

The Peoples' Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Khider University of Biskra
Faculty of Letters and Foreign Languages
Department of English Language



Exploring the Role of Teachers' Feedback in Improving EFL Students' Writing Performance

The Case of Third year Students of English at Mohamed Khider University of Biskra

**Dissertation Submitted in Partial Fulfillment for the Requirement of Master Degree
in Language Sciences.**

Presented by: Imane SEGNI

Board of Examiners

- | | |
|----------------------------|--------------------|
| - Dr. Fatima Messaoudi | Chairperson |
| - Dr. Messaouda Bendahmane | Supervisor |
| - Dr. Hanane Saihi. | Examiner |

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Declaration

I, Ms. Segni Imane, hereby declare that this dissertation presented for the purpose of obtaining a Master's degree in Science of Language is the product of my own efforts, and all the content of this dissertation is original except where references are made.

The current work was accomplished and conducted at Mohammed Khider University, Biskra, Algeria.

Ms. Segni Imane

Date: June 2024

Dedication

I would like to dedicate this work to my beloved parents : Derradji and Zineb for their encouragement, confidence, and for their care and love.

I would like to dedicate this work to my sisters : Soumia, Houda, Sara, and Fatima. To my brothers: Fateh and Rached. Also to our sweet kids: Ihsen, Aymen, Yacine, Abdou, Doua, Aroua, Sadjida, Meriem, Samar, Tasnim, twins Raouan and Razan. Thanks to them for their source of strength and motivation.

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Abstract

This study aims to explore the impact of Teachers' feedback on the enhancement of writing skill among third-year EFL students at Biskra University. Additionally, it seeks to assess the learners' perceptions of the teacher's feedback and their attitudes toward it. To delve into these aspects, a questionnaire was administered to a sample of 30 third-year students, along with another questionnaire distributed to 08 teachers from the department of English at Biskra University. The use of a teacher's questionnaire offered valuable perspectives into the methodologies employed by instructors in teaching written expression (WE) and their feedback strategies. The outcomes derived from the students' questionnaire indicated a favorable reception and high trust in the feedback provided by teachers, particularly in its pivotal role in enhancing writing proficiency. These results substantiate the notion that the provision of teacher's feedback during the writing process significantly contributes to the improvement of students' written outputs.

Keywords: EFL, students' attitudes, teachers' feedback, writing skill.

List of Abbreviations

- EFL : English as a Foreign Language.
- FL : Foreign Language.
- WE : Written Expression.
- L1 : First Language.
- L2 : Second language.
- FLT : Foreign Language Teachers.
- CF : Corrective Feedback.
- OF : Oral feedback.
- WF : Written Feedback.

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General Introduction

1. Background of the study

Writing is often perceived as arduous by the majority of students due to its inherent complexity. In both English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts, the instruction of writing commences at the early stages of language acquisition. The significance of writing skills for EFL/ESL learners becomes particularly pronounced when they transition to English-medium universities, where they are required to produce academic content such as reports, term projects, and essays. Proficiency in writing is therefore crucial for success in such academic environments.

With the development of pedagogical approaches to teaching writing, L2 writing instructors have adopted diverse strategies to assist students in generating and evaluating their own written work through feedback mechanisms. The role of foreign language teachers (FLT) is to mentor both proficient and less skilled students, facilitating their growth through constructive feedback. However, not all ESL students are equally adept at utilizing feedback, especially those with lower language proficiency who may lack the linguistic awareness to rectify errors even when identified.

Recognizing the difficulty and the complexity of EFL writing, educators must carefully consider various aspects of feedback implementation in writing classes. Key considerations include understanding the learners' needs, determining the optimal timing for providing feedback during the writing process, selecting the types of errors to address, and deciding on the appropriate level of detail to offer in feedback provision. By addressing these considerations thoughtfully, writing instructors can effectively support students in their journey towards proficiency in written expression.

2. Statement of the Problem

Every written content needs to be corrected and provided with necessary Feedback. Teachers play a crucial role in shaping the final outcome by providing guidance to students. Learners are supposed to follow the instructions, observations and steps that their teachers have already provided so as to guide them.

However, teachers in their roles have to adjust their feedback to be clear and understandable, ensuring students can easily apply it. It's common for teachers to feel concerned about how students respond to their feedback, emphasizing the importance of students incorporating the provided feedback after teachers invest significant time in

reviewing and correcting errors. On the other hand, Continuous feedback from teachers is essential for improving written pieces, although at times, unclear instructions can pose challenges for learners.

Therefore, teachers must vary and produce accurate observations to expand the learners' writing skill.

3. Aims of Study

The aim of the current study encompasses three (3) key points:

- To elucidate for learners the Importance of the teachers' feedback in promoting their writing proficiency.
- To see how the learners perceive the teacher's feedback and their attitudes towards it.
- To explore the way of teachers' practices in the writing class: their approaches to teaching writing skill, their types and strategies of giving feedback.

4. Research Questions

In order to enhance the existing writing skills of EFL students, educators must carefully craft and tailor their feedback using diverse methods. This engagement in delivering feedback aims to address the following inquiries:

- What are the factors behind the persistent writing challenges encountered by the students of English?
- What are the students' attitudes towards the teacher's feedback?

5. Methodology

The present research attempted to explore the function of teachers' feedback in improving EFL students' writing level, and to clarify students' responses towards teachers' feedback at Mohammed Khider University of Biskra. Therefore, in order to achieve the research objectives mentioned earlier, One research tool is used by both teachers and students.

The first online questionnaire is for teachers of Written Expression at the department of English in Mohammed Khider Biskra University. The goal of this questionnaire is to examine the teaching methods used by teachers when providing feedback on students' writing in the classroom. The second questionnaire, for the students of the third year

university departments of the same university, serves to gather a comprehensive understanding of how students view and feel about the feedback they receive from their teachers on their writing performance.

We propose an online questionnaire that takes multiple types of question frames (open-ended questions/ close-ended questions). However, when evaluating EFL learners' productions, researchers tend to measure the expected outcomes by using the approaches of collecting data, either the quantitative method or the qualitative method. In this dissertation, both methods are being used.

6. Research Structure

This dissertation consists primarily of two main chapters. The initial chapter focuses on the literature review and is divided into two sections: Writing Skill and Teachers' Feedback. The subsequent chapter, which is practical in nature, details the research methods and procedures employed, along with the analysis of the outcomes derived from both learner and teacher questionnaires.

Chapter One

The literature Review

Section I: writing skill

The importance of writing skills in the learning process cannot be overstated, as they are crucial for both academic and communicative purposes. Providing feedback on students' writing is valuable for identifying strengths and weaknesses, facilitating improvement. This chapter focuses on the theoretical aspects of writing skills, starting with defining writing and its components, followed by a study of different writing types and approaches to teaching writing. I, then, delve into the stages of the writing process, address learners' common problems and difficulties in writing, and offer solutions to these challenges.

The second section also covers various interpretations of the concept of feedback, outlining its objectives and characteristics. It then delves into discussing various models of feedback. Following this, it offers a detailed overview of the different forms of feedback. In addition, this section specifically examines the role of teachers in delivering feedback. Finally, it explores students' perspectives on feedback from teachers.

1. Definition of writing

In the past, there was a common understanding of writing skill as the utilization of notation and diagram to document spoken language. Nevertheless, some writers have introduced alternative perspectives on the concept of symbolism in writing. For instance, this is a direct quote (Arapoff, 1967, p. 233), which offers a different interpretation of writing: “...Much more than an orthographic symbolization of speech. It is most importantly, a purposeful selection and organization of experience”. According to the author, Writing encompasses a comprehensive range of acquired facts, opinions, beliefs, and ideas derived from observations, actions, reading, and practical experience.

Writing is the expression of thoughts and feelings through writing. Yule (2010), interpreted it as “the symbolic representation of language through the use of graphic signs” (p. 212). Therefore, writing serves as the concrete form of language through that writers can articulate their thoughts using visible words. However, its significance goes beyond the boundaries of the graphic signs and the visible marks (Byrne, 1991). This implies that these elements must adhere to specific rules to construct words that form sentences, which are then assembled to convey a coherent message. In essence, writing enables individuals to express their thoughts and ideas by transforming them into written form.

In classrooms, writing is seen as a valuable tool for demonstrating comprehension, promoting critical thinking, and fostering communication. Scarborough (2001), emphasizes that writing is essential for facilitating in-depth understanding of subjects being studied. He points out that writing is a sophisticated cognitive process that involves formulating ideas, distilling mental concepts into written form, and gaining expertise in various topics.

In the field of linguistics, developing writing skills requires active engagement and effort from students. White(1981) contended that "writing is not a natural activity" (cited in Nunan, 1989, p. 36), indicating that writing is a learned skill that necessitates formal instruction and deliberate practice. Writing is a complex task that demands writers to manage various elements within a sentence such as structure, content, spelling, and vocabulary to effectively communicate a message (Nunan, 1989). Beyond these aspects, writers must also ensure their text is cohesive and coherent, which requires sustained focus and intention. In essence, the act of expressing language in written form demands significant dedication and exertion from writers.

1.1 Writing in EFL and ESL

English has evolved into a global language, necessitating students to enhance their abilities, particularly in writing, in a practical, authentic, and correct manner by incorporating creativity and critical thinking into their compositions. As stated by Crystal(1999), writing serves as a form of communication utilizing visual symbols inscribed on a surface, constituting a form of visual expression. This underscores language as a medium for interaction, with individuals utilizing language for communication purposes. However, within the realm of English language skills, writing is often deemed the most intricate skill for learners to master due to its intricate grammatical structures, vocabulary nuances, spelling intricacies, and pronunciation challenges. Consequently, students require assistance in honing their proficiency in utilizing this language. This can be accomplished through diverse instructional methods and by engaging in the complete writing process, whether through the study of English as a second language (ESL) or as a foreign language (EFL).

While EFL and ESL share the common goal of English language instruction, there exist distinctions in their educational objectives and instructional approaches. Lawi(2011) characterizes EFL as the acquisition of English in countries where it is not the primary language (e.g: Algerian individuals learning English in Algeria), while ESL pertains to

using English as a means of communication. Conversely, Stern(1983) highlights the disparities between EFL and ESL concerning linguistic characteristics, educational aims, language settings, and instructional methodologies. He delineates that a foreign language is utilized outside one's home country to interact with native speakers, whereas a second language denotes any language that assumes a significant role akin to one's native tongue.

2. The components of writing

Diederich (1974) emphasizes that the primary and most crucial aspect of writing is the expression of thoughts, focusing on clarity, development, and relevance to the subject and purpose. Following this, mechanics, encompassing sentence structure, punctuation, and spelling, is identified as the next key component. Organization and analysis are then highlighted as the third essential element, with vocabulary and phrasing, involving word choice and arrangement, being the fourth factor. Diederich also mentions that the ultimate factor is referred to as flavor or style, reflecting personal attributes like originality and engagement in writing. In a similar vein, Harris (1969) introduces five fundamental elements that are vital for EFL students to enhance their academic writing: Content, Form, Grammar, Style, and Mechanics. Understanding and mastering these components can significantly elevate the quality of their written work and overall writing process.

2.1 Content

Writing must be original and distinct, requiring the author to express personal thoughts and ideas while avoiding plagiarism. Sharples (1999, p.38.) asserts that all writing is inherently unique, except for direct copying, as language itself is a creative, rule-based system. This emphasizes the importance of developing a distinctive writing style rather than imitating others. Additionally, content should be clear and concise to effectively communicate with readers. Rodgers (2012) highlights that clarity in writing enables readers to easily grasp the intended message. Furthermore, writers should tailor their content to suit the target audience, ensuring relevance to their interests and needs. Ultimately, valuable content aligns with what individuals are seeking.

2.2 Grammar

Hartwell(1985) defines grammar as the study of formal language patterns, syntax, and word structure. To enhance students' grammar skills in writing, researchers recommend using students' writing to discuss grammatical concepts effectively. Teaching

punctuation, sentence variety, and usage within the context of writing is more beneficial than isolated skill instruction (Calkins, 1980; DiStefano&Killion, 1984; Harris, 1952). Emphasizing essential grammatical concepts for clear communication, Shaughnessy(1977) highlights four key areas: sentences, inflection, tense, and agreement. She suggests allowing students to identify and correct grammatical errors in their writing, with teachers providing guidance during revisions. Effective grammar instruction yields optimal results within a short timeframe.

2.3 Form

The structure and organization of thoughts play a crucial role in shaping the meaning of written pieces. Essays are seen as creative expressions where writers convey their ideas, thoughts, and critiques in a well-structured manner. Eunson (2014) defines essays as documents focused on specific topics, blending facts and opinions in a logical sequence with appropriate expression.

- **Essays** encompass both content (what is conveyed) and form (how it is presented), which are interconnected yet distinct.
- **Novels**, as described by Azhari (2017), are imaginative literary works that weave narrative stories to captivate readers through engaging plots that connect events and explore life's challenges and mysteries.
- **Poetry**, as defined by Olilla and Jantas (2006), is a structured form of language, whether spoken or written, intended to convey emotions, ideas, or states of being rhythmically. Poets employ various forms and patterns such as elegy, narrative, ode, ballad, sonnet, villanelle, sestina, free verse, and epic to achieve artistic expression in their compositions.

2.4 Mechanics

Noguchi (1991) suggests that the choices made in grammar can significantly impact the style of writing. Sentence combining is a valuable technique for students to enhance the fluency and diversity of their writing style. Mechanics encompass the regulations of written language, including capitalization, punctuation, and spelling. They also involve the standards for punctuation, capitalization, spelling, and the visual presentation of words. These conventions are closely intertwined with grammar rules and primarily concern the connections between words and phrases. Writing that disregards mechanical rules may pose challenges in comprehension.

2.5 Style

According to Carroll (1947) and Gibsen (1869), style is defined as "a choice where there is more than one way of performing an action or achieving a certain goal, and style consists in choosing to do so consistently in a specific manner"(p.180). They also consider style as a signature, where certain stylistic features are so typical of a specific period, movement, or individual author that they can be used to attribute a work. They argue that "the conception of style as a signature rests on the idea that in each period some formulations or linguistic variants are more common than in others and that each author uses language in his own method"(p.196-198).

3. Teaching writing approaches

Writing stands out as a crucial skill when acquiring a foreign language. The importance of writing in English as a Foreign Language (EFL) has become increasingly evident in recent times. Consequently, various approaches to teaching writing, including the product, process, and genre approaches, have emerged as focal points for researchers and theorists in Foreign Language (FL) education. According to Richards and Renandya(2002), mastering writing is notably challenging for FL learners, with writing often considered the most difficult skill to acquire. Therefore, enhancing writing proficiency proves to be a demanding task for both native and non-native speakers, underscoring the significance of effective writing instruction in English classrooms.

3.1 The product-oriented approach

The approach, as implied by its name, emphasizes the end result of a product rather than the process of its creation. Nunan(1991) supports this concept by highlighting that a product-oriented approach concentrates on the outcome of learning, specifically on what learners are expected to achieve in terms of language proficiency.

Under this approach, students receive writing models to replicate and emulate in order to create similar texts. They study these models and engage in various tasks focusing on specific aspects of writing such as punctuation, spelling, vocabulary, and rhetorical conventions. When providing feedback on the written work, the teacher prioritizes clarity, originality, and accuracy of the final product. Flowers and Hayes (1977) conducted a comprehensive examination of the product approach, outlining three key elements:

- Providing learners with both well-crafted essays as examples and poorly written ones (often their own).

- Introducing learners to formal rhetorical categories (argumentative modes, definitions, cause and effect, discourse modes, etc.).
- Encouraging learners to adopt a prescribed model writing style emphasizing grammar and usage while overlooking the writing process itself, including inspiration.

The product approach has received widespread criticism because it ignores the actual process used by students to produce a piece of writing and it focuses only on the final product. Moreover, this approach needs constant error correction which affects the student writers' motivation. Despite this criticism, the product approach still has some credibility because at some point there will be a final draft that requires attention to grammar, spelling, and punctuation.

3.2 The process-oriented approach

The process-oriented approach to teaching writing differs from the product-oriented approach by emphasizing the writing process itself over the final outcome. This shift involves focusing on understanding the various stages a writer experiences in creating a piece rather than solely on the end result. Zamel (1982:196-9) suggests that writing goes beyond just grammar study, analysis of rhetorical models, or outlining thoughts; it is a dynamic process where the final product evolves through multiple drafts, rather than following a straight forward path to a predetermined conclusion.

