong enou
? M	The meaning is unclear	That is very excited photograph
P	A punctuation mistake	Do you like London.
FLL	Too formal or informal	Hi Mr Frankin, Thank you for your letter...

Table.2: Using Codes in Correcting Writing (Harmer, 2004:50)

The teacher writes the symbol above or next to the place in the student's writing where the problem occurs. The students, knowing what it means, make the necessary adjustment to his/her writing. In order for students to benefit from the symbols such as these, they need to be trained in their use.

2.5.4 Reformulation

Reformulation is a way of showing students how they could write something more correctly. Instead of asking them to find the mistake and correct it, the teacher shows how he or she would rewrite the incorrect sentence. The students then learn by comparing correct and incorrect versions. Reformulation is extremely useful during drafting and redrafting.

2.5.5 Referring Students to a Dictionary or a Grammar Book

Sometimes teachers indicate that a mistake has been made and then tell students to go and look the problem up in a dictionary or a grammar book. If for example, the student writes I am not rested about sailing, the teacher can say “have a look at interested in your dictionary”. The advantage of referring students to books in this way is that it encourages them to look at the information with a purpose in mind. They will learn as they correct.

2.5.6 Ask Me

Sometimes it is difficult to explain a mistake on paper, or it is impossible to understand exactly what the student wanted to write. In such cases teachers can ask students to talk to them so that they can sort out the problem face –to face.

2.5.7 Remedial Teaching

When teachers read students’ work and they come across mistakes, which many people in the same class make, remedial teaching will then be necessary. In such cases, correction can be effected by showing the whole class sentences produced by the students that exemplify the

mistake and asking them to help to put them right. It is a good idea for the example mistakes to be anonymous so that no individual student feels held up to ridicule.

2.5.8 Responding to Work-in-Progress

When students are involved in a writing task in class- especially where this is part of a process sequence-teachers will often “visit students and talk to them about what they are writing. We may ask what a certain sentence means, or wonder why they have started a composition in a particular way.

2.5.9 Responding by Written Comment

Sometimes our response is delivered in written form when students hand us a draft of what they are working on. In such circumstances, it is always a good idea to write down what we think is good in students’ work. No one appreciates empty compliments, but encouragement is extremely important.

2.5.10 Post Task Statements

At the end of a writing sequence, however long or short, teachers usually end up giving final comments. While working at a Japanese university James Muncie wondered how to make this feedback situation useful in the development of his students’ writing ability, instead of being only a final evaluation. His solution is to have students write “future” statements based on the teachers’ feedback and the process, which the drafting has gone through. At the end each assignment, therefore, they write about “how I can improve in future writing assignments, thus taking the experience forward into forth coming writing tasks and activities.

2.5.11 Taped Comments

If teachers cannot give face-to-face feedback they might well consider taping their comments about a piece of student writing on tapes provided by the student. This has the advantage (for some) of allowing them to be more expansive than written responses sometimes are. Students may well enjoy getting reactions in this form, since it is immediate than written comments at the end of a paper.

2.5.12 Electronic Comments

A lot of feedback can now be given electronically either via e-mail or through text editing programmes. For the growing number of students who have access to computers and do their writing via keyboard, feedback of this kind is extremely useful.

Emailing comments to students is an ideal way of responding to their work as it goes through various drafts. Since as students work at their computers they can incorporate the comments that their tutor is making, or reply to questions that are being asked. However, teachers need to lay down guidelines here, since, without them, there is the danger that students will e-mail them every time they have a new idea, and their lives could be completely taken over by such e-mail traffic. Text editing packages, such as the “Track changes tool that comes with Microsoft’s word application, allow teachers or other responders to make amendments and corrections, and also leave. Notes and questions on a word-processed document, which the students can react to at the sometime as they edit that document on the screen. Once “Track changes” is engaged, students can either accept or reject the amendments that the teachers or fellow student has suggested. A problem with this approach is that it can easily lead to the kind of over marking. However, electronic comment and correction of this type differs from hand

written marking in one significant way. Namely that it can be acted on instantly without the students having to find a fresh sheet of paper, rub things out, or make clean copies, etc. A click of the mouse accepts or rejects the changes. Typing is immediately “clean”, and a piece of correct writing can emerge within a very short space of time. (Harmer 2002: 114-115).

Conclusion

In short, from different perspectives feedback has a crucial role in the writing process. It is very beneficial for both parties (teachers and learners) because of its different kinds. Moreover, providing students with effective feedback may not only help them to correct their errors, but it can also be used as a device to reinforce learning.

CHAPTER THREE

Data Analysis and Interpretation

Chapter three

Data Analysis and Interpretation

Introduction

After the completion of the theoretical part that includes two chapter completed. The research moves into the second part, which is the practical part. It includes giving two questionnaires for both teachers and students in order to collect different data about the role of teachers' feedback on enhancing students writing competence, and make relevant analysis and interpretation fall answers given by teachers and student.

1. Students Questionnaire

This questionnaire is designed to be answered by third years students at the Department for Foreign Languages, branch of English in order to perceive their opinions and responses towards their teachers feedback.

1.1 Description of Students Questionnaire

This questionnaire is composed of two sections: each section contains different questions. It is submitted to forty students of English at Mohamed Khider university of Biskra.

- **Section1:** general information about the writing skill. This section aims to identify the students about the writing skill.

- **Section 2:** concerns with the improvement of writing skill through teachers feedback, this section contains an identification of student' views and opinions towards their teachers' feedback.

1.2 Result Analyses of Students Questionnaire

Section 1: Writing skill.

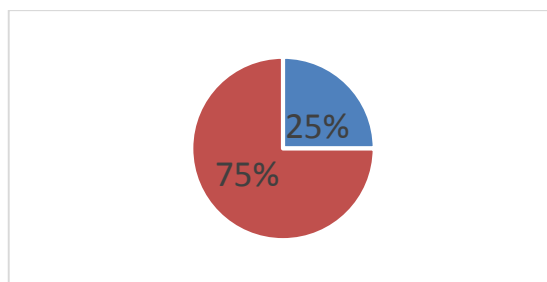
Question 1: Are you interested in Written Expression Course?

A. yes

B. no

Options	Number	Percentage
a	30	75%
b	10	25%
total	40	100%

Table.3: Student Views about “Written Expression Course”



Pie chart. 1: Students views about Written expression course.

The results of the table and Pie chart above show that (75%) of students consider that written expression course is interesting for them and around (25%) of them see it an uninteresting course.

Question 1: In case of “yes” because it is:

a_ Means of communication.

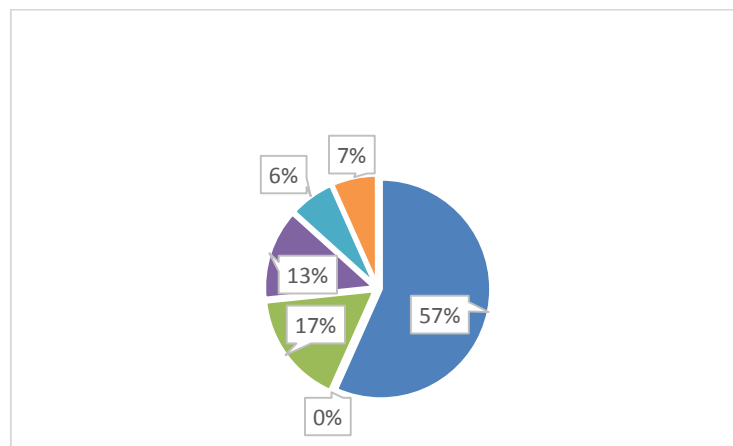
b_ A way for entertaining.

c- A tool to get marks.

d_ A helpful skill to express your ideas .

options	a	b	c	d	a +b	c +d
participants	4	0	2	17	6	2
percentage	13,33%	0%	6,66%	56,66	16,66	6,66

Table.4 The Meaning of Writing to Students.



Pie chart.2 The Meaning of Writing Skill to Students.

The present table and Pie chart show that writing is a helpful skill to express your ideas, which took the biggest part of the student choice with a highest percentage (57%). Then the next option (writing is a means of communication and it is a helpful skill to express ideas) which took a considerable part of student views which look at writing as a tool for communication and a helpful skill to express their ideas by percentage (17%). Also, The third one which considers writing as a means of communication is also took a considerable part by percentage (13.33%). Then the next option (writing is a tool to get mark and those students who considered writing as a tool to get marks and helpful skill to express ideas) took a very little part of students choice by percentage (7%). All the previous responses mean that students look at writing skill as a helpful skill to express their ideas and a means of communication.