Furthermore, scholars like White and Arndt (1991) asserted that the writing process comprises six key stages: idea generation, narrowing focus, organizing thoughts, drafting, evaluating, and revising. These phases involve employing cognitive strategies like brainstorming, selecting and arranging ideas, planning, writing initial drafts, revising, and editing. Educators are encouraged to introduce students to these writing stages to help identify any challenges students may face at specific points and offer effective solutions to address these difficulties.

The table below outlines the primary distinctions between the product and process approaches to writing :

Process writing	Process writing
------------------------	------------------------

<ul style="list-style-type: none"> - Replicate a sample text - Emphasis on structuring ideas over the ideas themselves - Single draft - Focus on specific features with guided practice - Individual work - Prioritization of the final outcome 	<ul style="list-style-type: none"> - Using text for comparison - Ideas as initial inspiration - Multiple drafts - Emphasis on broader aspects like intent, theme, and audience, highlighting the reader - Collaborative approach - Focus on fostering the creative process.
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Table1.Product writing and process writing (adapted from Steel, 2004)

3.3 The genre-oriented approach

The concepts of genre and the genre approach in writing are relatively recent in English language teaching and learning, offering unique perspectives on writing. Thoreau (2006) describes genre in writing as a style with a defined audience and purpose. Martin (1999) outlines three key phases in genre writing: modeling, deconstruction, and language comprehension. Cope and Kalantzis (1993) suggest that in the modeling phase, students are presented with a specific genre to analyze its linguistic features, text structures, and communicative intent. Subsequently, students modify the text to practice appropriate language use before creating their own genre piece based on their understanding. In a genre-oriented approach, the teacher's role resembles that of product-based methods, providing feedback primarily on the final text and addressing grammatical errors. Teachers also support learners in enhancing their writing by guiding them in selecting suitable genres, defining purposes, and using appropriate language. This approach blends elements of both process and product approaches to writing instruction.

4. Stages of writing

Many experts in process writing acknowledge the existence of various stages that writers typically experience during the writing process. However, there is no consensus on a definitive categorization or the exact number of stages involved. One approach, as

proposed by Tompkin (1990), outlines five key stages: pre-writing, drafting, revising, editing, and sharing.

4.1 Pre-writing stage

According to Tompkin (1990), the pre-writing stage is crucial for authors as it involves generating and developing ideas that will inspire and guide their writing. During this stage, writers think deeply about what they want to write and how to approach the chosen topic.

The pre-writing stage is essential because it lays the foundation for a well-organized paper through careful planning. Tompkin (1990) explains that most writers start with a topic and then determine what they want to convey about it. By collecting relevant information and refining their ideas, writers can clarify the message they aim to communicate to the reader. D'Aoust (1986) further emphasizes the importance of pre-writing activities, stating that they "generate ideas, encourage a free flow of thoughts, and help students to put their ideas on paper," thereby facilitating the planning of both the final product and the writing process (as cited in Oskourt, 2008, p. 94). To support this view, Brown (2001) presents several pre-writing classroom activities, including brainstorming, listing, clustering, free-writing, and reading/skimming passages. These activities can help students in generating ideas and encourage them to start writing informally without consuming much time. Kroll (2001) further elaborates on the subtle variations in each technique, noting that brainstorming is often a group activity, while listing is an individual task, and clustering shows connections between ideas. Free-writing or quick writing allows students to write rapidly without stopping for a short period. Soven (1999) recommends that teachers follow specific steps when introducing students to writing, including: Steps for Introducing Writing Techniques Provide a pre-writing activity, explain the purpose of the technique being used, model the use of the technique, allow students to experiment with the technique, and ask students how it felt to use the technique.

By following these steps, teachers can effectively guide students through the pre-writing stage and help them develop the necessary skills for successful writing.

4.2 Drafting stage

As per Tompkin (1990), after planning ideas, the subsequent step involves drafting. While writing, the brain engages in processing information, leading the writer to establish connections and uncover new concepts by utilizing the gathered information from the

initial phase. It is essential for the writer to consistently refer back to their notes and be open to refining their work, even being prepared to replace entire ideas with better ones where necessary. Essentially, the complexity of a writing task correlates with the time required for learners to complete it. It is advised for learners not to excessively revise every word or sentence but rather jot down thoughts as they come, even if they initially seem trivial, allowing for later refinement. Furthermore, Zemmerman and Daniels (1988) propose that instructors can support learners while they are in the drafting phase by : engaging in teacher-student conferences, allocating class time for writing as needed, aiding students in grasping the writing process, and showing methods to overcome writer's block.

4.3 Revising stage

According to Tompkin (1990), during the revision phase, learners have to determine how to develop their writing by examining it from various perspectives. It is crucial for teachers to clarify to students that revision goes beyond correcting minor grammar mistakes; instead, it involves enhancing the content and structure of the text. Teachers can point out awkward word choices and suggest better alternatives, encouraging students to focus on the overall meaning of their writing in response to initial drafts. Rather than rewriting sentences for students, teachers should prompt them to explain the intended meaning of specific sentences. In the revision process, students should consider their writing from both their own viewpoint and that of their audience, as external feedback can be beneficial. Tompkin (1990) defines revision as more than just refining writing; it involves meeting readers' needs by adding, substituting, deleting, and reorganizing content. Essentially, if readers critique the writer's language, style, or idea presentation, adjustments can be made to enhance clarity and coherence. Hogue and Oshima (1999) highlight that there is no piece of writing that is flawless initially. Revision not only aids in organizing ideas but also enriches learners' vocabulary. White and Arndt (1991) underscore that the primary purpose of this phase is to expand the linguistic resources essential for effective writing.

4.4 Editing stage

In the context of the final stages of writing, Tompkins (1990) characterizes editing as the process of refining a piece of writing to its ultimate form. Particularly in EFL classrooms, editing holds greater significance compared to ESL classrooms due to the constraints EFL students face in test environments. Nation (2009) asserts that diverse forms of feedback play a crucial role in enhancing students' writing skills, as feedback from peers, teachers, and other readers can motivate learners to engage in editing. While

revision primarily aims to enhance text clarity for readers, editing concentrates on aligning documents with the conventions of written English. During the editing phase, attention is directed towards reviewing grammar, vocabulary selection, capitalization, spelling, punctuation, and sentence structure.

4.5 Sharing stage

Writing serves as a form of communication, with the implicit intention of the writer to convey a message to an audience. When a learner shares a document, they are essentially making it accessible to the public for reading. Tompkin(1990) outlines twenty-five methods for sharing writing, viewing sharing as a social endeavor where students present their completed work to various audiences like peers, friends, family, or the community. Teachers are advised to establish writing objectives that guide learners in providing feedback and fostering a supportive environment for communication, enabling students to build confidence as authors through real interactions with readers in the classroom. One effective approach involves reading aloud in class and engaging in discussions about the final product, facilitating the exchange of thoughts and personal perspectives. Additionally, teachers should promote peer reading for both information and enjoyment, while creating a classroom newspaper can instill a sense of professional authorship among students.

5. Learners' challenges and difficulties in writing

Writing skill plays a crucial role not only in mastering the English language but also in achieving success in various disciplines where English serves as the primary medium of instruction. Al-Khasawneh(2010) highlights that EFL/ESL learners face challenges when writing in English, including issues with organizing ideas, a limited vocabulary, lack of experience with second language rhetorical strategies, and difficulties arising from cultural differences such as idiomatic expressions. Therefore, to excel in a foreign language overall and particularly in writing skills, learners must immerse themselves in a conducive language learning environment.

5.1 Challenges with grammar

The teaching of grammar remains a contentious issue in language education, often seen as a foundational element of language instruction. As per Richard and Renandya (2002), grammar is defined as "an explanation of how a language is structured and how

linguistic elements like words and phrases are assembled to form sentences." Despite this, numerous students face challenges with grammar mistakes in their writing, struggling to comprehend all facets of writing and create polished pieces. These challenges frequently arise from interference from their mother tongue, resulting in unsuccessful translations, especially in the form of grammatical errors, when trying to write in English.

5.2 Challenges with vocabulary

Acquiring vocabulary is an ongoing process in language learning, as individuals continually encounter new words throughout their lives, even after mastering the grammatical structures of a language. Mehring(2005) underscores that "Vocabulary acquisition is a process led by the learner, where the effectiveness of their strategies is influenced by their attitude and motivation towards learning new words." Therefore, it's essential for language learners to participate in various teacher-guided activities over an extended period. Additionally, teachers should clarify the true meanings of words, considering that a word consists of both the signifier and the signified, as described by DeSaussure (1998) as a word reference or sign. However, vocabulary acquisition presents challenges, especially for non-native English speakers who struggle with understanding word meanings or deducing the meaning of new words from context (*Sari*, 2010).

5.3 Challenges with spelling and punctuation marks

The accurate use of spelling and punctuation is crucial in written language, as any errors can impact the quality of the written work and potentially lead to misinterpretation. Graham(1999) defines spelling as the ability to correctly recall and reproduce the sequence of letters in words, whether orally or in written form. Numerous researchers are investigating the main factors contributing to spelling difficulties and errors, which can be categorized into different types. One classification proposed by McAlexanderetal.(1992) identifies two primary routes of errors: visual and auditory. Furthermore, there are other supplemented routs of errors which he summarizes as follow:

- **Visual errors:** These errors occur because of relying too heavily on the visual aspect, resulting in difficulty matching sounds with letters. For instance, "liense" being written instead of "license" demonstrates this issue, where the learner is unaware of the omitted sound.
- **Auditory errors:** These difficulties arise from excessive dependence on auditory processing and a weak visual memory. The learner may not have encountered the

word visually enough to create a mental image or may have heard the word without prior visual exposure.

- **Rule errors:**are spelling mistakes made by language learners that violate standard English spelling patterns . For example, recieve (instead of receive) violates the **i** before **e**.
- **Semantic errors:**the take place when the language learners use homonyms incorrectly due to a lack of understanding of their distinct meaning. For example, using "too" instead of "to".
- **Morphology errors:**They occur when prefixes and suffixes are incorrectly used or missing. For example:in plural, using the noun: mouse instead of mice
- **Analogy errors:** They occurwhen a learner incorretly applies a known phonetic pattern to pronounce an unfamiliar word.
- **Motor errors:** They are caused by inappropriate physical movement when forming letters or words. For example, some letters tend to be formed.

On the contrary, punctuation marks can be seen as impactful stylistic tools when utilized effectively, playing a crucial role in writing. According to Carolland Wilson(1993), they highlight three challenges associated with punctuation. These include the fact that punctuation guidelines are not definitive, but rather intricate and subject to individual style in shaping interpretation.

5.4 Challenges with capitalization

In addition to spelling and punctuation, another element that can impact readability and mutual understanding is capitalization. According to Rezeqand Elmassri(2019), writing involves more than just expressing students' thoughts on a given topic; it also requires the correct use of capital letters, which can enhance their overall scores. Punctuation plays a vital role in ensuring clear, effective communication, imparting a text with a standard and distinct appearance. Church(1995) explains that differences in capitalization often stem from certain capitalized words representing proper nouns, organization names, or locations, while others do not. For example, the word "Black" at the beginning of a sentence could signify a surname or the color, leading learners to encounter challenges in deciphering capitalized words in texts with mixed cases.

5.5 Challenges in organizing content and paragraph

Crafting a well-written English composition is always a challenging task, as it requires creativity, critical thinking, the skill to analyze concepts, merging them cohesively, and then revising and editing the final draft. Italo(1999) and Muhammed(2015) also emphasize that writing a paragraph demands significant effort and practice in terms of organizing ideas, language proficiency, and mechanics. However, learners often struggle with blending multiple ideas within a single paragraph, resulting in redundancy and repetition.

5.6 Challenges duo to native language interference

Language interference poses a significant challenge for second language learners, impacting their interlanguage both positively and negatively. Ellis(1997) defines language transfer as the influence of a learner's first language on the acquisition of a second language. Supporting this notion, Wang(2003) states that students of second or foreign languages can produce written work with correct grammar, vocabulary, and content.

However, some sentences may reflect more coherence in the learners' native language due to direct translation from the first language to the second language. In conclusion, linguistic interference is a common and natural issue that can be addressed. By understanding the similarities and differences between a student's native language and the target language, teachers can effectively choose or adapt appropriate approaches, strategies, and materials to meet the learners' requirements.

The discussions in this section lead to the conclusion that writing serves two separate yet harmonious functions. Initially, it is viewed as an essential element intertwined with human existence, vital for daily life. Additionally, it is essential for conducting a variety of transactions, functioning as a medium of communication that reflects individuals' identities (McArther, 1992).

Second, beyond its inherent importance, instructing students in effective writing is a paramount responsibility for educators to enhance academic performance and long-term success. Grabe and Kaplan (1996) propose that editing and revising are fundamental components for cultivating learners' capacity to engage critically with their written texts, focusing on structural coherence, argument development, and linguistic appropriateness within an academic context. Consequently, the development of writing skills necessitates collaborative efforts from both students and teachers. Supporting this perspective, Rao

(2007) asserts that writing enhances students' learning, thinking, and reflection on the English language within their academic pursuits.

In essence, within an EFL/ESL setting, every student should engage in idea exploration, articulate their thoughts on paper or digitally, structure their writing, draft initial compositions, revise these drafts, and produce the final polished cop.

Section II: Teachers' feedback

Introduction

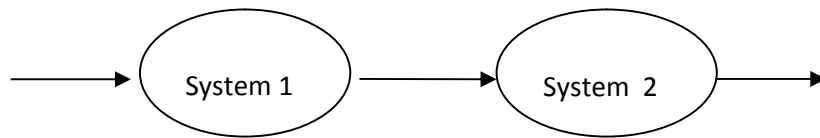
According to WigginsG.(2012), (as cited in Cunynghame, 2020), "Learners need endless feedback more than they need endless teaching. Wiggins, in his insightful statement, describes the importance of teacher feedback. In this statement, Wiggin(2012) emphasizes the significance of feedback over continuous teaching for learners. Teacher feedback plays a crucial role in enhancing students' writing quality, encompassing content and language proficiency. Students heavily rely on teachers for guidance, whether through direct verbal consultations or written feedback, to refine their writing skills. Feedback, as highlighted by Panhoon and Wongwanich(2014), holds substantial influence on learning outcomes. Rachael(2015) suggests a balanced approach where teachers focus on grammar and content feedback, while peer collaboration aids in improving organization and academic style. This underscores the pivotal role of feedback in nurturing students' writing abilities and fostering academic growth.

1. Definition of feedback

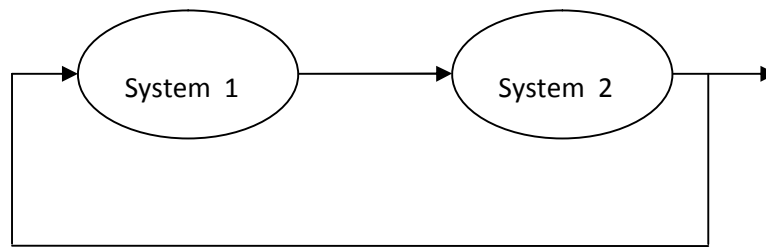
Feedback is a significant element in the studying process and the best tested element in psychology. According to English oxford living dictionaries (2012), the term feedback is defined as the information used as a reaction towards a person's performance of a task or written activity. As per Wiggins(2012), basically, feedback is a data about how learners deal with their efforts to reach a goal. It is the reaction over the learners' performance and the leading path for their effectiveness in the writing process.

According to Murry and Astrom(2006), the term '*Feedback*' describes a scenario where multiple dynamical systems are interconnected, influencing each other's dynamics closely. A dynamical system refers to a system that evolves its behavior over time, typically in response to external stimuli. Feedback, in this context, is not arbitrary but arises from the interplay of two complex systems that mutually impact each other, creating a circular relationship. These systems complicate reasoning based on cause and effect, necessitating thorough analysis.

The diagram below presents The Open and Closed Loop Systems according to Murry and Astrom (2006)



(a) Open loop



(a) Closed loop

Figure 01. Open and Closed Loop Systems (Murray & Astrom, 2006)

Feedback is a result of students' work which reflects the teachers' awareness of the feedback used as a strategy to guide the learners in their written works. The benefit of feedback appears when the student understands his/her mistakes and takes the teacher's feedback into account.

Another view has been added to feedback definition, Kluger and Denisi (1996) addressed feedback as "actions taken by an external agent to provide information regarding some aspect(s) of one's task performance." (p.235). Regarding this definition, feedback refers to information shared by a teacher or external evaluator to enhance a student's writing. It involves specific considerations that teachers must bear in mind when delivering feedback.

1-1 Purpose of feedback

In essence, feedback serves multiple purposes in the realm of learning and teaching writing. It acts as a valuable tool to enhance students' skills, foster accurate self-assessment abilities, and address errors while reinforcing correct practices (Shute, 2007). Black and William (1998) identify two primary functions of feedback: directive and facilitative. Directive feedback points out areas needing improvement with specific details, while facilitative feedback offers guidance and suggestions for students to revise and conceptualize independently. Teachers play a crucial role in evaluating both general and specific learning objectives.

To ensure feedback is effective and aligns with its intended goals, various researchers emphasize different aspects of its efficacy. Joe(2000) stresses the importance of integrating feedback into the writing process and tailoring it to students' background knowledge, learning levels, and abilities. Feedback should also align with the task's learning goals and success criteria (MARS, 2012). Similarly, Boud(2000) highlights how feedback bridges the gap between current performance and desired outcomes. Black and William(1998) further note that feedback influences learners' motivation, perceptions of intelligence, and belief in their learning capabilities.

1-2 Features of feedback

Each instructor possesses the potential to offer valuable feedback, with some utilizing it more effectively than others. Developing the ability to both give and receive feedback can thrive when focus is placed on the qualities of meaningful feedback. Therefore, to ensure valuable feedback.

Bergquist and Phillips (1975, pp. 1-2) outline the following principles for effective feedback :

- Feedback focuses on describing rather than judging.
- It is specific and detailed rather than vague.
- Feedback targets behaviors that the recipient can act upon.
- Timeliness is crucial for effective feedback.
- The amount of information provided should be what the recipient can utilize, not what the giver wants to convey.
- Sharing information is prioritized over giving advice.
- Feedback should be requested rather than imposed.
- Both the receiver's and giver's needs should be considered in delivering feedback.
- Feedback pertains to actions and statements, avoiding speculative "why" questions.
- Communication clarity is ensured through feedback review.
- Seeking agreement from others validates the feedback.
- Following up on feedback involves considering its impact.
- Feedback plays a significant role in fostering authenticity and genuine interactions.

2- Types of teachers' feedback

In the realm of teaching English as a foreign , educators employ feedback to assist students in enhancing their English proficiency. Ellis (2009) highlights the absence of comprehensive research covering all forms of corrective feedback. Consequently, feedback is categorized into various types tailored to individual learners and specific contexts, typically provided at the conclusion of writing activities.

2-1 Oral feedback (OF)

Oral conferencing, also referred to as oral feedback, involves a personalized two-way discussion between a teacher and students during the assessment of written compositions. Sinclair and Coulthard (1992) describe this interaction as typically initiated by the teacher, followed by the student's response, and then feedback provided by the teacher in response to the student's input. This form of feedback is a natural component of classroom communication. Hyland and Hyland (2006) characterize oral feedback as a dialogue where participants continuously negotiate meaning and interpretation, offering benefits for both teaching and learning. In their dissertation, oral feedback is further categorized into six distinct types:

2-1-1 Explicit corrective feedback (CF)

The initial form of oral feedback is explicit corrective feedback, which involves directly providing the correct form for errors made by students. Ferris and Roberts (2001) discuss the necessity of explicit error correction to enable students to self-edit their work, aligning with Krashen's (1982) "Monitor Hypothesis," which suggests that formal learning aids in correction when learners focus deliberately on form. For example, if a student says, "I eatd a fish", the teacher may respond by correcting, "No, you should say "I ate a fish" because you are referring to past events." This type of feedback is typically employed with learners at lower proficiency levels who may struggle to correct errors independently.

2-1-2 Recast

The second form of oral feedback is recasting, where the teacher indirectly corrects the student's error by reformulating their utterance without explicitly pointing out the mistake. Lyster and Ranta (1997) define recasting as the teacher's restatement of the student's utterance without the error, subtly correcting it. For instance, if a student says, "I want read," the teacher might respond with, "Oh, you want to read?" Recasting is beneficial for shy learners as it helps them feel more at ease.

2-1-3 Clarification requests

The third form of oral feedback involves clarification requests, which are utilized by teachers to indicate a lack of understanding or errors in the student's utterance, prompting the need for reformulation. Lyster and Ranta (1997) suggest that phrases like "Excuse me?" or "I do not understand" signal the need for clarification or correction. Typically, this type of feedback is aimed at giving learners opportunities to correct their errors independently.

2-1-4 Elicitation

The fourth form of oral feedback, known as elicitation, involves the teacher prompting the student to provide the correct response directly. This can be done by pausing to allow the student to fill in the missing information, posing a question to elicit the correct answer, or requesting students to rephrase their statement. Panova and Lyster (200) explain that elicitation encourages self-correction through techniques such as open-ended questions and strategic pauses that enable learners to complete their thoughts. Unlike other feedback methods, elicitation typically requires more than a simple yes or no response from the student.

2-1-5 Repetition

The fifth form of oral feedback, known as repetition, entails the teacher repeating a student's incorrect statement, often adjusting intonation to emphasize the error. Panova and Lyster (2002) explain that this feedback involves reiterating the flawed part of the student's utterance with a change in intonation. Its purpose is to draw attention to errors and assist learners in reinforcing the correct form.

2-1-6 Paralinguistic signal

The final form of oral feedback is conveyed through paralinguistic signals, which involve the exchange of thoughts and emotions through non-verbal cues. Ambady and Weisbuch (2010) describe it as communication through non-verbal behavior. For example, a teacher might use facial expressions or gestures to indicate an error made by the student, such as gesturing to signify the correct tense.

2-2 Written feedback (WF)

Unlike oral feedback which naturally occurs in classroom settings, is sometimes seen as optional since it involves providing feedback on written work through writing rather than speaking. Following written assignments, students receive feedback from their

teachers in written form, addressing errors and mistakes. Ferris (2003) notes that “This type of feedback may represent the single biggest investment of time by instructors, and it is certainly clear that students highly value and appreciate it” (p. 41). This delayed feedback approach allows teachers to carefully consider how and when to deliver feedback, leading to greater student appreciation. Various strategies are employed when giving written feedback to students :

2-2-1 Direct and indirect corrective feedback

Recent studies have focused on assessing the impact of direct and indirect feedback on students' writing skills, yet determining which type is more beneficial remains inconclusive. Direct corrective feedback involves teachers providing students with the correct form of errors by crossing out incorrect words or phrases and offering corrections nearby. To support this statement, Ferris (1995) declares that “Direct corrective feedback can take a number of different forms crossing out an unnecessary word, phrase, or morpheme, inserting a missing word or morpheme, and writing the correct form above or near to the erroneous form”(p. 19). This method is particularly useful for students with lower proficiency levels who struggle to self-correct.

In contrast, indirect corrective feedback alerts students to errors without providing the exact corrections. According to Ferris and Roberts (2000), “Indirect corrective feedback indicates that in some way an error has been made. This may be provided in one of four ways: underlining or circling the error; recording in the margin the number of errors in a given line; or using a code to show where the error has occurred and what type of error it is” (pp. 84-161). While indirect feedback may be more effective in promoting self-correction according to some researchers, the debate on the most effective feedback approach continues.

2-2-2 Focused and unfocused corrective feedback

Two main types of written feedback are focused and unfocused feedback. Focused feedback targets specific pre-selected mistakes, such as verb use or article usage, while unfocused feedback addresses a broader range of errors like tense, vocabulary, spelling, and pronoun mistakes without specific categorization. Additionally, selective feedback involves correcting specific errors while overlooking minor ones, whereas comprehensive feedback entails correcting all errors in a student's written work. These feedback approaches aim to help learners gain better control over grammatical features that can be improved through corrective feedback, particularly focusing on simpler grammatical areas

rather than complex ones. Ellis (2008) summarizes his review with a quote saying that “All we can say is that corrective feedback (CF) can assist learners to develop greater control over grammatical features which are amenable to rules of thumb”(pp. 353-371).

2-2-3 Meta-linguistic corrective feedback

Meta-linguistic corrective feedback involves providing linguistic clues for specific errors. Research suggests that cues with a relevant history for learners can enhance their salience. According to Witkin et al. Moore, Goodenough, and Cox (1977) , "If certain cues have a history of relevance in the experience of the learner, their salience may be enhanced”(pp. 1-64). indicate that learners who receive meta-linguistic feedback, both orally and in writing, perform better than those receiving written-only or no meta-linguistic feedback. This approach helps learners grasp the nature of their errors, often accompanied by examples of the correct version, aiding in error comprehension and correction

3- Models of feedback

"In fact, there have been various proposed feedback models (Spratling &Johnson, 2006; Hummel, 2006). Some suggest that error correction should be directed towards the recipient of the feedback (van Beuningen, de Jong, & Kuiken, 2012), while others focus on guiding recipients to find their own solutions rather than providing specific feedback . Kio (2005) states that only a few examples of feedback models exist, which are categorized and explained based on their complexity.

3-1 Linear model

The linear model presents a straightforward dynamic between the feedback provider and recipient, where information flows in a single direction. In this model, the feedback provider, whether a teacher or a parent, communicates with the receiver, who can be a student or another teacher. Despite any prior familiarity with the recipient, the provider transmits feedback to the receiver. The receiver then processes this feedback and acts according to the instructions given, ultimately resulting in a specific outcome based on the interaction.

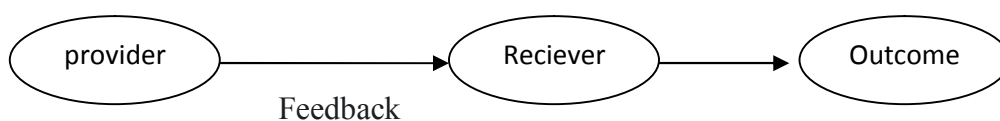


Figure 02.A linear model of feedback (Kio, 2005)

3-2 Cyclic model

The cyclic model emphasizes the importance of a two-way dialogue between students and teachers as essential for learning. In this model, teachers provide feedback to students to help them understand their performance. The key aspect of feedback in this model is its capacity to keep all components connected within the system at an optimal level. If feedback is unidirectional, it cannot be sustained in the long term, even if optimal conditions are reached intermittently. Therefore, feedback should form a continuous cycle from providers to receivers to be effective.

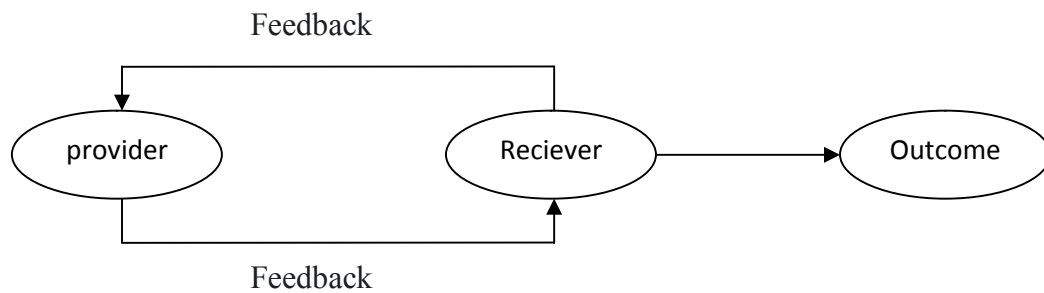


Figure 03. A cyclic model of feedback

3-3 Connected model

The connected feedback model recognizes the evolution of a student's learning journey by incorporating knowledge gained from both teachers and peers, highlighting the social nature of learning. Peterson (2009) views learning as a socio-cultural experience that underscores interactions within a classroom, not just between teachers and students but also among students. Through collaborative learning, students engage in dynamic exchanges with peers who may possess expertise in specific areas of the subject matter.

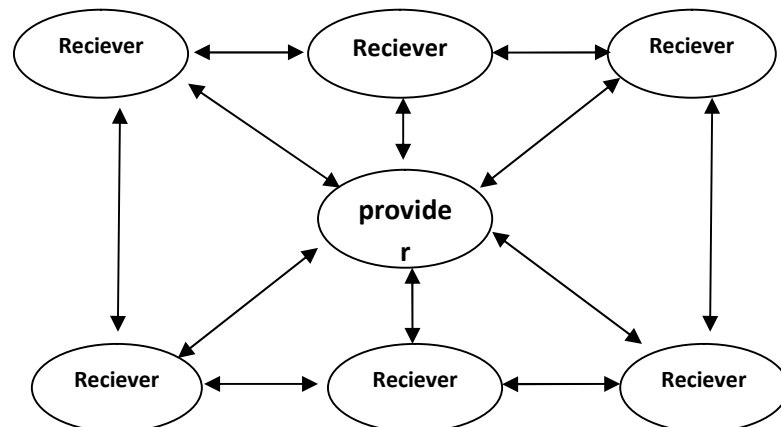


Figure 04. A connected model of feedback

4- Teacher's role of giving feedback

Irrespective of the teaching approaches and teaching environments, effective teachers are required to fulfill specific roles considered crucial for enhancing educational quality. This means that teachers may transition between various roles during different stages of activities in the classroom to assist students in creating well-organized compositions.

4-1 Teacher as an information provider

According to Brown & Atkins (1986), students commonly hold the belief that it is the duty of the teacher to impart information and knowledge to them. This perception aligns with the traditional view of the teacher as an authoritative figure responsible for sharing expertise in a particular subject area. In this context, the teacher is perceived as a knowledgeable expert who typically imparts knowledge to students through verbal communication.

4-2 Teacher as an instructor

In reality, instructors perceive teaching as their primary responsibility, but they are responsible for much more. Passive role in class. He spends his time supervising and managing his students' learning. their behavior and foster a positive learning environment. According to Chowdhury (2011), "...teachers play an important mediating role and co-construct learning by: It is not just about disseminating information, it is about communicating it to students" (p. 34). That is it. Teachers must work with and supervise students. Weaknesses and strengths. Additionally, Van Avermaet and Giesen (2006) suggest: Teachers must motivate students to invest significant energy in completing tasks. It is exciting and challenging, allowing students to learn by doing.

4-3 Teacher as a manager

According to Brophy (1983), teachers who prioritize creating a positive learning atmosphere through effective management strategies tend to achieve greater success compared to those who primarily emphasize disciplinary measures. It is crucial for effective managers to assist students in comprehending the requirements and how to meet them in the given context, rather than resorting to intimidation or punishment when students fall short of expectations.

4-4 Teacher as an observer

According to Harmer (1998) and William (1989), observation is a valuable tool that requires careful planning. It enables teachers to enhance specific skills and techniques,

fostering professional growth and expertise. Teachers, as observers, not only assess students for feedback but also evaluate the effectiveness of instructional materials and activities to make necessary adjustments for future lessons. Classroom observation, as exemplified by beginner teachers, offers opportunities for continuous improvement through analysis, reflection, and observation of interpersonal dynamics among students. It is emphasized that classroom observation should be viewed as a developmental process rather than a judgmental one.

4-5 Teacher as an assessor

According to Biggs (2003), it is evident that teachers have a multifaceted role that includes not only planning, implementing educational programs, and evaluating student learning but also assessing the effectiveness of the course and curriculum being delivered. Biggs emphasizes the importance of ensuring alignment between curriculum objectives, teaching methods, and assessment processes. This alignment is crucial because when there is consistency in what is desired, how it is taught, and how it is assessed, teaching is more likely to be highly effective compared to situations where alignment is lacking.

Generally, according to Harmer (2000), providing feedback on writing assignments requires particular attention and consideration :

"Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken." (p. 261)

5- Students' attitudes towards teacher's feedback

If we have to deal with the attitudes of learners, we need to define the word «attitude» as a separate concept. The term attitude is defined as «a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor », (Egley & Chaiken, 1993). In similar way, Brown (2007) claims that teachers need to bear in mind that students also have both positive and negative attitudes.

5-1 Positive feedback

According to Kroll (2003) "Second language writers often benefit most and make the most progress when teachers contribute to this goal through a variety of intervention

strategies available in classroom settings” (pp. 219-232). In other words, students can enhance their skills with the guidance of teachers. For example, educators ought to promote errors as a beneficial part of the learning process, aiding in boosting confidence, reducing fear of making mistakes, and alleviating concerns about feeling foolish or embarrassed due to lacking the right answer."

Teachers can use motivational phrases to reduce students' anxiety and increase their motivation to learn, feeling comfortable. Ravichandran (2003) asserts that providing feedback is related to content-related reasons. Students may write longer essays and show improvement in their organization and development in Content creation. The teacher should also show gratitude for their efforts, and monitoring their work is an important element of the strategy. It is important to pay attention to the various elements inside the classroom to create the optimal learning environment for students, and to create good discussions through collaboration.