Question.2 How do you find the course of written expression?

a_ Very interesting .

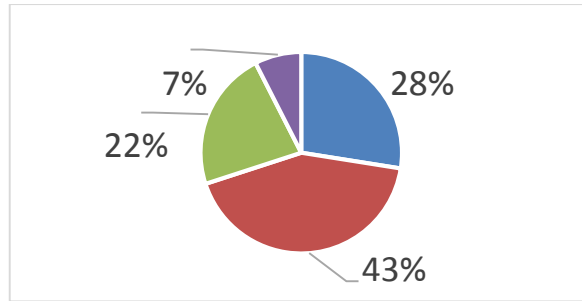
b_ Interesting.

c_ Not really special.

d_ Not interesting.

Option	A	b	c	d
Participants	15	17	9	3
percentage	27,5 %	42,2 %	22,5 %	7,5 %

Table.5 Students' Attitudes about "Written Expression Course"



Pie chart.3 Students' Attitudes about "Written Expression Course"

The result, shown in the previous table and Pie chart, show that (28%) of students consider that written expression course is very interesting, Around (42,2%) of them see it an interesting course, .However, the other students see that it is not really interesting by percentage (25%). Whereas the smallest part of them think that most of student consider that, it is not interesting by percentage (8%). This means that most of students consider that (WE) course is very interesting for them in order to have a good level en English language.

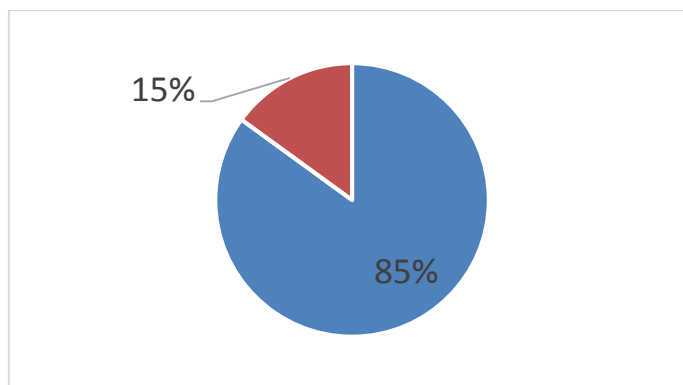
Qestion.3 Do you think that written expression session help you to improve your writing proficiency?

a_ yes

b_ no

Option	A	B
Participants	34	6
Percentage	85%	15%

Table.6 Students' Views about how written expression session help them to enhance their writing proficiency.



Pie chart.4 Students’ views about how written expression session help them to enhance their writing proficiency.

The result of the table above show that most of the students (85%) believe that the written expression session help them to enhance their writing proficiency and only (15%) of them said that the written expression session is not sufficient to enhance their writing proficiency. This implies that the written expression session very important to improve students writing proficiency.

Explanation:

Students, who answered “yes”, think that written expression sessions give them the knowledge about how to write and more precisely the session provide them with the knowledge about the structure of their writing. Students, who answered “no”, believe that the written expression session not sufficient and in last years, it is based on only theory and they said that their proficiency concerns with their efforts in the classroom.

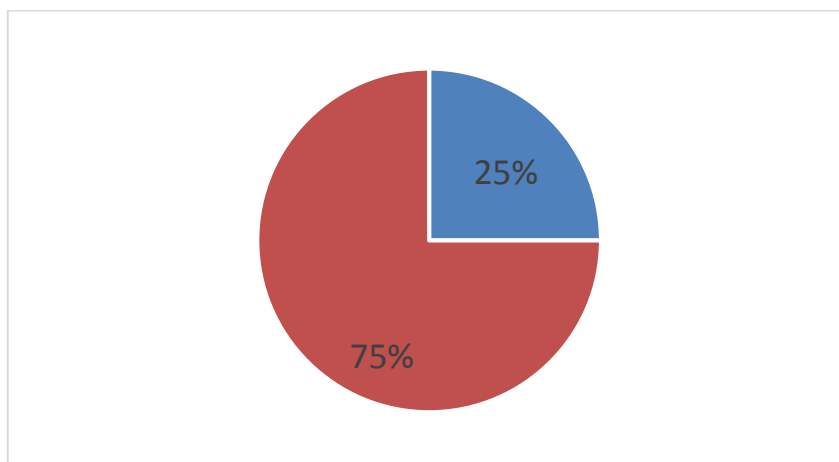
Question. 5 Do you think that the time allocated to written expression is enough to improve your writing skill?

a_ yes

b_ no

Option	a	b
Participants	10	30
Percentage	25%	75%

Table.7. The time allocated to written expression to improve writing skill.



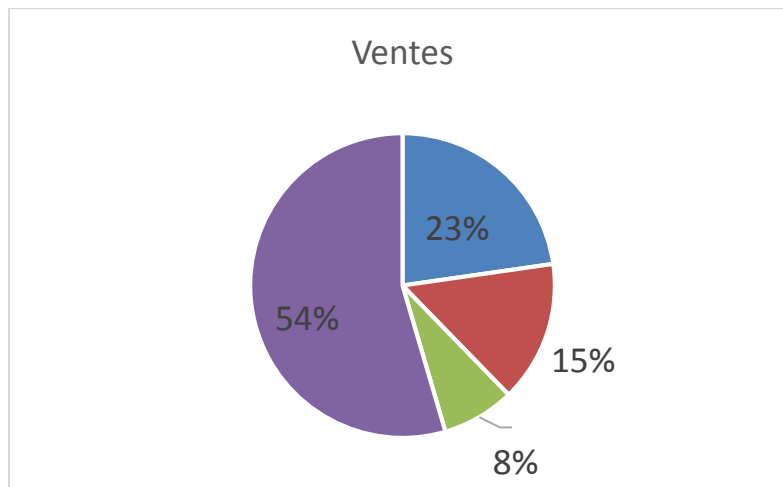
Pie chart.5 The time allocated to written expression to improve writing skill.

From the table and Pie chart above we notice that the biggest part of student think that the time allocated to written expression is not enough to improve their writing proficiency by percentage (75%). Whereas, the percentage of students who think that the time allocated is enough to improve their writing took a little part by percentage (25%). This can indicate that for many students two sessions per week are not enough.

Question 6: How often does your teacher encourage you to write in and out the class?

option	A	b	c	D
participants	13	20	07	0
percentage	32,5%	50%	17,5%	0%

Table.8. Teacher encouragement to write in and out of the classroom



Pie chart.6 Teachers' encouragement to write in and out of the classroom.

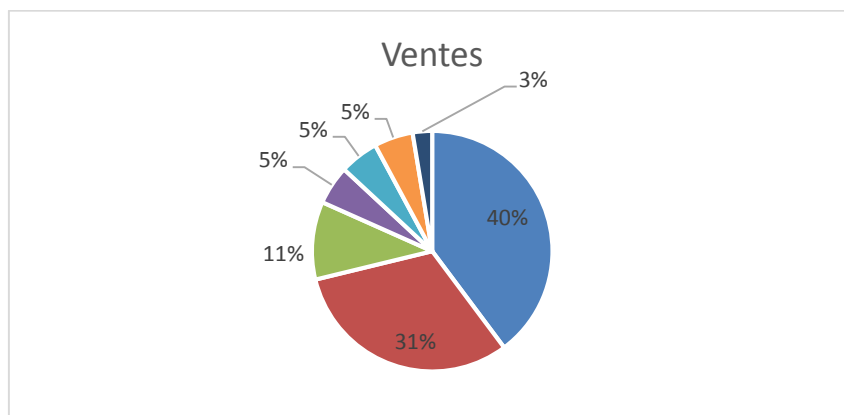
The result of our research shows that student are sometimes encouraged by their teacher to write in out of the classroom, this represents (50%) of the whole sample may because the teachers do not like to stress on their students; for that, from time to time he/she encourages them. While (33%) of them are always encouraged to write; this means that these teachers like writing. However; (18%) of the students are encouraged to write because the teacher may be

follow only the syllabus. Others are never encouraged to write, and are represented by (0%): I totally disagree because there is no teacher who does not encourage his/her students at all.

Question.7. In which skill do you have more difficulties?

option	a	B	c	d	b +d	c +d	a+ d	a +b
participants	4	12	2	15	2	2	1	2
percentage	10%	30%	5%	37,5	5%	5%	2,5%	5%

Table.9. Students' Difficulties in Different Skill.



Pie chart.7 Students' Difficulties in Different Skill

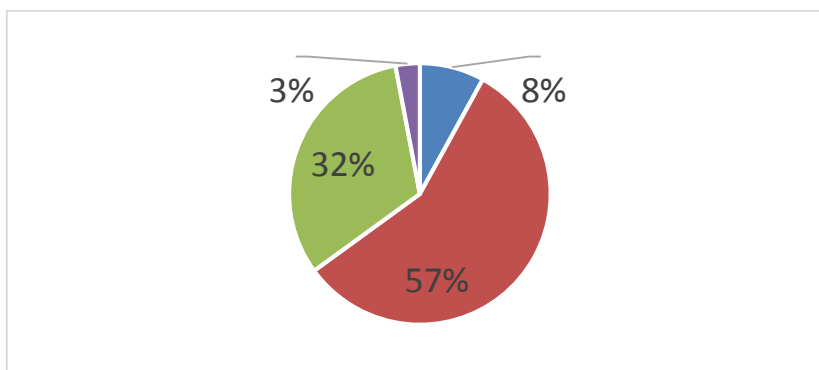
The finding illustrates that students have experienced more difficulties in writing skill. This represents (38%) of the whole sample, this occurs maybe due to lack of vocabulary and ideas. While (30%) of them have had trouble in speaking, the incorrect pronunciation of words is due to the lack of self-confidence; this obstacles make students feel shy to speak in L2/FL. However, (10%) of them have experienced difficulties in listening especially when they listen to native

speakers, songs ...etc.; these difficulties is a result of the lack of non-native language and culture. Moreover, (5%) of them have experienced difficulties in reading because the lack of daily reading

Question .8.How do you consider your level in writing ?

option	A	b	c	d
participants	3	29	13	1
percentage	8%	57%	32%	3%

Table .10. Students' Level in Writing.



Pie chart.8 Students' Level in Writing.

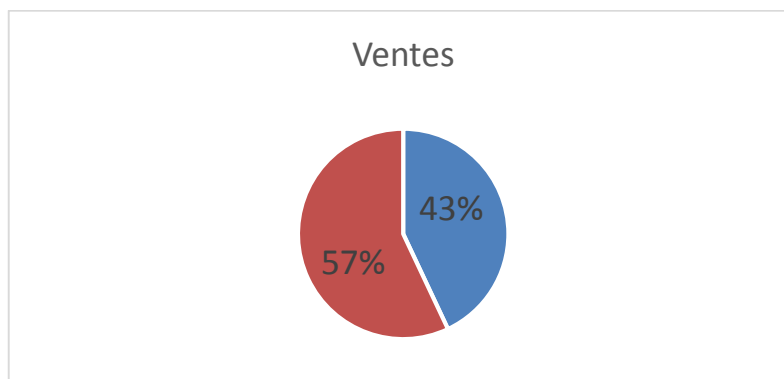
57% students considered their writing ability is average. Those may be discover their writing is average maybe they compare their writing with others. However, (32) of them opted for their consideration of writing ability to be “good”. They think that their level is good, because they evaluate their writing just from one angle. On the other hand ,(8%) of them opted for “weak”, those students have chosen this level because they face difficulties in the second language,

whereas (3%) of them considered their writing at “very good”, those students may be have a good style good ideas, and good language,...etc.

Questions. 9. Which form of writing you prefer?

Option	A	b
Participants	17	23
Percentage	43%	57%

Table .11. Students’ Preferable Writing.



Pie chart.9 Students’ Preferable Writing.

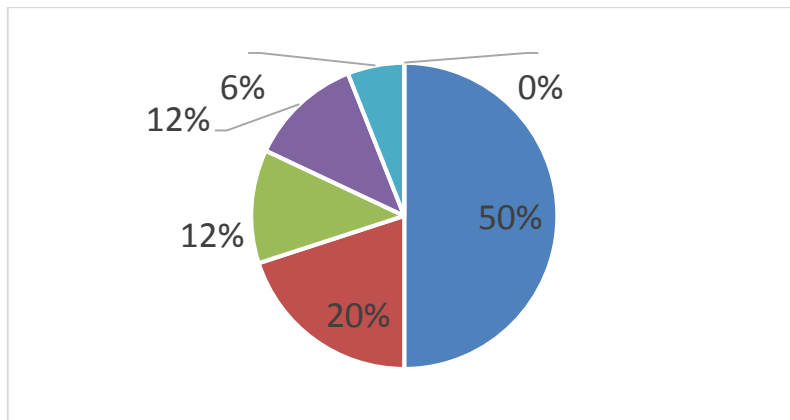
More than half of the students (57%) prefer writing essays because they feel at ease when they write such kind of writing .On the other hand, (43%) of the students prefer writing paragraphs.

Explanation:

Students, who prefer writing essays, believe that essays provide them with range of information that help them to express their ideas logically and objectively. Whereas students who prefer write paragraphs because they think that shorter paragraph, easy and no need to deep thinking.

Question .10. Which one of the following difficulties you face during writing?

Option	a	B	c	d	e	f
participants	20	8	5	5	2	0
percentage	50%	20%	12 %	12%	6%	0%

Table.12. The Type of the Difficulty.**Pie chart .10 The Type of the Difficulty.**

From the table and Pie chart above we notice that the biggest part of student face difficulties in grammar by percentage (50%) whereas, it is equal for vocabulary and spelling by percentage

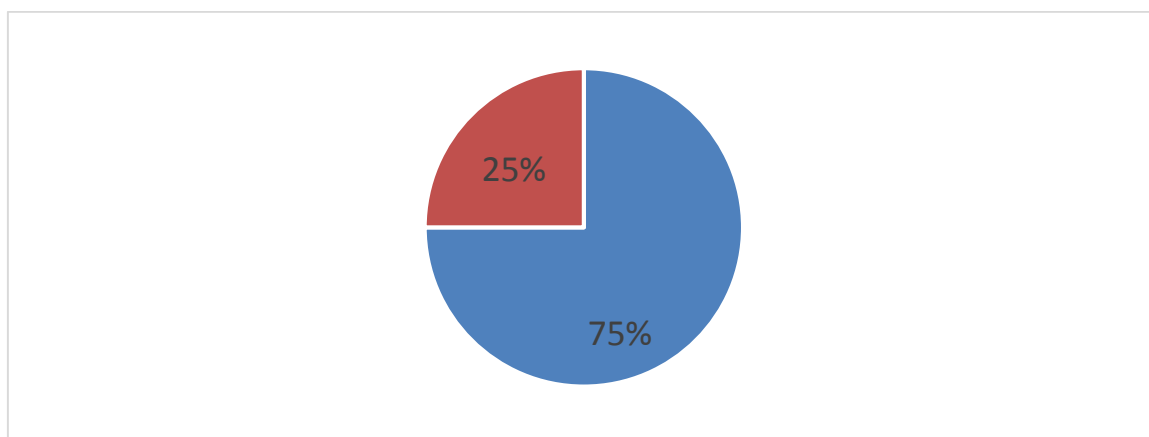
(12%). However, the percentage of ideas took a little part from the answers of students by percentage (6%) and language interference (0%). This can indicate that the first difficulty that face students is grammar and it seems as a hard aspect because of its different expectation and verbs.

Section two: The role of teachers' feedback on enhancing students' writing competence.

Question 1: Does your teachers of written expression correct your errors?

Option	yes	no
Participants	30	10
Percentage	75%	25%

Table .13 Teacher's Correction of Students' Errors.