5-2 Negative feedback

If learning hasn't occurred, feedback cannot take place. It's an integral part of the teaching process and significantly influences students' performance, as teachers' input can impact their success positively or negatively. Teachers need to be aware of this dynamic to ensure continued learning (Hatti & Timperly, 2007). Additionally, Seligman (1972) suggests that negative feedback from teachers can lead students to feel helpless, emphasizing the importance of feedback that supports learning. Constant exposure to negative feedback can result in feelings of failure and a lack of confidence in their abilities, leading students to disengage in the classroom. Consequently, this can adversely affect their future performance.

Nevertheless, several studies indicate that negative feedback plays a significant role in enhancing learners' performance by prompting them to discover new approaches to assimilating knowledge. Hatti and Timperly (2007) elaborate that negative feedback can offer students an opportunity to learn and apply their knowledge, serving as a learning opportunity to prevent repeating the same mistakes. Thus, negative feedback to some degree influences learners' attitudes and impacts their learning process in various ways.

As a conclusion, learners in different contexts and with various learning styles and levels react to teachers' feedback differently; however, the design of language instruction

should not neglect their needs and attitudes towards this feedback; instead, it is necessary for them to consider it as a central element in order to foster the learning process.

Conclusion

In summation, this chapter had tried to bring around the theoretical background of the research. It embraced two main sections; the first one was dedicated to provide an overview of the writing skill. The second part, it presented a general definition of teachers' feedback. Then, it highlighted teachers' feedback types and models. Additionally, teachers' role of giving feedback was provided. Finally, students' attitudes towards teacher's feedback were discussed.

Chapter two

**Collection and analysis of
data**

Introduction

The previous chapter of the present research was conducting the theoretical part which related to the writing skill and teachers' feedback. While the current chapter is divided into three parts. The first part is concerned with a description of students' and teachers' questionnaires. The second part analyses the data yielded by the research instruments and presents their interpretation in the light of the research questions and hypothesis. Besides, the third part is devoted for the discussion of the results.

Moreover, The primary objective of this research is to address the research questions and validate the hypothesis by providing credible answers. The findings will be grounded in the analysis of teacher feedback on students' writing assignments and students' perceptions of the value of teacher feedback.

Therefore, for the purpose of this study, a data gathering tool is selected which is :
a structured questionnaire submitted for both teachers and students.

1. Data Collection

1.1 Description of Students' Questionnaire

The online questionnaire was crafted based on the research findings presented in the first chapter of this dissertation. It was distributed to thirty (30) third-year English students at Mohamed Khidar Biskra University.

The questionnaire consists of 20 questions that cater to different types of responses. It includes closed-ended questions with simple 'yes' or 'no' answers, multiple-choice questions that require students to select from given options, and open-ended questions that allow students to provide their own suggestions.

The designed questionnaire consists of five main parts: The first part (questions one, two, and three) aims to collect background information on students to understand their individual interests, skill levels, and perceptions regarding the significance of writing.

The second part includes question items four to ten, focuses on writing skills, covering issues students face when writing and the time they dedicate to it. It also examines the fundamental steps students should follow in writing and strategies for enhancing their writing abilities.

The third part of the questionnaire from question items eleven to fifteen, entitled teacher's feedback , examines whether teachers of WrittenExpression (WE) respond to their students' written production or not, the type of feedback and the way they provide it.

The fourth part, covering questions sixteen to twenty one , explores students' views on teachers' feedback. The final question, number 22, allows students to provide additional comments or suggestions.

1.2 Description of Teachers' Questionnaire

In order to support the students' questionnaire, we designed an online questionnaire for teachers who are only concerned with teaching written expression at the English department of MohammedKhider Biskra.

The online teachers'questionnaire consists of a combination of both close-ended and open-ended questions where the teachers are asked to tick Yes/No or to choose the appropriate answer(s) fromthe required options; the open-ended questions are required from the teachers to answer freely.

The current designed online questionnaire includes five parts. The first part, is based on two questions pointed to know the teachers' academic degree, and their experiences concerning teaching english.The second part from question number four to twelve, the questions aim to investigate the way teachers provide feedback in the writing class: their approaches to teaching writing, and their main role in the classroom. In addition, this part highlights the typical writing issues faced by their students, along with potential solutions to aid the writing process. The third part, from question thirteen to seventeen, emphasizes on difficulties that students face. In the fourth part from question number eighteen to twenty five, demonstrates the teachers' feedback and students' perceptions. This part, additionally, comes as a solution to the third part. Finally, we put the last question twenty six (part five) for giving a few suggestions which help students in their writing production.

2. Data Analysis

This stage is devoted for the analysis of the students' questionnaire findings.

2.1 Analysis of the Students' Questionnaire

Part One: Background Information

Question 01: Are you motivated to learn writing?

	frequency	%
Yes	29	97%
No	01	3%
Total	30	100%

Table 02. Students' Motivation to Learn Writing

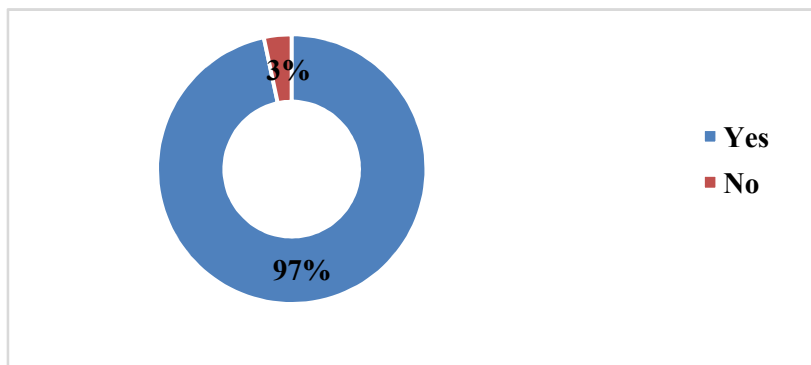


Figure 05: Students' Motivation to Learn Writing.

As it is shown in table 2 and figure 5 above, 96,7 % of learners responded positively to the question item one by selecting option "Yes", indicating that they were motivated to learn writing. 3,3% of students chose option (b) and stated that they had zero motivated.

That is to say, the motivation to learn is crucial for mastering a skill, and it's particularly important for achieving success. Based on the collected data, it seems there are certain hidden factors that discourage some students from acquiring this particular skill.

Question 02 : How would you rate your level of writing ?

	frequency	%
Very good	02	6.7
good	13	43.3
Average	14	46.7
Bad	01	3.3
Very bad	00	00
Total	30	100%

Table 03. Students' Writing Level.

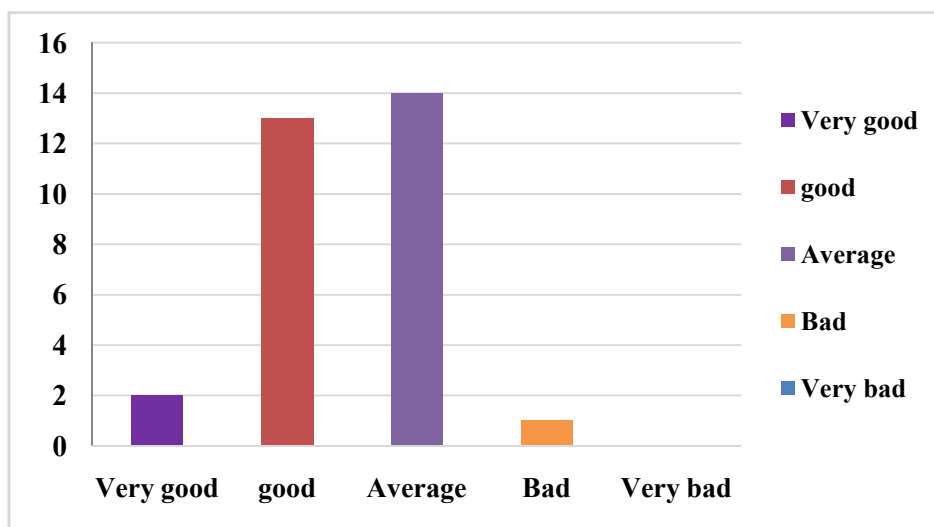


Figure 06. Students' Writing Level.

According to the information provided in Table 3 and Figure 6:

- The largest group of respondents (46,7%) reported having an average level of writing proficiency.
- A significant portion (43,3%) claimed to have a good level of writing skills.
- Only a small percentage (6,7%) of respondents considered their writing level to be very good.
- The remaining students described their writing abilities as either bad (3,3%)

In summary, the majority of participants (46.7%) perceived their writing skills to be at an average level. This could be attributed to several factors:

- Writing is a challenging task that requires significant effort for students to develop.
- Students may lack sufficient practice in writing, which hinders their progress.

In contrast, students who rated their writing level as good (43.3%) likely engage in more frequent writing practice and dedicate time to improving their English writing proficiency.

Question 03 : choose one statement that describes how do you feel about the importance of writing.

	frequency	%
Writing expresses who we are as people	05	16.7
Writing equips us with communication	06	20
Writing is an essential job skill	10	33.3
Writing preserves our ideas and memories	09	30
Total	30	100%

Table 04. The Importance of Writing

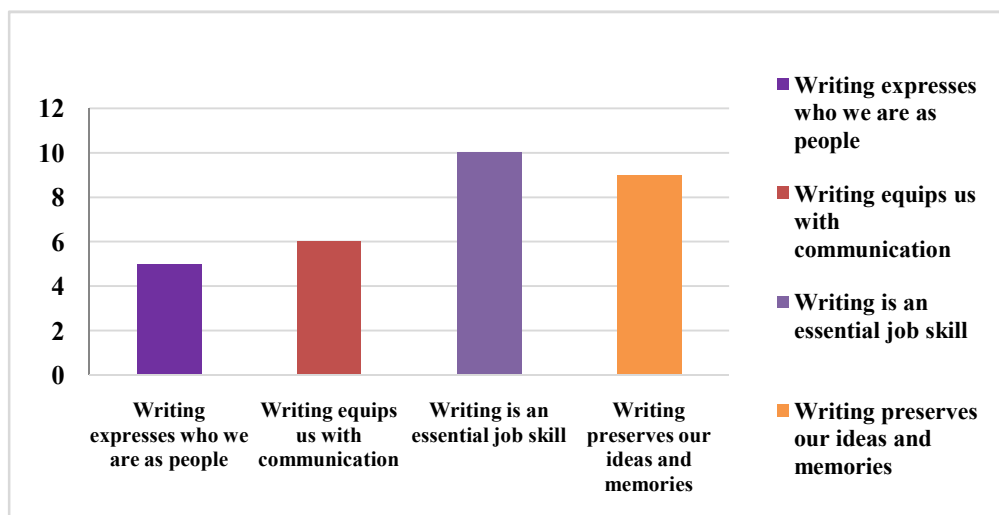


Figure 07. The Importance of Writing.

As demonstrated in table number 4 and figure 7 above, we notice that there a similarity in ratios. 33.3% of learners described writing as an essential job skill. 30% of them considered it as a tool which preserves ideas and memories. 20% of participants claimed that writing can equip us with communication. Few of the learners (16,7%) viewed writing as a means of self-expression and a wayto convey their identities.

Overall, these ratios reflect diverse perspectives on the significance of writing, ranging from its practical utility in professional settings to its role in personal expression

and identity formation. Each viewpoint underscores the multifaceted nature of writing as a skill that can serve various purposes and hold different meanings for individuals.

Part Two: Writing Skill

Question04. Do you have enough time to write or to answer writing activities in the classroom?

	frequency	%
Yes	12	40
No	18	60
Total	30	100%

Table 05. The Sufficiency of Writing Time in the Classroom

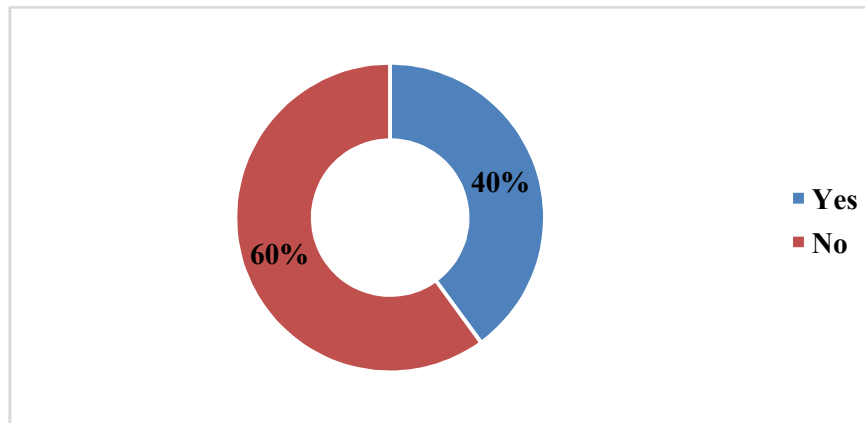


Figure 08. The Sufficiency of Writing Time in the Classroom.

As it shown in the table 5 and figure 8 above, we notice that 60% of students are not given sufficient time in the classroom either to write or to answer the writing assignments. While others (40%) declared that the time given to them is sufficient.

The majority of students struggle with a problem of limited time and a number of competing demands, especially when they want to translate their thoughts into words. However, it is important for teachers to provide as much sufficient time as possible so that students can think properly without any pressure.

Question 05 : Do you go through the stages of writing in your written assignment?

	frequency	%
Yes	21	70
No	09	30
Total	30	100%

Table 06. Following Stages in Writing Assignments.

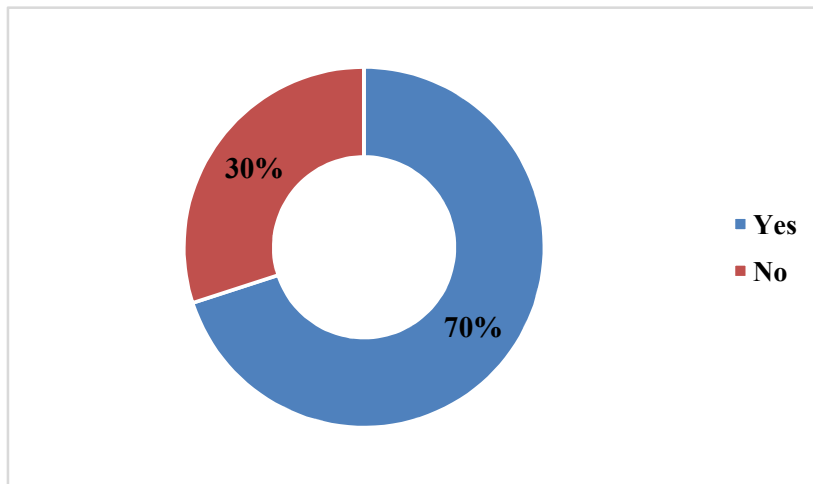


Figure 09. Following Stages in Writing Assignments.

The table and the figure above show that the percentage of learners (70%) confirm that they follow stages of writing in their written assignment. While 30% of the participants say that they do not follow these instructions.

These results reflect that following stages in writing assignments enhance students' capacities to develop accurate meaning, acquire new content knowledge, and oversee comprehension. So, we can say that most of students are aware of the significance of following the different stages of writing.

Question 06 : ifyes, which stage in your written assignment takes more time ?

	frequency	%
Pre- writing	14	46.7
Drafting	14	46.7
Publishing	02	6.7
Total	30	100%

Table 07: Students’ Timing Problem in the Stages of Writing.

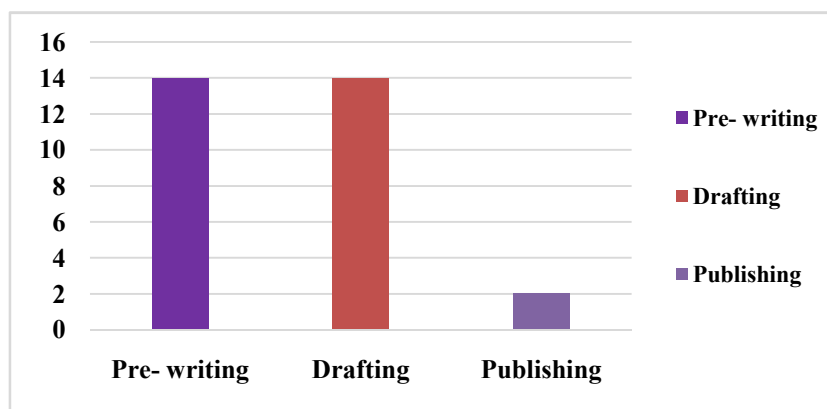


Figure 10. Students’ Timing Problem in the Stages of Writing.