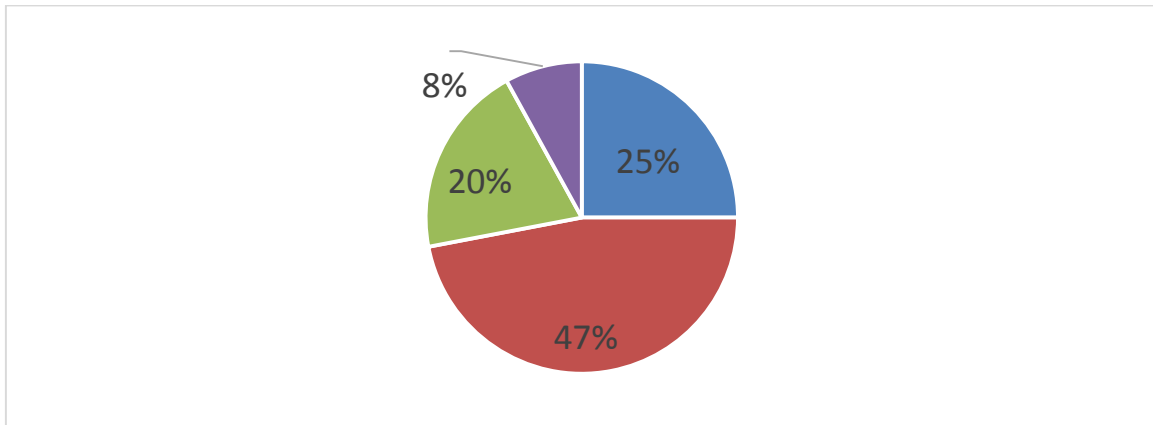
Pie chart .11 Teacher's Correction of Students' Errors

The present table and Pie chart show that most of students (75%) receive correction from their teachers, while (25%) of them said that their teachers do not correct their errors. Their responses mean that teachers correct their errors but not all of students because there are some students who still have no correction to their errors by the teachers.

Question 2: In case of “yes”

Option	A	b	c	d
Participants	10	19	8	3
percentage	25%	47%	20%	8%

Table.14. Teachers’ Correction of Students’ Errors.



Pie chart.12 Teachers’ Correction of Students’ Errors.

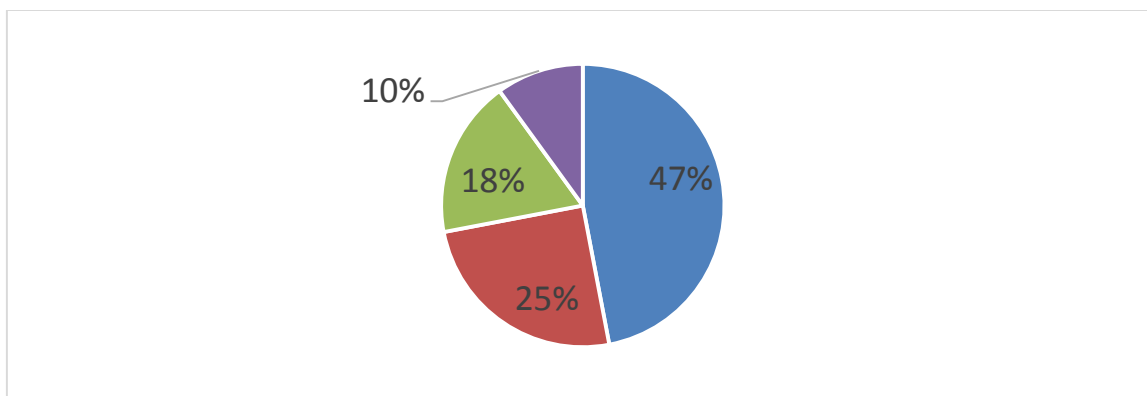
From the result of the table and Pie chart above the majority of students, choose the option (b) which meaning correction of some errors by percentage (47%). While, other students think that teachers correct all errors by percentage (25%). However, some students in less percentage

(20%) see that teachers correct most of their errors. In addition, few students choose the option (d) which related to the communicating ideas by percentage (8%). The numbers above show that the big part of students do not receive a full correction of their errors. This may refer to the teachers responsibility inside the classroom or other factors that face teachers when correction take place such as time limitation or the big number of students .

Question.3 Which aspect do they give importance to?

option	A	b	c	d
participants	19	10	7	4
percentage	47 %	25%	18%	10%

Table.15 The important Aspect of Correction.



Pie chart.13 The important Aspect of Correction.

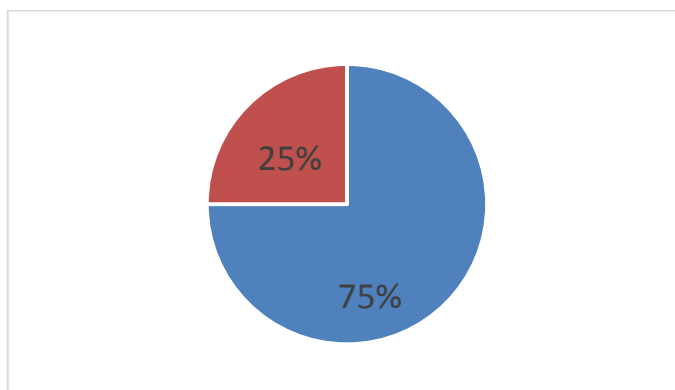
Question.4. When your teacher of written expression correct your writing s/he uses.

a_ A red pen.

b_ A pencil.

Option	a	B
Participants	30	10
Percentage	75%	25%

Table. 16 The tool used when correction takes place.



Pie chart.14 The tool used when correction takes place.

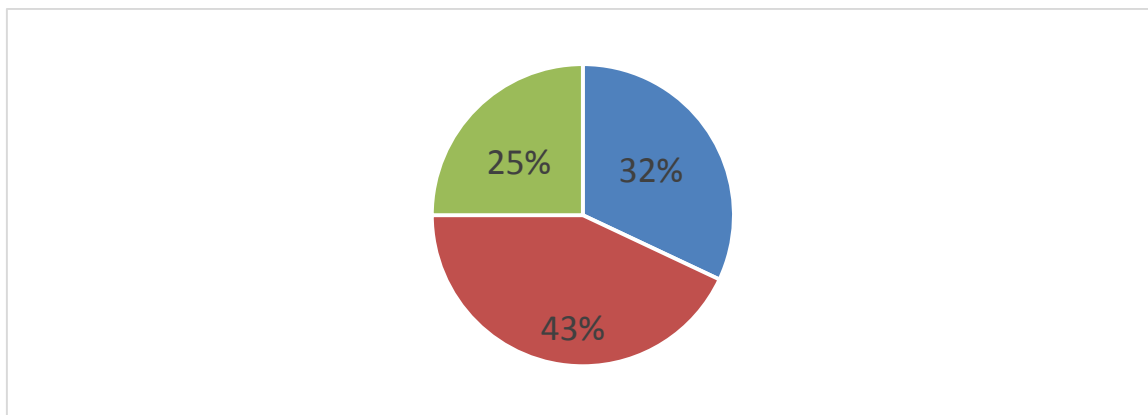
The result show that most of student by percentage (75%) receive correction by teachers using red pen while around (25%) of them receive correction by teachers using pencil .In this situation we notice that most of teachers use red pen to correct their students' writings . because they think that red pen attracts students attention more than pencil:

Question.5. How does your teacher of W E correct your errors ?

Option	A	b	C

Participant	13	17	14
Percentage	32%	3%	25%

Table.17. The way of teacher when correcting students' writings.



Pie chart.15 The way of teacher when correcting students' writings.

The present table and Pie chart show that (43%) of the whole students choose the option (b) which said that the teacher shows where the error is and shows you how to correct it and (32%) of them choose the first option which shows that teachers rewrite the word, the phrase or the sentence. (25%) of them choose the option (c) which indicates where the error is. In fact, each teacher has his own correction; it depends on the teachers' strategies of correction and time.

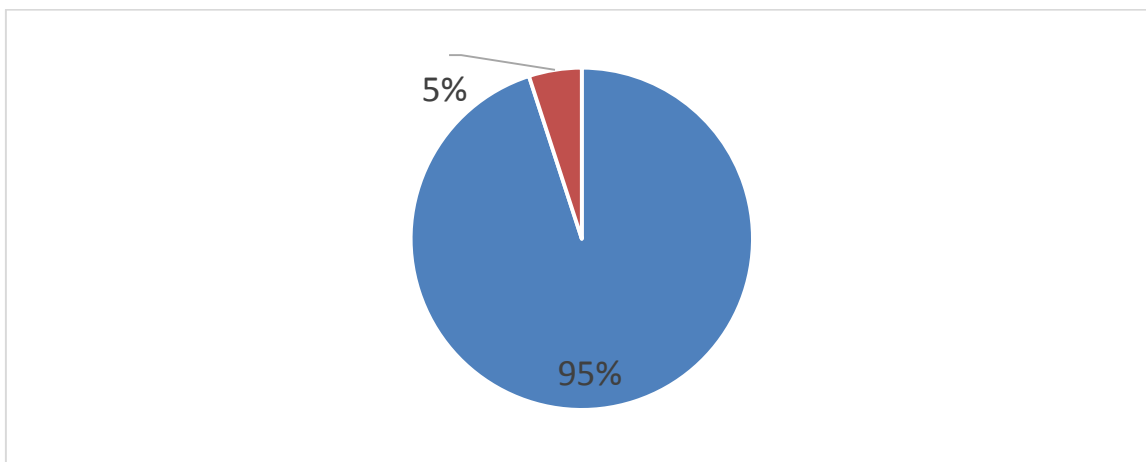
Question. 6. Do you believe that teachers that teacher's feedback can constitute to enhance your writing?

a_ Yes

b_ No

Despond	a	B
Participants	38	2
Percentage	95%	5%

Table .18. The importance of teacher's feedback to enhance writing.



Pie chart.16 The importance of teacher's feedback to enhance writing

The results of the table and Pie chart above show that the biggest part of students agree that teacher's corrective feedback is effective to enhance writing by percentage (95%) ; whereas the other part of them disagree that feedback is important to enhance writing by percentage (5%). This means that teachers' corrective feedback is beneficial for students to enhance their writing skill, while others think that it is not effective and this is according to many factors that push them to reject directions from teachers.

2_ Questionnaire for teachers:

In order to realize the significance of the writing skill , and whether corrective feedback is given to students when writing takes place , this study tends to use a questionnaire for English

teachers pay attention to writing skill or not, and if they provide their students with corrective feedback or they do not follow these option in the classroom.

2.1 Description of teacher's questionnaire.

This questionnaire is composed of three section, and it is submitted to six teachers, which includes both open ended and close-ended questions.

Section one: general information (Q1-Q5) it gives information about the teachers, degrees and their experiences in teaching written expression.

Section two: Writing skill (Q6-Q9) it aimed to seek information about the teachers' views about writing, approaches and the different aspects that students have problems with.

Section three: The impact of teachers' feedback on students' writing level.

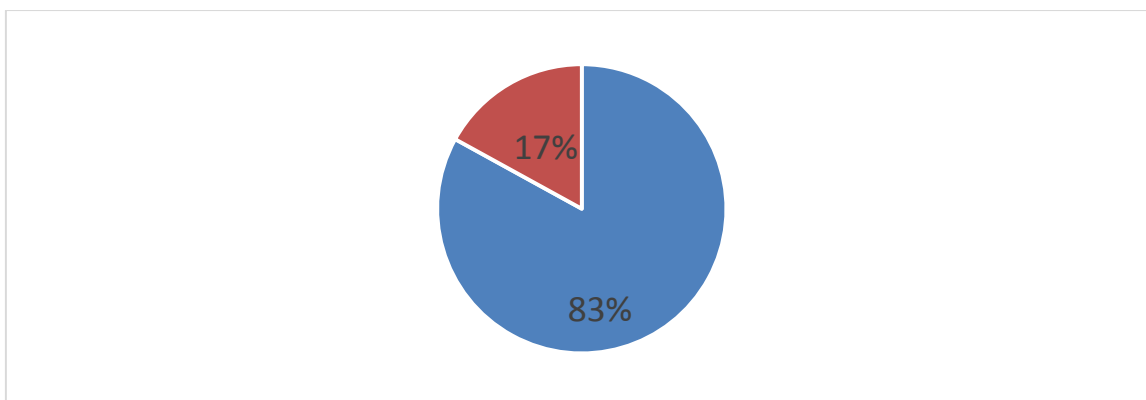
2.2 Result analysis of teachers' questionnaire:

Section one: general information.

Question. 1. Degree held.

Degree help	Participants	Percentage
License	0	0%
Magister	1	17%
Doctorate	5	83%
Total	6	100%

Table.19 Teacher's Degree Held.



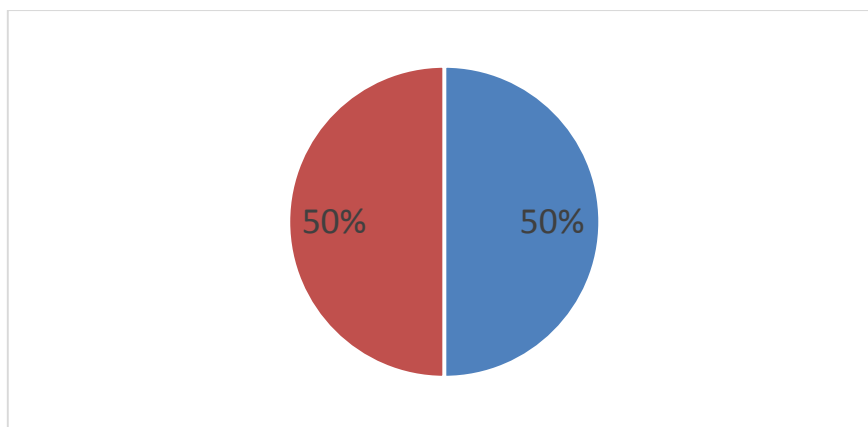
Pie chart.17 Teacher's Degree Held.

As it is show in the table 19 (83%) of the questioned teachers help Doctorate degree, their experience in teaching is from ten to forty years, their experience is long in teaching writing more than ten years and (17%) of them help Magister degree .

Question 2: Work experience.

Years of teaching	Numbers	Percentage
10 to 12	3	50%
More than 12 years	3	50%

Table.20 Work Experience.



Pie chart.18 Work Experience.

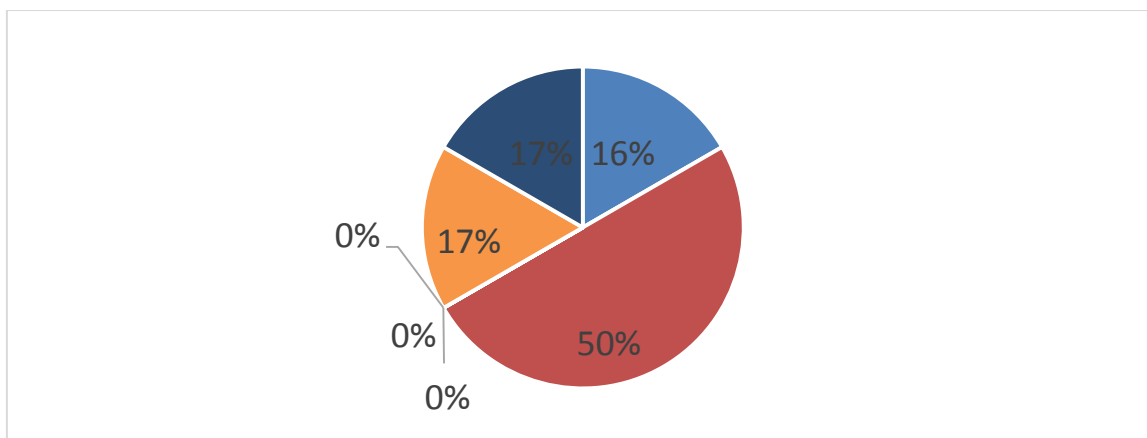
More than a half of the surveyed teachers (50%) have been teaching written expression for more than 12 years, (50%) of them have been teaching writing for ten to twelve years.

Section two: The writing skill:

Question 03: What type of approach do you follow in teaching the writing skill?

Option	a	B	c	d	e	f	all of them
participants	1	3	0	0	0	1	1
Percentage	16,66%	50%	0%	0%	%	16,66%	16,60%

Table.21 Types of Approaches.