As it is shown in table 7 and figure 10 above, the same percentage (46,7%) for both stages of writing (ppre-wrritiing , drafting), wich means that learnerstake a long period of time with the pre-writing and the drafting challenge when answering a given activity. While the rest 6.7% select the last choice (c) that indicates a timing issue with the publishing stage.

As can be understood from the table 7 and figure 10, students find the two stages (pre-writing and draftting) challenging and time-consumig. This could be due to various factors, such as : difficulty in generting and organizing ideas, lack of confidennce in their writing abilities. Whille the low percentage for the publishing stage may indicate that learners either find this stage less challenging or have developed strategies to manage their time effectively during this stage.

Question 07 : Which of the following elements is considered as a major problem for you in writing ?

	frequency	%
Grammar	03	10
Vocabulary	15	50
Spelling and punctuation	03	10
Capitalization	01	3.3
Content and paragraphs organization	08	26.7
Native language interference	00	00
Total	30	100%

Table 08. Student’s Main Difficulties in Writing

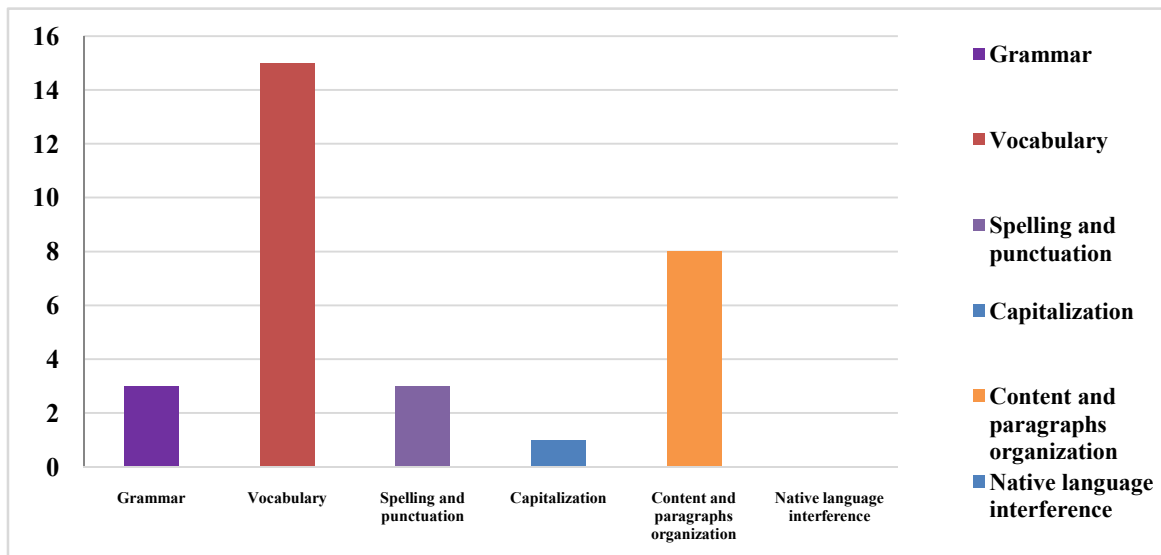


Figure 11. Student’s Main Difficulties in Writing

This multiple-choice question is employed to explore the primary challenges students encounter in writing. In response to this question, we can observe that vocabulary (50%) and content and paragraphs organization (26,7%) have the most common sources of difficulty in writing which learners seem to agree on. Then, following by both of grammar and spelling and punctuation that have the same percentage (10%). In addition, the capitalization has 3,3% of responses. While the last option (native language interference) has been ignored (0%).

If we delve deeper into the percentages, we find that the high percentage for vocabulary and content organization underscores the importance of vocabulary

development and teaching strategies for structuring written work. Addressing grammar, spelling, and punctuation challenges is crucial for enhancing the overall quality of students' writing. The low percentage for capitalization suggests that this area may require less focus compared to other language mechanics. Finally, the absence of responses for native language interference could indicate a lack of awareness or understanding of how one's native language influences their writing in a second language.

Question 08 :When you write in English, do you:

	frequency	%
Think in English language	17	56.7
Translate from your mother tongue language to the second language	13	43.3
Total	30	100%

Table 09. Students' Way of Thinking When Writing an English Composition.

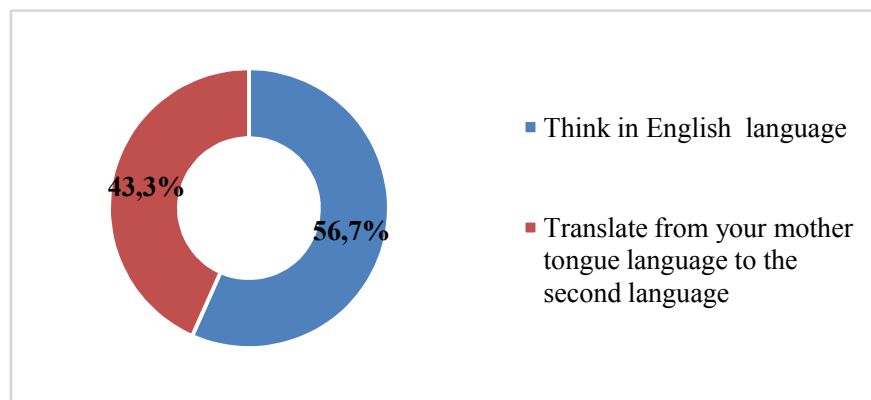


Figure 12. Students' Way of Thinking When Writing an English Composition.

As it is shown in the table 9 and the figure 12, the learners' responses to question are almost similar. More than a half of learners (56,7%) agree that they think in English language when they write a composition. Whereas 43,3% of them use translation their mother tongue to the target language.

So, the majority of learners prefer to think in English when composing. This suggests a higher level of proficiency or comfort in English, as thinking in the target language can often lead to more natural and fluent writing. On the contrary, relying on the translation from their native language may indicate a need for further language practice to develop more direct thinking and expression in English.

Question 09:Do you feel less competent when you face these problems ?

	frequency	%
Always	06	20
Sometimes	22	73.3
Never	02	6.7
Total	30	100%

Table 10.Students’ Degree of Feelings Towards the Writing Problems.

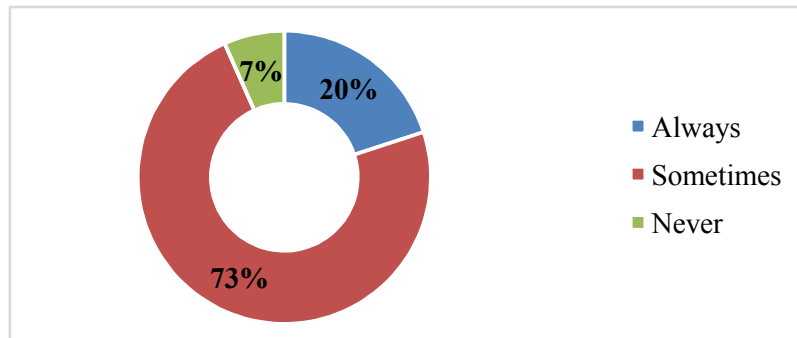


Figure 13. Students’ Degree of Feeling Towards the Writing Problems.

Results in table 10 and figure 13 illustrate the following: most of learners (73.3%) declare that they sometimes feel less competent when they face the previous investigated problems in writing. However, some others (20%) state that they never feel less competent even if they confront these problems. A few students (7%) report that they always consider themselves as less competent ones.

Given that writing poses challenges and often presents difficulties, it is common for non-native speakers to feel a sense of less competent due to the inherent differences between their native language and the language they are learning. We can say that committing errors is a natural part of the language learning process especially in the context of writing.

Question 10: From your point of view, what could be the best way to improve your writing ?

	frequency	%
Extensive reading	13	43.3
Extensive writing	13	43.3
Taking notes	02	6.7
Using electronic dictionaries	02	6.7
Total	30	100%

Table 11. Students' Ways to Improve Their Writing.

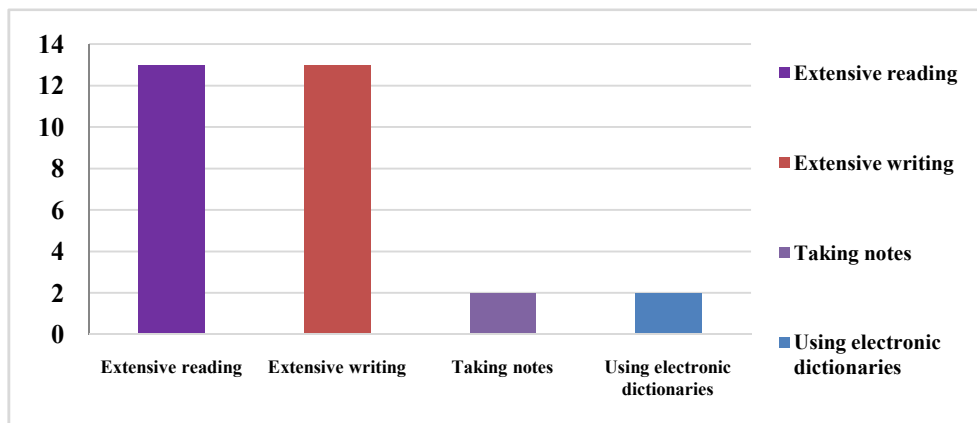


Figure 14. Students' Ways to Improve Their Writing.

As it is indicated in the table 11 and figure 14, 43,3% of learners believe that the best way to improve their writing is extensive reading. The same number of students think that extensive writing may help them to enhance their writing. However, the rest of students who select the last two options (taking notes, using electronic dictionaries) with the same percentage (6.7%) declaring that using these options may help them to raise their written level.

The results highlight the importance of both extensive reading and writing in developing writing skills, as perceived by the learners themselves. The relatively low percentages for note-taking and dictionary use suggest that these strategies may be less effective or less commonly employed by the learners surveyed.

Part Three: Teachers' Feedback

Question 11: Does your teacher of Written Expression correct your errors?

	frequency	%
Yes	24	80
No	06	20
Total	30	100%

Table 12. The Presence or the Absence of Teacher's Feedback on Learners' Writing Production

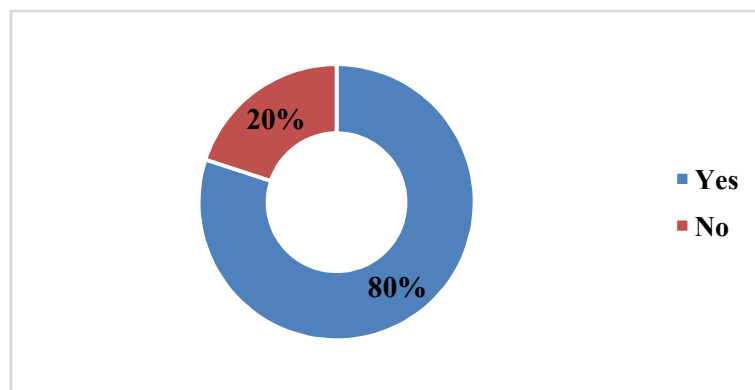


Figure 15. The Presence or the Absence of Teacher's Feedback on Learners' Writing Production

As indicated by Table 11 and Figure 15, the majority of learners (80%) reported that their written expression teachers typically offered feedback on their writing. In contrast, the remaining students (20%) stated that their written expression instructors did not give any feedback on their writing output.

In fact, Teacher feedback is crucial in education and should be part of assessment and course evaluation. When students make errors, teachers must guide them to produce the correct target form. Positively, most survey respondents received feedback on their writing, indicating teachers actively support students' writing development.

Question 12: Which of the following types of feedback would you like from your teacher to give more in the future?

	frequency	%
Oral feedback	03	10
Written feedback	06	20
Both of them	21	70
Total	30	100%

Table 13. Students' Preferences for Types of Teacher's Feedback

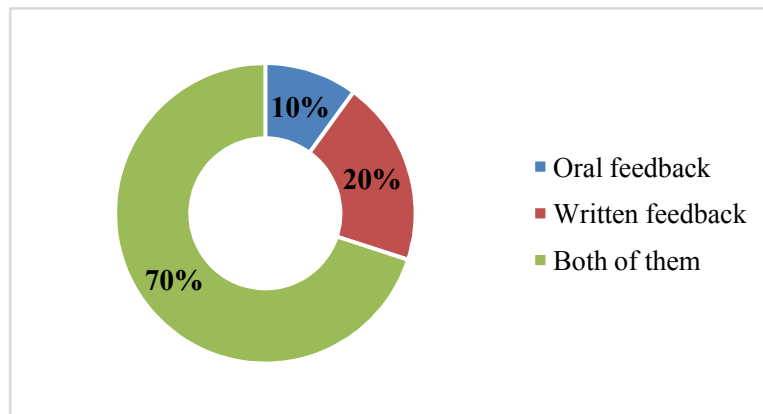


Figure 16. Students' Preferences for Types of Teacher's Feedback.

Through the table and the figure above, we can infer that the majority of learners (70%) selected the last option (c) declaring that they preferred both types of oral and written feedback that come from their teachers. However, the 20% of participants liked the written feedback, while the remaining respondents (10%) declare that they wanted their teacher's feedback to take an oral form.

To make an effective feedback, teachers must provide both oral and written feedback, so that students be enable to close the gap with their teachers, advance their learning, and enhance their academic performance.

Question 13: When your teacher offers you feedback, do you prefer that he?

	frequency	%
Corrects your errors immediately after their occurrence	06	20
lets you finish the message you are trying to convey and corrects your errors	24	80
Total	30	100%

Table 14. Students' Preferences for Feedback Timing.

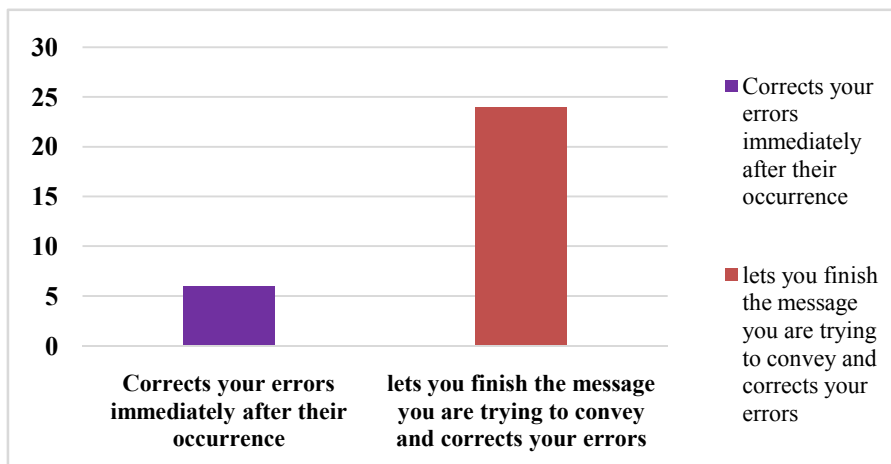


Figure 17. Students' Preferences for Feedback Timing.

As it is shown, The majority of them (80%) chose the option (b) declaring that they wanted from their teachers of written expression to let them finish the message that they were trying to convey, then, provide them with the appropriate feedback. Only 20% selected he first option saying that they preferred their teachers to correct their errors immediately after their occurrence.

In fact, the above-mentioned results expressed the following : a large proportion of the participants expressed a preference for their teachers to allow them to complete their message before providing feedback. On the other hand, a minority of the respondents indicate a preference for immediate error correction by their teachers during the writing process.

Question 14: Which of the following would you like from your teacher of English to do when responding to errors?

	frequency	%
Circle the error	4	13.3
Circle the error and provide correction	12	40
Circle the error and categorize them	3	10
Circle the error, categorize them, and provide correction	10	33.3
None of the above	01	3.3
Total	30	100%

Table 15. Students' Preferences for the Form of Teacher's Corrective Feedback.