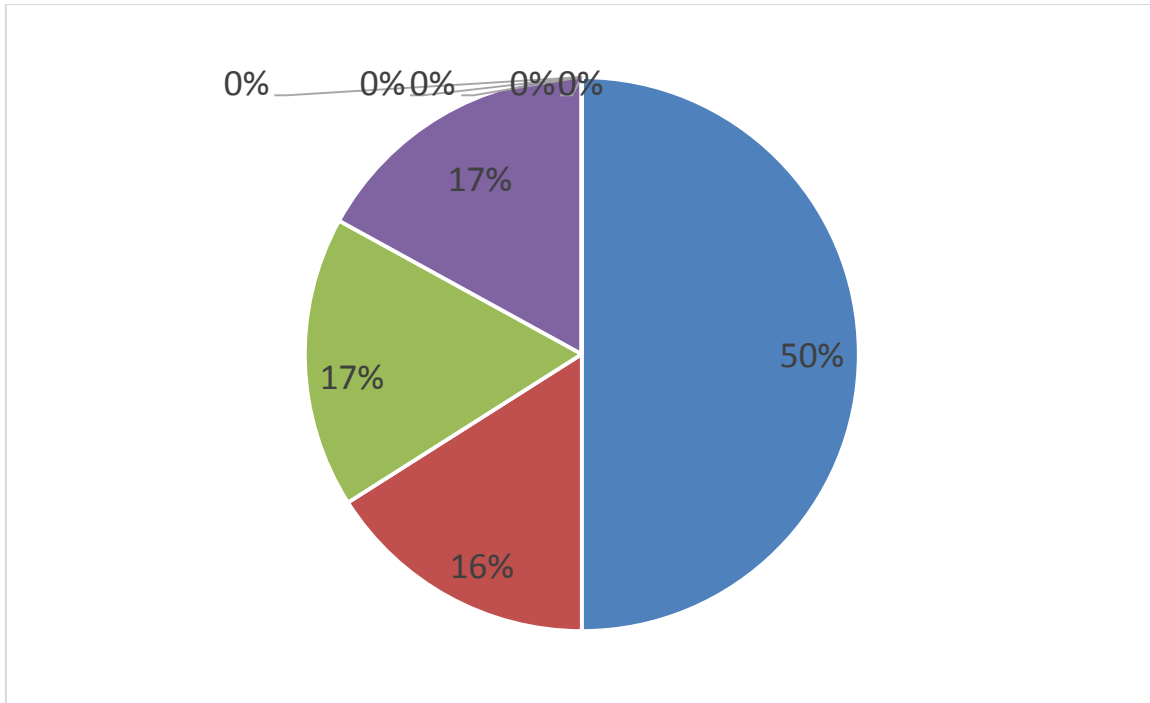
Pie chart.19 Types of Approaches.

The table and Pie chart above indicate that most of teachers (50%) use the process approach in teaching the writing skill. However; it is equal for them in the two approach of product and paragraph-pattern approach with the same percentage (17%) .Also there is one teacher who follow all of the approaches.

Question 4: What are the most common writing problems you notice in your students writing?

Option	a	b	c	d	e	All of them	a +e	c +d	a +d
Participants	0	0	0	0	0	3	1	1	1
Percentage	0%	0%	0%	0%	0%	50%	16,66%	16,66%	16,66%

Table.22: Teacher views about the most common writing problems.



Pie chart.20 Teacher views about the most common writing problems.

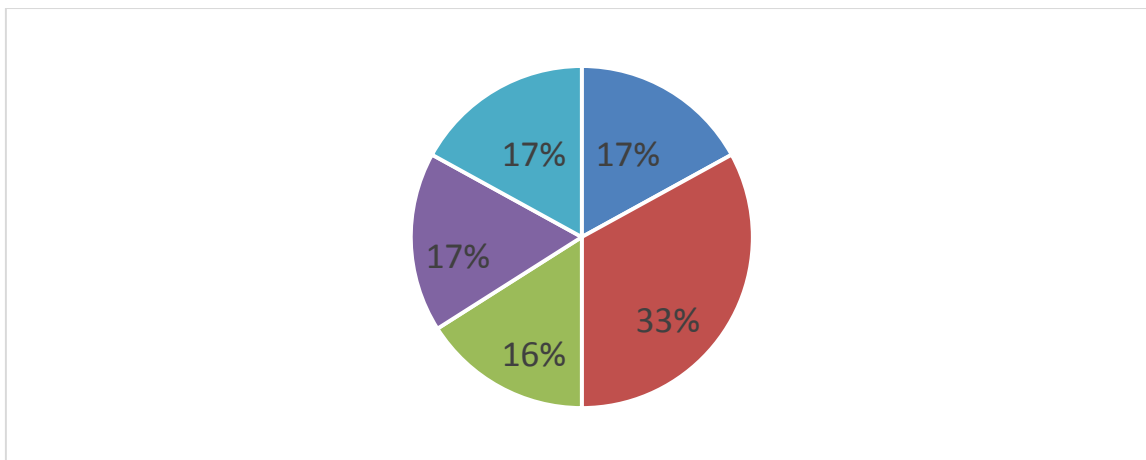
As it is shown in the table above, More than half claimed that students have problems in all aspects previously mentioned (a +b + c + d +e) (16,66%) said that their students have problems in grammar , poor organization of ideas. Lack of ideas This implies that most of students have problems with all these aspects because of many reasons such as: Lack of practice, lack of reading ,...etc.

Question.5. To which of the following aspects do you attach great importance in your writing instructions?

Option	a	B	c	d	a +b/c +d	a +b
Participants	1	0	2	0	1	1

Percentage	16,66%	0%	33,33%	0%	16,66%	16,66
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Table.23 The aspect that attach great importance in teaching writing.



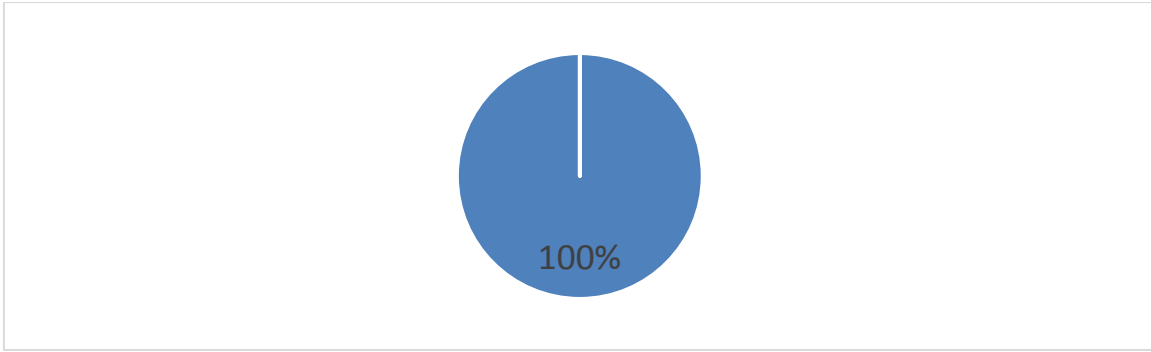
Pie chart.21 The aspect that attach great importance in teaching writing.

The finding reveals that (33%) think that content is more important, in their writing instructions, (17%) claimed that grammar tasks are more important in teaching writing. However, just one teacher who claimed the all aspect are important (a+ b +c+ d).

Question. 6. During the session, do you walk around help you students?

Option	a	B
Participants	6	0
Percentage	100%	0

Table.24 teachers' attitudes towards helping students while writing.



Pie chart.22 The aspect that attach great importance in teaching writing.

All the teachers claimed they walked around, and help their students. While, they write. None of them said that they walked around while students write. This refers to the fact that students at this level are in need to the help of their teachers in terms of giving clarification and explanation.

Explanation

The majority of teachers claimed that helping students while writing is beneficial because they think that walking around students while writing helps students to make a considerable progress, motivating them and pushes students to work.

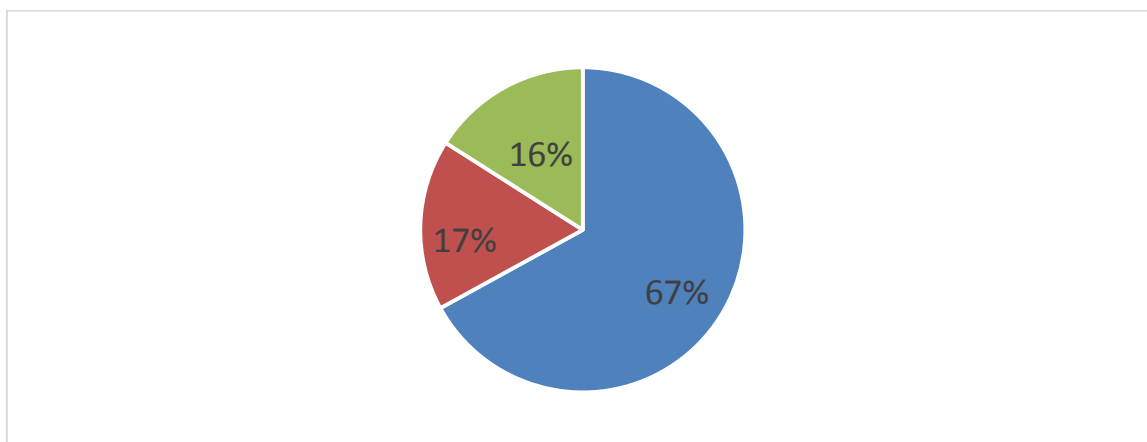
Section three: Feedback

Question 7: As experienced teacher, what type (s) of feedback do you think is more effective in improving students' writing?

Option	Teacher written feedback	Teacher_student conference	Pair feedback
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Participants	4	1	1
Percentage	66,33%	16,33	16,33

Table.25 The Forms of Feedback used by Teachers.



Pie chart.23 The Forms of Feedback used by Teachers.

The majority of the surveyed teacher (66,33%) claimed that their feedback takes the form of written comment . Only (16,33%) of them said that they rely on pair feedback. As far as conference is concerned, teachers do not take it as their main form of feedback.

Question. 11. While providing your student with writing feedback , do you focus on the form or the content? Justify.

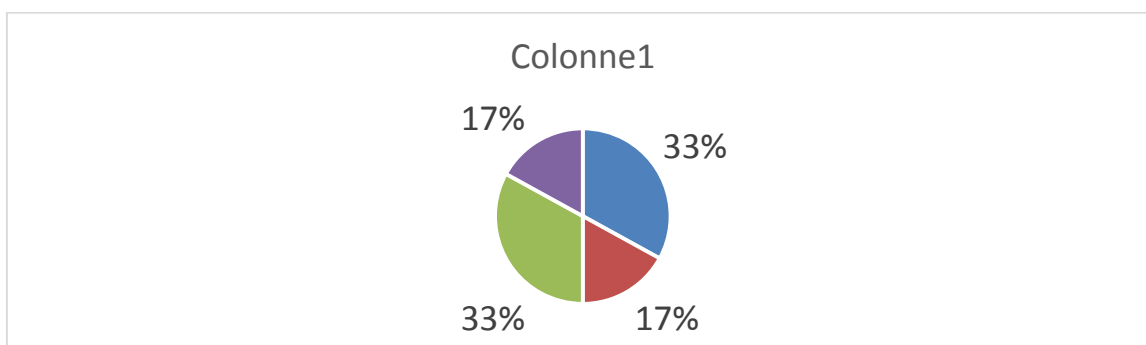
Justification:

The majority of teachers claimed that both of them are important in producing a good piece of writing.

Question. 8 How do you usually comment errors you spot in your students' writing?

Option	A	b	c	a+ b+ c
Participants	2	1	2	1
Percentage	33,33%	16,66	33,33%	16,66%

Table. 26 Teachers' Reaction towards Students' Errors

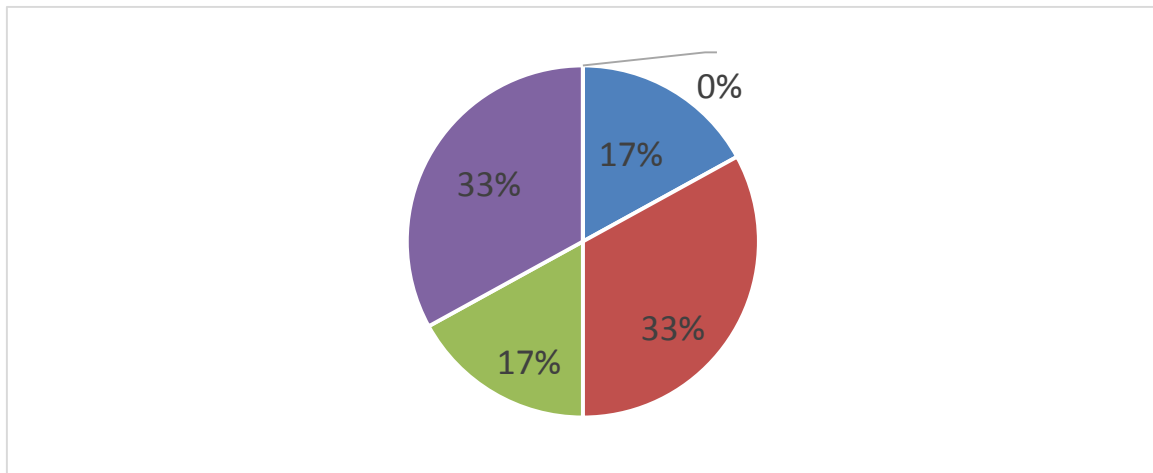


Pie chart.24 Teachers' Reaction towards Students' Errors

The table and Pie chart above indicate that most of teacher (33%) correct their students' errors by indicating where the errors are and correct it. While (17%) of them indicate where the errors are, and let the students discover its type and correct it. Just (17) of them who indicate where the errors is using symbols and let the students discover its type and correct it.

Question.9. How often do your students options to your feedback?

Option	A	b	C	d	e
Participants	1	2	2	1	0
percentage	16,66%	33,33%	33,33%	16,66%	0%

Table 27 Students Respond to Teachers' Feedback**Pie chart.25 Students Respond to Teachers' Feedback.**

The result reveals that the majority of teachers opted for often by percentage (33%) and this is something natural. Whereas (17%) of them said that students rarely, option to their feedback

Question10: Some students do not respond to your written feedback, In this case what would you do to make them respond to your feedback?

Answer:

The majority of teachers answers that in order to make their students to option they try to draw their attention to the fact that ignoring such mistake is more likely to affect the comprehension the written production. Another one answers that teacher should Explain, reinforce, because learners' style are different.

Question. 11. Do you think that the multi-use of red ink in correcting students' writing hinder or motivate your students to write.

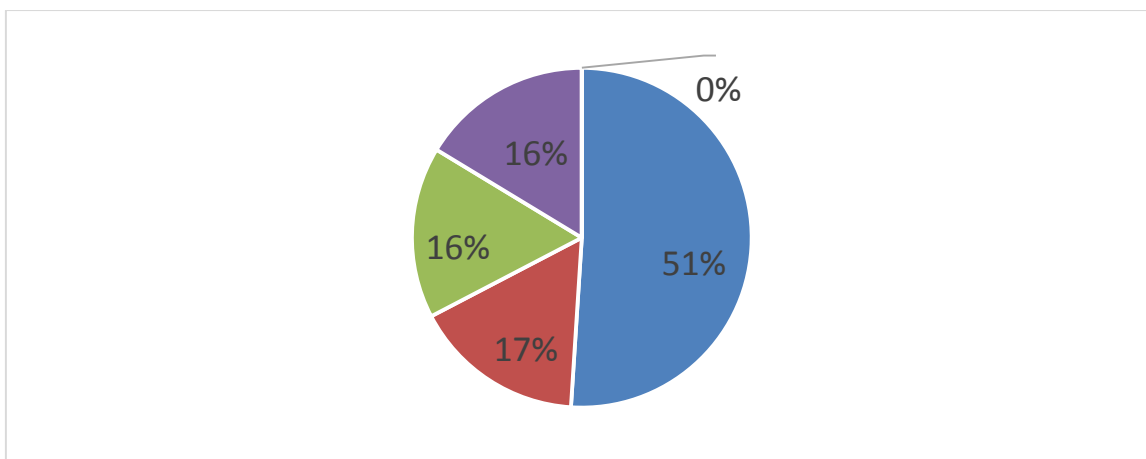
.Answers:

The majority of teachers claimed that the red ink sometimes gives an impression that students' production, thus it grates disappointment. One teacher claimed that the multi-use of red ink might help students provide nice copies. Other teachers provide us with solution, which is that teachers should focus mainly on the serious recurrent mistakes.

Question.12 What role do you play to encourage your students to write a paragraph?

Option	A	b	c	d	e
Participants	3	1	1	1	00
Percentage	50%	16,66%	16,66%	16,66%	00%

Table. 28 The Role of Teacher.



Pie chart. 26 The Role of Teacher.

The result in the table and Pie chart above, show that most teachers play a role as a controllers by percentage (50%) as the biggest one. Whereas, Other teachers are equal in the percentage of choosing the other roles such as organizer, assessor, and promoter (16) unless the role of participant, no teacher chooses it, so it takes percentage (00%) . In this case, teachers tend to be controllers more than the others are.

Question.13.According to you as a teachers, what could you do to make the written feedback more effective in improving students' writing?

Answers:

According to them, the teacher should make sure that his /her students have mastered the rules and conventions of writing. Then, he should encourage them to put them into practice so that they could write more spontaneously, i.e. without making too much conscious efforts. Moreover, it should be clear, concise and precise.

Conclusion.