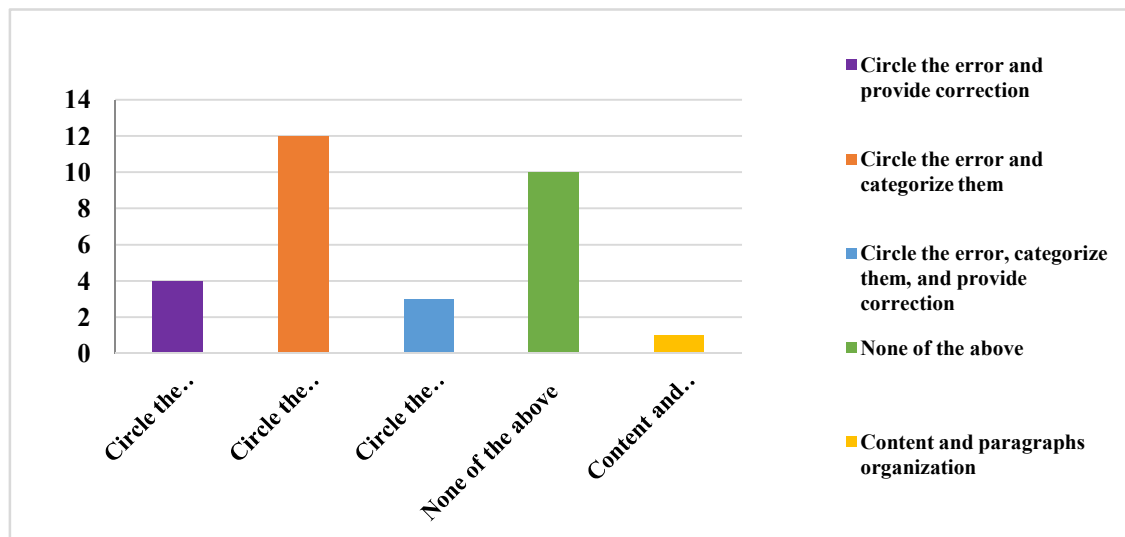


Figure 18. Students' Preferences for the Form of Teacher's Corrective Feedback.

The table and the figure above display that 40% of participants prefer their instructors of written expression to correct their written production by Circle the error and provide correction (option b). Others (33.3%) want their teachers to Circle the error, categorize them, and provide correction(option d). A few participants (13%) chose the option (a) supporting the idea that teachers just circle the error, whereas the option (c) is selected by 10% of students that calls for teachers to circle the errors and categorize them without providing correction. The last option (e) which is selected by 3.3% of learners claim that they prefer none of the suggested ways of corrections.

These results indicate the type of feedback which the participant students want to receive on their writings. However, what most students desire may be beyond the capacity of teachers. As noted in the literature, while feedback aids students in their writing process,

it does not replace the act of writing entirely. Otherwise, the feedback's effectiveness would diminish.

Part Four: Learners' Attitudes to Teacher's Feedback

Question 15: Do you read your teacher's corrections?

	frequency	%
Yes	29	96.7
No	01	3.3
Total	30	100%

Table 16. Learners' Interest in Reading Feedback

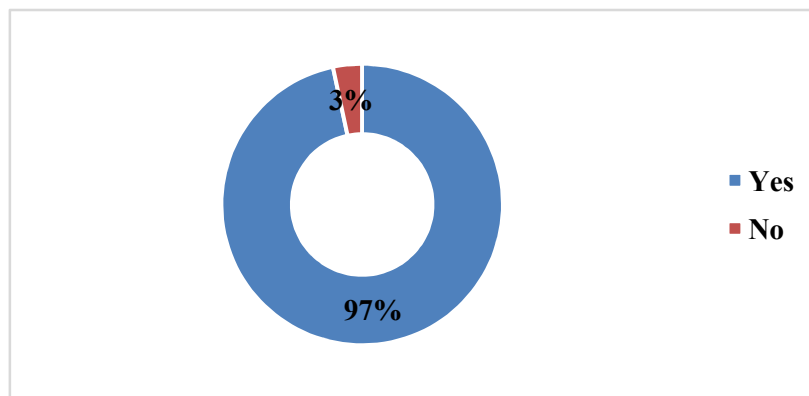


Figure 19. Learners' Interest in Reading Feedback

As it is shown in the table 16 and figure 15 above, 96.7% of learners focus on reading the corrections provided by their teachers. Only 3,3% from the total number declared that they neglected the teachers' feedback.

Question16 : If you are answered by yes , do you:

	frequency	%
Read them carefully	23	76.7
Look at some of them	06	20
Ignore them	01	3.3
Total	30	100%

Table 17. Learners' Ways of Reading the Received Feedback

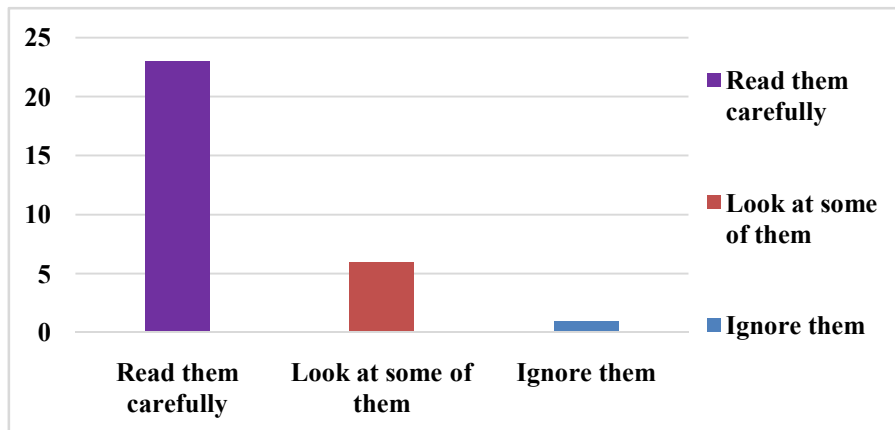


Figure 20. Learners' Ways of Reading the Received Feedback

Almost of the respondents (76.7%) confirm that they read the corrections provided by their teachers carefully, while 20% of them just look at some of the comments provided. The rest of students (3,3%) claimed the ignored teachers' corrections.

Overall, the majority of respondents indicates a high level of engagement with the feedback given. While a small percentage may not fully engage with or consider all the feedback given. The small percentage suggests a lack of receptiveness to feedback or a different approach to incorporating corrections.

Question 17: What source of feedback do you prefer the most ?

	frequency	%
Teacher's feedback	14	46.7
Peer's feedback	02	6.7
Self-feedback (self- assessment)	01	3.3
Electronic feedback	01	3.3
All of them	12	40
Total	30	100%

Table 18. Sources of Feedback.

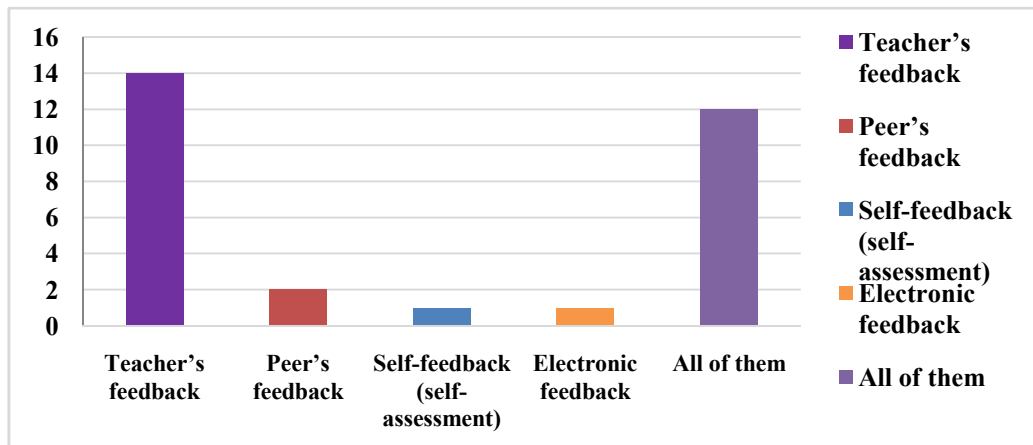


Figure 21. Sources of Feedback.

The above statistics indicate that 46.7% of learners give privilege to the teacher's feedback, whereas 40% of them prefer feedback that comes from all the suggested sources. Other learners (6,7%) prefer that their errors be corrected by their peers, while options (c) and (d) are chosen with the same frequency with percentages of 3.3%. Option (c) supports the idea of preferring self-correction, and option (d) focus on electronic feedback.

The majority of learners prioritize feedback from teachers, emphasizing the role of educators in guiding and supporting student learning. A significant portion also values feedback from multiple sources, indicating a holistic approach to improve their skills. Peer correction, self-correction, and electronic feedback, though chosen by smaller percentages, showcase diverse preferences and the incorporation of technology in the feedback process. So, understanding these ratios can help educators tailor their feedback strategies to meet the varied preferences of learners, fostering a more effective and engaging learning environment.

Question 18: Do you integrate your teacher's feedback into your writing?

	frequency	%
Yes	28	93.3
No	02	6.7
Total	30	100%

Table19. Students' Integration of the Teacher's Feedback in Their Writing.

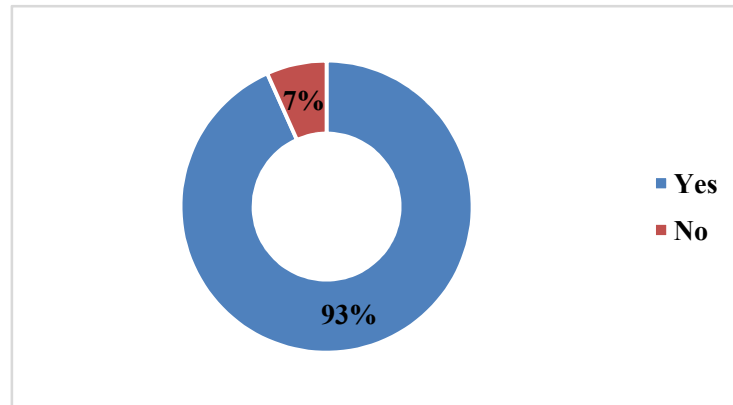


Figure 22. Students' Integration of the Teacher's Feedback in Their Writing.

As it is clarified in table 19 and figure 22 above, 93% of participant students declared that they incorporate their teachers' correction into their writing, while a few of them (7%) affirmed that they neglected it.

Question19: Do you find that teacher's feedback is useful?

	frequency	%
Yes	27	90
No	03	10
Total	30	100%

Table 20. The Usefulness of Feedback in Improving Writing

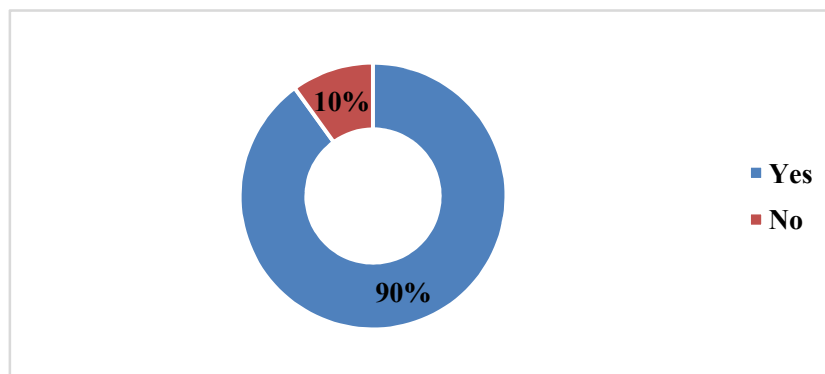


Figure 23. The Usefulness of Feedback in Improving Writing

In response to this question, 90% of the learners claimed that their teacher's feedback has a crucial role in improving their written production, while the rest of them (10%) affirmed the opposite: that it was not important.

That is to say, feedback is considered as a tool to enhance students' writing level. It makes them evaluate their writing and notice possible points of weaknesses because without comments from the teacher, students assume that their writing has reached the intended level; hence, they see no need for revising the content of their papers.

Question 20 : In your view, how can teacher's feedback help in ameliorating students writing skill?

The final question is designed to encourage students to share any methods, approaches, or concepts that would motivate them to seriously consider and apply their teacher's comments and suggestions.

Among 30 participants, only 11 students provided feedback on how their writing improved with the help of their teacher's feedback. Consequently, the responses from the participants were examined and grouped into the following categories:

- To enhance their academic writing skills, educators should encourage students to engage in continuous reading. Essentially, the more students read, the greater their writing proficiency becomes.
- Teachers can provide beneficial, useful feedback that can enhance the students' writing level, especially written feedback.
- Teacher's feedback plays an essential role in developing students' writing skill for example by providing guidance and support, also by motivating them.
- It can be helpful in developing the writing skill, learning the second language appropriately.
- Feedback spots students' mistakes, so they learn from their errors.
- Teachers know their students' needs which make them able to give beneficial feedback for their students.
- If teachers give them feedback, this will help them to improve their vocabulary, grammar and spelling.
- By discovering repeated errors and avoiding them.
- The teacher's correction sometimes contains terms that may be new so that we can use at another time.
- They would recognize where their errors stem from and try to improve their writing.
- Through tasks about correcting writing mistakes.

Consequently, we conclude from these responses that the majority of learners are definitely aware of the value of feedback.

2.2 Analysis of the teachers' Questionnaire

Part one: General Information

Question 1. Do you hold a

	frequency	%
Master degree	00	00
Magister degree	02	25
Doctorat degree	06	75
Total	08	100%

Table 21. Classification of Teachers' Academic Degree

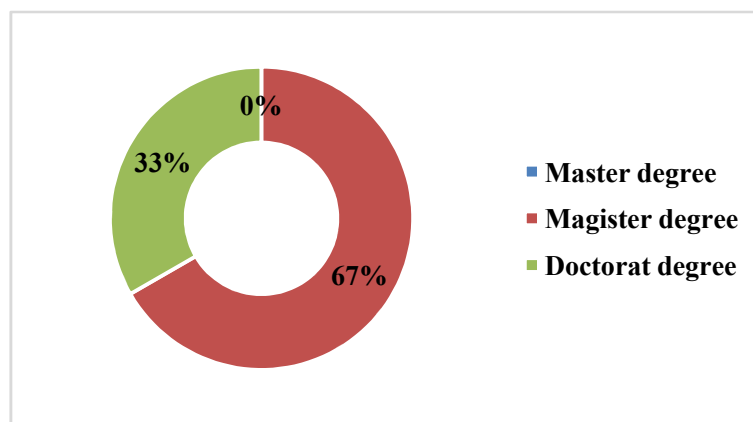


Figure 24. Classification of Teachers' Academic Degree

As it is shown in the graph above, we see that 75% of teachers hold the Doctorat degree, 25% holding magiste degree, while non of them having the master degree.

Question2. How long have you been teaching English?

	frequency	%
Less than 5 years	02	25
More than 5 years	06	75
Total	08	100%

Table 22. The Period of Teaching English

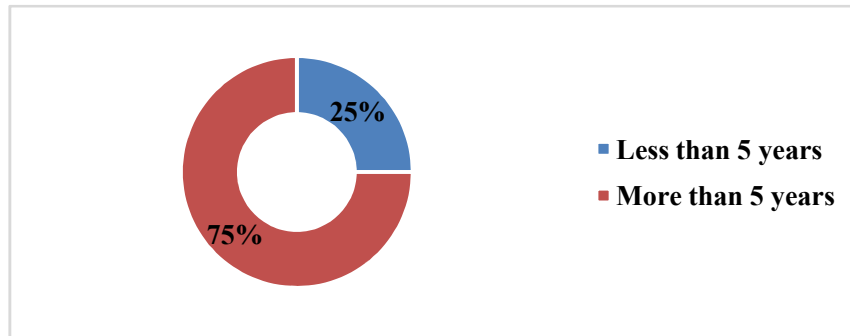


Figure 25. The Period of Teaching English

From the above table, a high percentage 75% of respondents have been teaching English for more than five years. Just 25% of them have been teaching it for less than five years.

Part two: Teaching Writing

Question3. Do you think time allotted to written expression module is sufficient?

	frequency	%
Yes	00	00
No	08	100
Total	08	100%

Table 23. Teachers' Opinion about the Time Allotted for written expression module

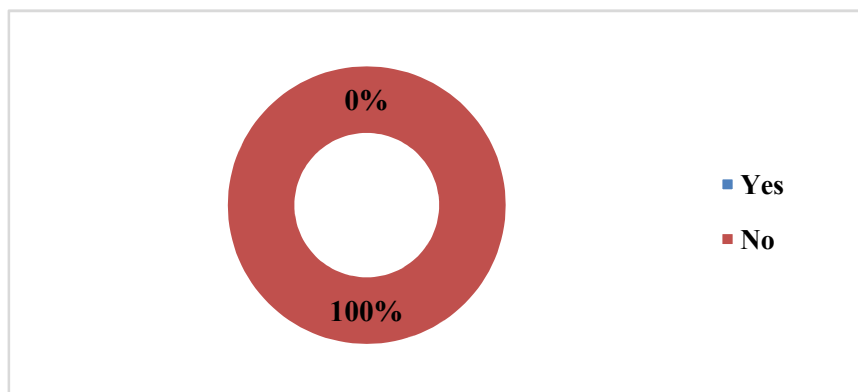


Figure 26. Teachers' Opinion about the Time Allotted for written expression module

The statistics above reveal that 100% of teachers opted for “No” option as the time is not sufficient to teach written expression module for improving students’ writing level, because because it requires different kinds of conventions and rules that should the learners’ master.