After analyzing the teachers and students questionnaires, it is shown to us that teacher's corrective feedback helps student to get better level of writing skill. In addition, this study indicate that third year L.M.D students are paying attention to the difficulties that face them usually when writing takes place. Most of the students have a positive reaction and attitude towards their teacher's feedback, which they prefer to receive it, because they consider it as an important guide and direction to have good writing production. In addition, teachers show that feedback is an element that helps student to be skillful writers and to develop their writing competence.

General conclusion

The current study focus on the effectiveness of the teachers' feedback in increasing the students' level in writing. Its main aim is to indicate the impact of teachers' feedback on developing students' writing ability, this research takes place at Mohamed Khider university of Biskra and deals with third year LMD students in English. In addition, this research is based on the descriptive method, which relies on the use of two questionnaires for both teachers and students to collect data, the hypothesis of this study say that teachers feedback impact students' writing skill to be better.

The first chapter of this research includes a historical views about the development of writing skill over time, it's different definitions, the importance of writing, effective writing, its approaches, and its major difficulties. It is well known that teaching and learning the writing skill is not an easy task for both teachers and students because it demands from teachers a considerable attention to the plan of teaching this skill. Also, it needs students' concentration and awareness of the real value of this skill.

The second chapter contains the role of teachers' feedback on enhancing students' writing competence. Also, it includes definition of feedback, the roles of the teacher in the writing process, type of feedback, the importance of written feedback and ways of correcting students' written production.

The practical part of this research takes place after investigating the theoretical part. The practical part includes an analysis of teachers and students questionnaires. According to the data that the research gains from the result of questionnaires, this study shows the following: most of students face difficulties during the writing process. However, teachers guidance may motivate students to write and achieve the goal. In addition, this study recommended that teachers should know how to give students feedback about their

writing. Also, it recommended that students should accept and perceive their teachers direction and guidance in order to reach the aim of enhancing their writing production.

The result of the study indicate that both teachers and students writing which means that the hypothesis of this research is confirmed. Additionally. Most of student face difficulties when they try to produce a piece of writing. This because many reasons, like : lack of motivation, lack of vocabulary ...etc.

Finally we have done our best to confirm that EFL students writing will be improved if they respond to their teachers' feedback and we wish that our research is acceptable and beneficial for both teachers and students in the future.

Suggestions and Recommendations

English teachers should provide usually different type of feedback about their writing words for the sake of better achievement. Students should organize the importance of the teachers' written comments, which have a significant role in enhancing their written. On the basic of this idea, we suggest the following:

- 1 Teacher should incorporate the feedback as a main strategy in teaching writing and learning process.
- 2 teachers must make their feedback clear and precise as they can.
- 3 Teachers should differentiate their task in order to implement a variety of feedback forms.
- 4 Teachers must inform students both what they did right and where they need help.
- 5 teachers' comments should focus on both the surface and the content levels.

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Appendix 1

the teacher's Questionnaire

The topic: The role of teacher's feedback in improving writing skill

I will be very grateful if you take a few minutes to complete this questionnaire whose aim is to gather information about the teacher's practices in the writing class, their Conceptions of feedback, and the way they incorporate written feedback in their writing instructions.

Thank you very much for taking the time to share your ideas and experiences.

Guidelines: for each item, please tick the right box or write in the space provided.

Section one: General information

1. Degree(s) held : B A (License)

MA (Master /Magister)

PhD (Doctorate)

2. Work experience: (Number of years):

Section tow: the writing skill:

3. What type of approach do you follow in teaching the writing skill?

a. Product approach.

b. Process approach.

c. Genre approach.

d. The comparative approach.

e. The creative approach.

f. Paragraph - pattern approach.

4. What are the most common writing problems you noticed in your students writing?

e. Never.

11. Some students do not respond to your written feedback, in this case, what would you do to make them respond to your feedback?

.....

12. Do you think that the multi-use of red ink in correcting students writings hinder or motivate your students to write?

.....

.....

13. What role do you play to encourage your student to write a paragraph?

a. As a controller.

b. An organizer.

c. An assessor.

d. A prompter.

e. A participant.

14. According to you, as a teacher, what could you do to make your written feedback effective in improving students writing?

.....

.....

.....

.....

Appendix 02

The student's Questionnaire

The topic: the role of teacher's feedback in improving writing skill.

Dear students, you are kindly requested to fill in this questionnaire. We are carrying out an investigation about Enhancing students writing Through the teacher's feedback.

Your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and $\sqrt{\text{interest}}$. Please, mark (\surd) the appropriate box (es) or give full answer (s) where the gaps provided.

Thank you, in advance, for your collaboration.

Section one: General information about writing skill.

1. Are you interested in written expression course?

a. yes

b. No

If yes, because it is:

a. means of communication

b. Away for entertaining

c. A tool to get mark

d. A helpful skill to express your ideas

2. How do you find the course of written expression ?

a. Very interesting.

b. Interesting.

c. Not really special

d. Not Interesting.

3. Do you think that written expressions session helps you to improve your writing professioncy?

a. Yes

b. No

Explain;

.....
.....

4. Do you think that the time allocated to written expression enough to improve your writing skill?

a. Yes

b. No

5. How often your teacher encourage you to write in and out the class?

a. Always.

b. Sometimes.

c. Rarely.

a. Never

6. In which skill do you have more difficulties?

a. Listening.

b. Speaking.

c. Reading.

d. Writing.

7. How do you consider your level in writing?

a. Weak.

b. Average.

c. Good.

d. Very good.

8. Which from of writing do you prefer?

a. Paragraphs

b. Essays

Why?.....
.....

9. Which one of the following difficulties do you face during writing?

a. Grammar.

b. Punctuation.

c. Vocabulary.

- d. Spelling.
- e. Ideas.
- f. Language interference.

**Section tow: the role of teacher’s feedback on enhancing
students writing competence:**

1. Does your teacher of written expression correct your errors?
 - a. Yes
 - b. No
2. If yes does she correct
 - a. All errors
 - b. Some errors
 - c. Most errors
 - d. Comment only on ideas you express
3. Which aspect do they give importance?
 - a. Grammar
 - b. Vocabulary
 - c. Content (ideas)
 - d. Organization of ideas
4. When your teacher of written expression corrects your writing, she uses:
 - a. A red pen
 - b. A pencil

Other: pleas, specify.....
.....
5. How does your teacher of W E correct your errors (you may opt for more than one answer).
 - a. Rewrite the word, the phrase or the sentence
 - b. Shows where the error is an shows you how to correct it
 - c. Only shows where the error is
 - d. Other: pleas, specify.....
.....
6. Do you believe that teacher’s feedback is can constitute a task to enhance your writing?
 - a. Yes

b. No

Thank you

ملخص

يعتبر التعبير الكتابي من أبرز المشاكل التي تواجه الطالب في مختلف الأطوار، وخاصة إذا كان الأمر يتعلق بكتابة فقرة أو مقال باللغة الأجنبية، ولهذا السبب أردت أن أقوم بهذا البحث الذي يهدف إلى معرفة إلى أي مدى يمكن أن تؤثر التغذية الرجعية (فيدباك) إلى تحسين الكتابة لدى الطالب.

تتضمن الأطروحة ثلاثة فصول؛ فصلين نظريين حيث تناولنا في الفصل الأول ما يلي: التطور التاريخي للكتابة وتعريفها وأهميتها وأهم مميزاتها ومختلف المناهج التي يستعملها الأساتذة لتدريس الكتابة وأهم الصعوبات التي تواجه الطالب أثناء الكتابة، أما الفصل الثاني فقد تضمن تعريف التغذية الرجعية ودور الأستاذ في العملية الكتابية وأنواع التغذية الرجعية، ودور الأستاذ في العملية الكتابية وأنواع التغذية الرجعية وأهميتها وأخيرا طرق لتصحيح الكتابة، لتأكيد صحة أو عدم صحة فرضيتها التي تتمركز حول معرفة مدى التغذية الرجعية في تحسين الكتابة بالتجربة التالية التي تتضمن توزيع أسئلة إلى كل من طلبة السنة الثالثة جامعي لغة انجليزية في جامعة محمد خيضر بسكرة كما أننا قمنا بتوزيع أسئلة على أساتذة التعبير الكتابي.

لقد قمنا بتحليل كل النتائج وقد توصلنا إلى المعطيات التي تدعم وتخدم فرضيتنا التي تتلخص في أهمية التغذية الرجعية في تحسين الكتابة.