Question4. Do you consider the written expression program sufficient to improve the students' writing capacities?

	frequency	%
Yes	00	00
No	08	100
Total	08	100%

Table 24. Sufficiency level of the written expression scale to improve students' level

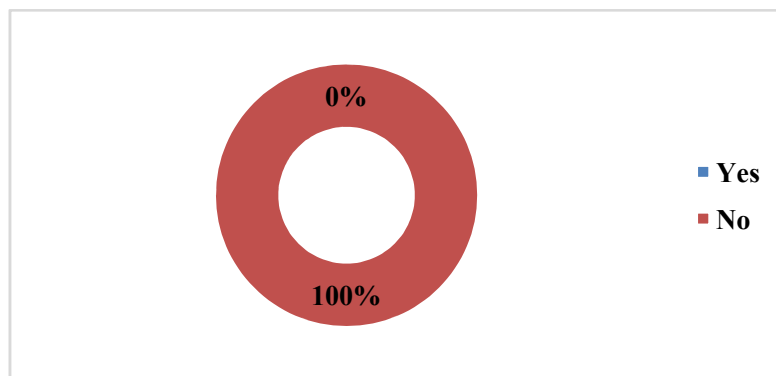


Figure 27. Sufficiency level of the written expression scale to improve students' level.

As it is shown above, all respondents (100%) believe that written expression program is not sufficient to improve students' abilities. This indicates a strong consensus that the current program is inadequate. However, no respondents (0%) consider the program sufficient. This lack of positive feedback suggests there are significant issues with the program's effectiveness in meeting its objectives.

Question5. When teaching the writing skill, which approach of the following do you adopt ?

	frequency	%
Product approach	01	12.5
Process approach	07	87.5
Genre approach	00	00
Total	08	100%

Table 25. Approaches Used to Teach Writing.

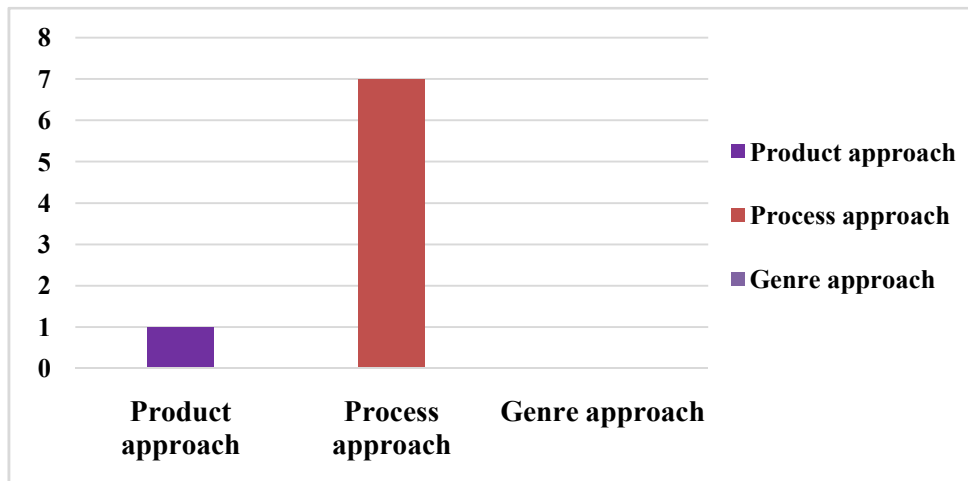


Figure 28. Approaches Used to Teach Writing.

According to the table 24 and the figure 25, almost of our teachers (87.5%) preferred to explore teaching writing through the process approach, while 12.5% believed that the product approach is the best one for teaching writing, and no one(0%) adopt the genre approach.

We notice through the table and figure above that the process approach is the most one in writing classes. It combine all the existing techniques to make them more flexible for learners to learn how to write easily. However, the importance of the other approaches when considered individually cannot be neglected, because the process approach itself is a whole combination of the other approaches.

Question6.Do you oblige your students to write?

	frequency	%
Yes	08	100
No	00	00
Total	08	100%

Table 26. Writing as Obligatory

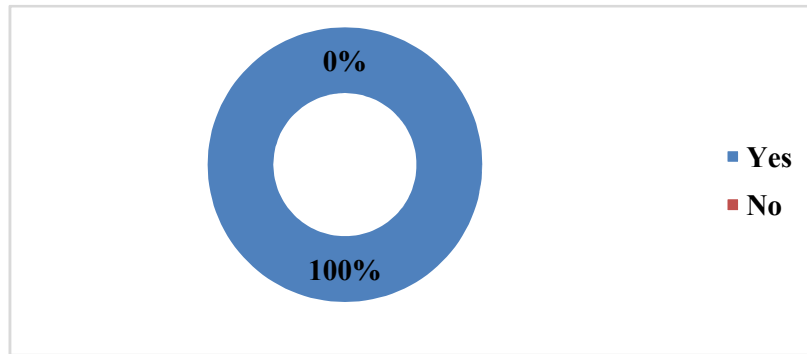


Figure 29. Writing as Obligatory

This question asks instructors whether they oblige their learners to write or not. From table 24 and figure 25, we see that all teacher oblige their students to write whether in class or at home.

Question7. If yes, how do you do that ? is it by:

	frequency	%
Writing essays at home	06	75
Writing diaries	00	00
writing responses to novels	00	00
Others	02	25
Total	08	100%

Table 27. Types of Writing Required by Students

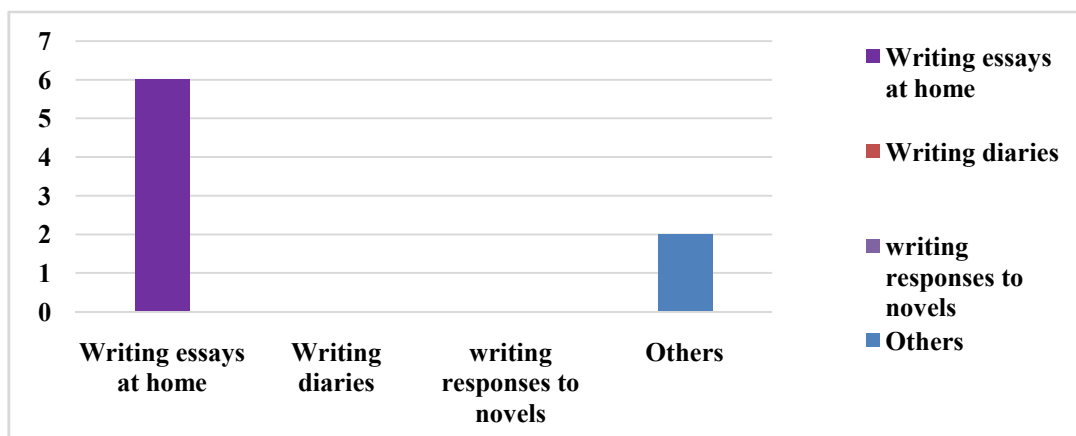


Figure 30. Types of Writing Required by Students

The results above display that 75% of teachers oblige their students to write essays, but only 25% who use other ways in order to develop their students' writing such as: free writing , group work , and giving them assignment to write in and outside the class. The two options (b) , (c) are types that are not reliable by our participant teachers.

In essence, students typically develop their abilities and refine their writing techniques through essay writing and other way. They tend to focus on structuring content, improving punctuation, and ensuring clear sentence construction. Moreover, they integrate critical thinking into their writing process. Conversely, students who lack motivation for writing and do not engage in regular practice may produce essays with unclear logic and weak arguments, leading to unsatisfactory outcomes.

Question8.Do you find teaching writing skill a difficult matter ?

	frequency	%
Yes	06	75
No	02	25
Total	08	100%

Table 28. Teachers' Views about the Difficulty of Writing.

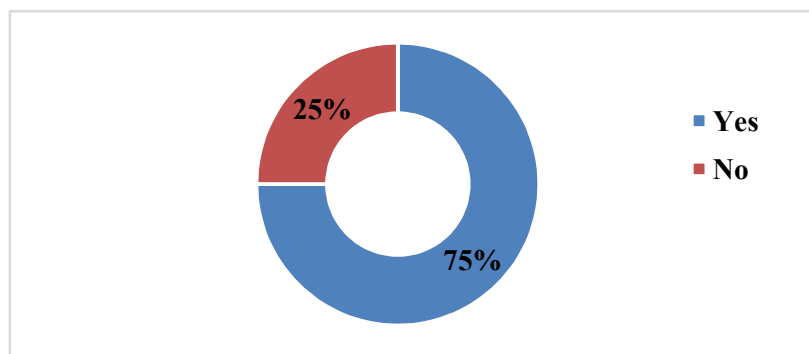


Figure 31. Teachers' Views about the Difficulty of Writing.

The purpose of this question was to gauge teachers' perspectives on the challenges associated with teaching writing. The collected responses indicate that 75% of the teachers answered "Yes," acknowledging that imparting writing skills is a difficult task. The remaining 25% responded with "No," suggesting they do not find teaching writing particularly challenging.

Question9. According to you as a teacher, which role do you perform in the writing classroom?

	frequency	%
An information provider	00	00
Instructor	03	37.5
Manager	00	00
Assessor	00	00
Observer	00	00
All of them	05	62.5
Total	08	100%

Table 29. Teachers’ Role in the Classroom

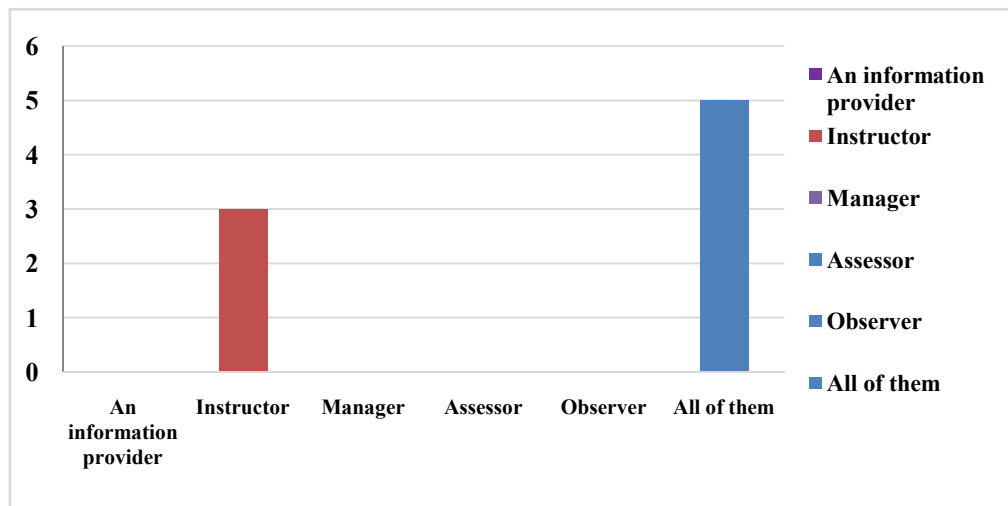


Figure 32. Teachers’ Role in the Classroom

As evident from the data presented in Table 27 and Figure 32, more than a half of teachers (62,5%) fulfill multiple roles within writing classrooms, including information providers, instructors, managers, assessors, and observers. In contrast, a (37,5%) of teachers indicated a preference for the specific role of a instructor.

Students often express a willingness to seek guidance, support, and feedback from their teachers to engage more actively in the classroom. It is crucial for teachers to recognize their significant role in inspiring these students whenever they feel demotivated to write. Furthermore, teachers need to monitor their students' behaviors, effectively oversee the classroom environment, and offer appropriate guidance to facilitate essential adjustments that typically enhance students' commitment to the learning process.

Question10. Doyou think that the best solution to enhance learners writing is:

	frequency	%
Giving rewards and punishments	00	00
Giving effective feedback	07	87.5
Using interactive method	01	12.5
Using technology	00	00
Total	08	100%

Table 30. Teachers’ Opinions about the Best Solution to Enhance Writing

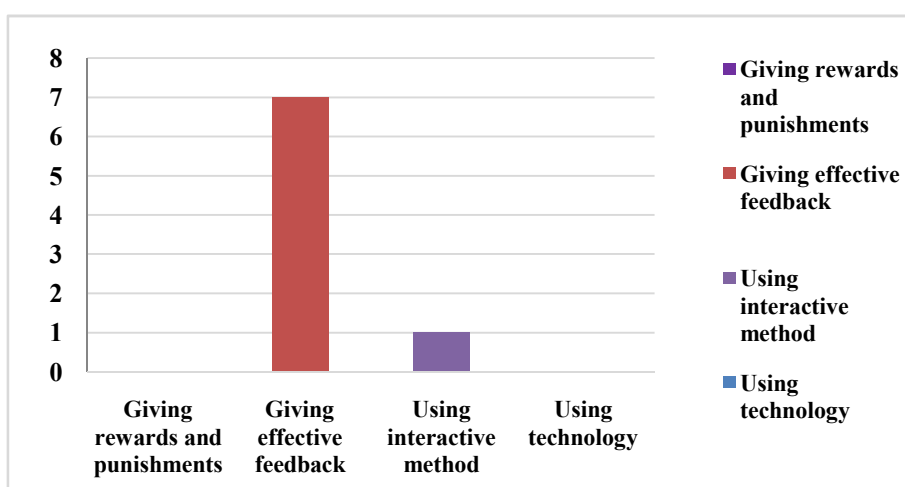


Figure 33. Teachers’ Opinions about the Best Solution to Enhance Writing

Responses provided by participant teachers indicate that giving effective feedback is the best solution to improve students’ writing level (88%). 13% of teachers believe that having a good writing can be achieved by using interactive method. The findings show also that giving rewards and punishments , using technology have the same percentage 0% .

the previous answers indicate that giving effective feedback by teachers can be considered as the best solution to teach students how to write a good content, with the appropriate utilisation of punctuation marks and vocabulary and other basics of writing.

Part Three: Writing Difficulties

Question11. Are you satisfied with your students' writing?

	frequency	%
Yes	00	00
No	08	100
Total	08	100%

Table 31. Teachers’ Opinion towards Students’ Level in writing

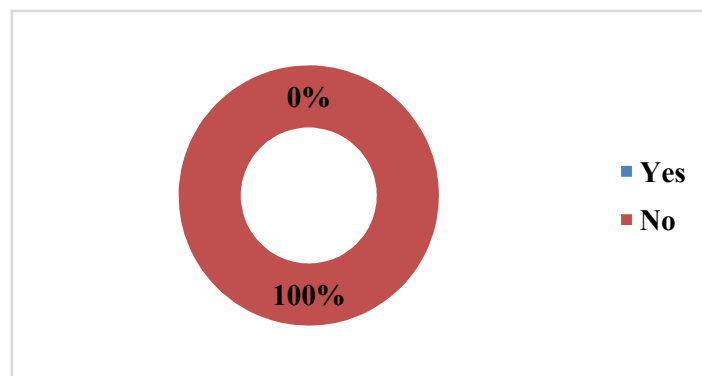


Figure 34. Teachers’ Opinion towards Students’ Level in writing

The previous figure demonstrates the teachers’ feeling towards learners’ writing level. The whole teachers (100%) declared that their level in writing is not competent to reach a high level.

We can say that all teachers asserted that students have various deficiencies across different levels such as: writing style, coherence, and cohesion, and they persist in making the same errors despite teacher corrections.

Question12. If your answer is "No", would you justify please?

This question is has a justification reported from participant teachers

- Students underestimate the role of reading, they have to improve grammar and vocabulary use.
- They are poor writers.
- Only minority is able to write effectively.
- Many are not able to write an acceptable paragraph in terms of organization, coherence, and accuracy.

- Many students are still struggling with the basics of writing. They have poor habits and willingness to write without the teachers' instruction.

Question13.Do you think that your students have serious difficulties in writing?

	frequency	%
Yes	07	87.5
No	01	12.5
Total	08	100%

Table 32. Teachers' Opinion towards Students' writing difficulties.

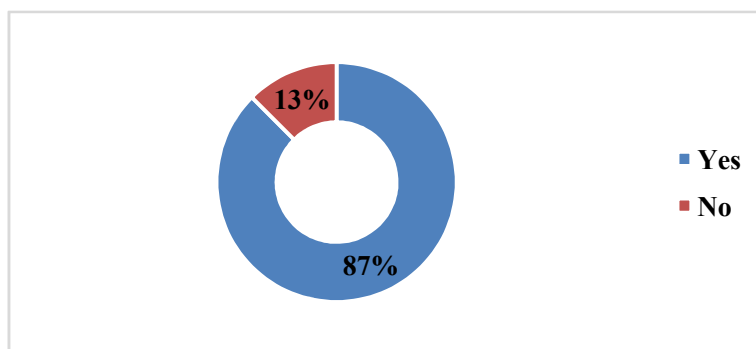


Figure 35. Teachers' Opinion towards Students' writing difficulties.

The previous figure demonstrates that whether students have difficulties when they write or not. 100% of teachers agreed that their learners have different difficulties in their writing, and that what lead them unable to master the writing skill.

Question14.What kind of difficulties do they encounter?

	frequency	%
Vocabulary	01	12.5
Grammar	00	00
Capitalization	00	00
Spelling and punctuation	00	00
Content and paragraphs organization	06	75
Native language interference	01	12.5
Total	08	100%

Table 33.The most common problems in writing noticed by teachers

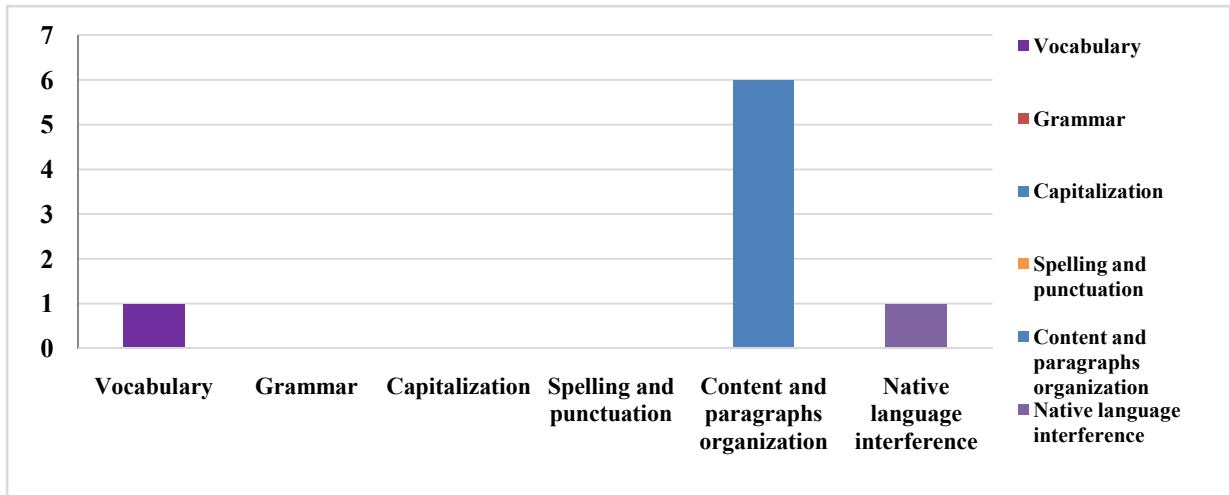


Figure 36. The most common problems in writing noticed by teachers

According to the data provided, 75% of teachers reported that content and paragraph organization was the most frequent issue encountered among students. In contrast, grammar, capitalisation, and spelling and punctuation were not considered reliable by the participants. As for vocabulary and native language interference, they both had the same percentage rate of 12.5%.

75% of teachers identified Content and paragraph organization as a common issue, indicating a significant concern among students. Options grammar, Capitalization, and Spelling and punctuation were not considered reliable by the participants, it suggests a lack of confidence or effectiveness in these options. Both of vocabulary and native language interference having a 12.5% rate, it implies an equal level of consideration or preference for these choices among the participants.

Overall, these ratios provide insights into the perceptions and preferences of the teachers surveyed, highlighting areas of concern and reliability in the context of student issues and choices made by the participants.

Part Four: Teachers’ Feedback and Students’ Attitudes

Question 15. Do you provide feedback to your students?

	frequency	%
Yes	08	100
No	00	00
Total	08	100%

Table 34. Providing Feedback by Teachers.

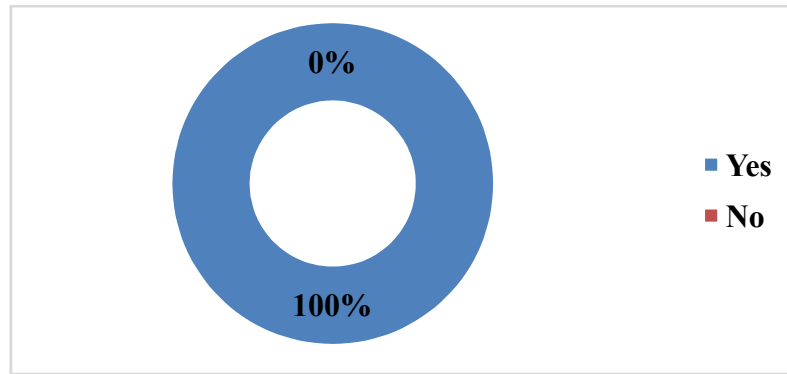


Figure 37. Providing Feedback by Teachers.

This question was put to know whether teachers provide feedback to their learners or not. So, as it is indicated, all of teachers (100%) provided feedback to their students.

Question16. If your answer to the previous question is ‘Yes’, What forms does your feedback usually take?

	frequency	%
Oral feedback	00	00
Written feedback	01	12,5
Both of them	07	87,5
Total	08	100%

Table 35. Teachers’ Feedback Types.

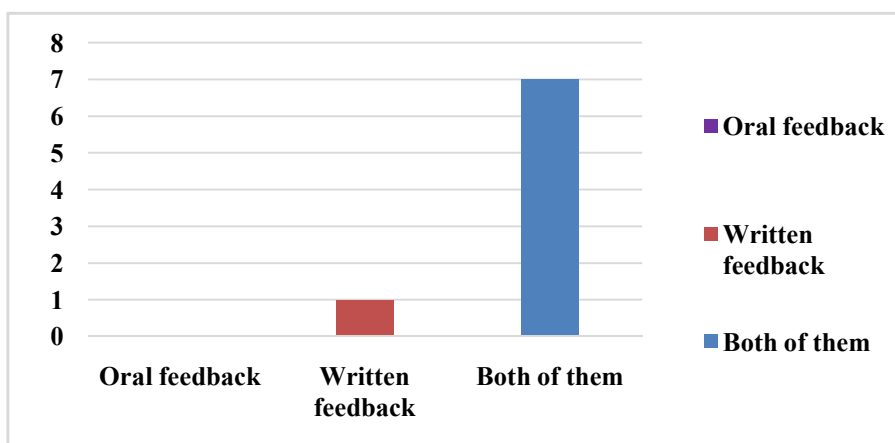


Figure 38. Teachers’ Feedback Types.

For replying to this question, almost of participant teachers (87,5%) claim that they prefer to provide both written and oral feedback to their students, while a few group of

teachers (12,5%) claim that written feedback is the adopted type they give to their students.

The data suggests that the majority of participant teachers, representing 87.5%, favor a combination of written and oral feedback when communicating with their students. This approach allows for a more comprehensive and interactive learning experience, where students can benefit from both written guidance and verbal explanations or clarifications. On the other hand, a smaller group of teachers, accounting for 12.5% of the participants, rely solely on written feedback as their preferred method of providing guidance to their students. While written feedback can be valuable for documenting progress, providing detailed comments, and allowing students to refer back to the information, it lacks the immediate interaction and dialogue that oral feedback can offer.

Question17. In your opinion, which way is more effective in giving feedback ?

	frequency	%
Direct feedback	01	12.5
Indirect feedback	00	00
Both of them	07	87.5
Total	08	100%

Table 36.Teachers’ Opinions about an Effective Way to Provide Feedback.

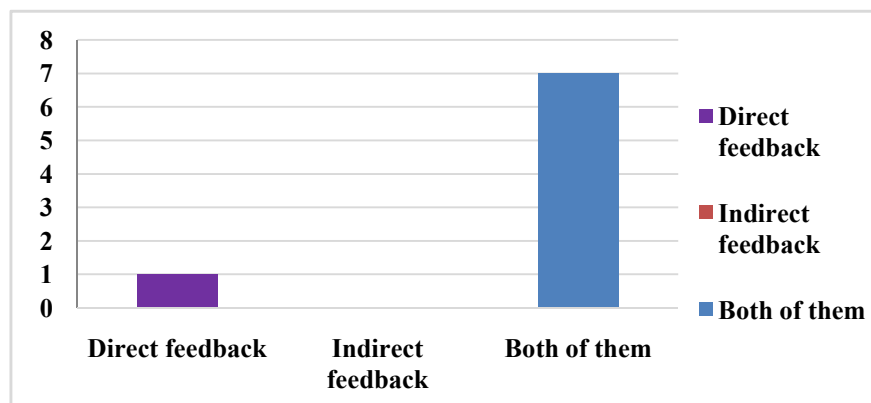


Figure 39. Teachers’ Opinions about an Effective Way to Provide Feedback.

We observe through the previous rate, the majority of participants (87,5%) provided both direct and indirect feedback together. The rest of them (12,5%) adopted the direct

feedback. However, indirect feedback, as noticed through the previous rate, was not reliable by teachers.

The analysis of the provided ratios highlights a clear preference among the majority of participants for a combined approach of direct and indirect feedback. While direct feedback is favored by a smaller group, indirect feedback is perceived as less reliable by teachers. Understanding these preferences can guide educators in refining their feedback strategies to better meet the needs of their students and enhance the effectiveness of their teaching practices.

Question18. How do you correct your students’ written assignment ?

	frequency	%
Provide directly the correct form	00	00
Show the mistakes using symbols	05	62.5
Just cross the mistaken parts	03	37.5
Others	00	00
Total	08	100%

Table 37. Teachers’ Ways of Correcting the errors.

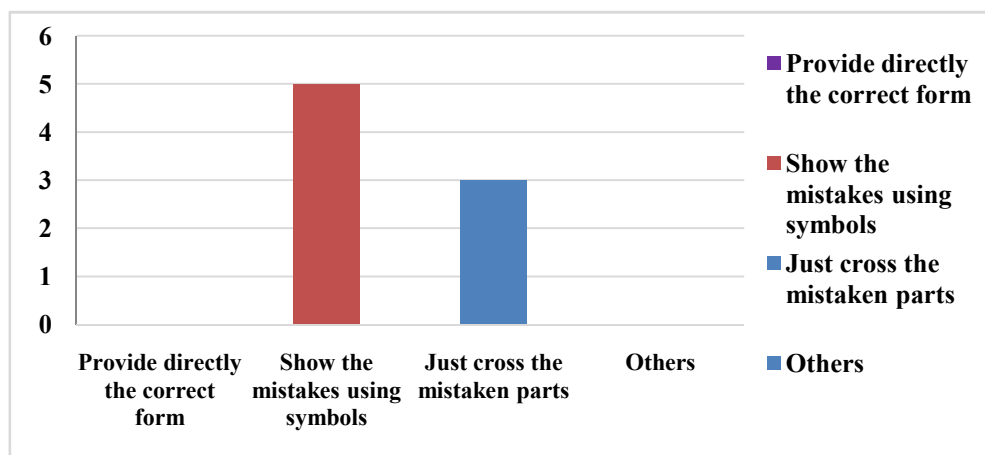


Figure 40. Teachers’ Ways of Correcting the errors.

As it is noticed in the previous table and figure, 62,5% of teachers consider showing the mistakes and using symbols as an effective way to correct learners’ errors, while

37,5% of them opted for just cross the mistaken parts. But non of them choose providing directly the correct form as an effective way to correct students' errors.

The analysis of the provided ratios highlights the predominant preference among teachers for showing the mistakes and using symbols as an effective way to correct learners' errors. While a smaller group favors crossing out the mistaken parts, none of the teachers chose providing the correct form directly. This suggests that teachers prioritize methods that encourage student engagement and self-correction in the error correction process.

Question19. How often do your students respond to your feedback?

	frequency	%
Always	00	00
Very often	04	50
Sometimes	04	50
Rarely	00	00
Never	00	00
Total	08	100%

Table 38.Students' Degree of Responding to Teachers' Feedback

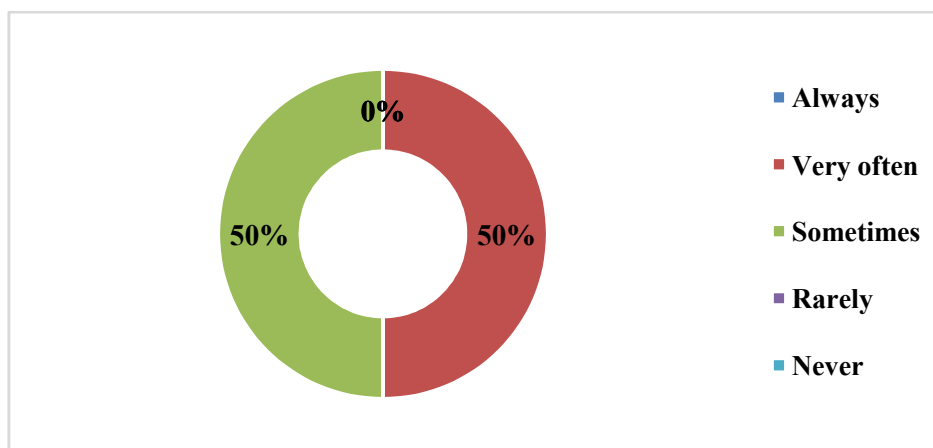


Figure 41. Students' Degree of Responding to Teachers' Feedback

As it is shown in the table 36 and figure 37, we notice that there is a balance between the two options : always and sometimes, that means students react to their

feedback sometimes and very often , while non of our participants opted for the rest options (always, rarely, neve).

Question20. Do you notice the development of your students writing level after using feedback?

	frequency	%
Yes	08	100
No	00	00
Total	08	100%

Table 39.The Development of Students’ Writing Level after Providing Feedback.

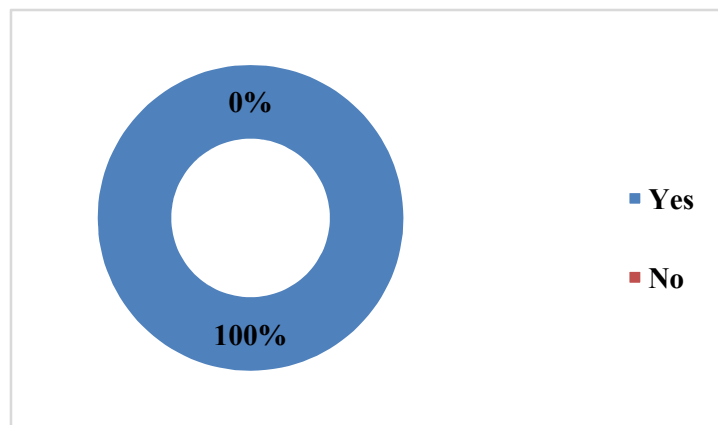


Figure 42. The Development of Students’ Writing Level after Providing Feedback.

Through the results shown in table 37 and figure 39, all teachers declared that if students adopt and applicate teachers’ feedback, their writing level will be improved. This signifies the role of teachers’ feedback in enhancing sstudents’ writing productions.

So, we can conffirm that receiving feedback can improve learners’ writing productions.

Part five: Students’ Suggestions

Question21. Feel free to provide us with your suggestions.

To infer, we ask for assistance from teachers to provide additional feedback and recommendations. We received various suggestions that could develop the approach to teaching writing. These are some of them :

- There must be a revolution in teaching writing in the educational system Starting from middle school, because this skill requires to be taught well starting from the initial levels.
- Teachers' feedback must be constructive and helpful and seek students' improvements in their composition. It has also to be provided constantly and frequently for better results. The teachers must also try different ways of providing feedback in case one method does not work.
- The writing course syllabus should be restated and set according to market and students' needs.
- Students should apply teachers' feedback and take them in consideration.
- They need to develop their writing skills by being exposed to different writing styles, practicing writing techniques, reading different
- number of third year English student at Mohamed Khidar University in Biskra exhibit strong motivation for learning writing. In addition to that, students' declaration about material.

3. Discussion of the Results

3.1 Discussion of Results of the Students' Questionnaire

In order to end this chapter, a recapitulation of the obtained finding of the study is done in an effort to bring responses to the research questions, on one hand, and to confirm or disconfirm the given hypotheses presented in the beginning of our study on the other hand. The designed online questionnaire contains five parts, the first four parts consist of close-ended questions where students have to tick Yes/No or select the suitable response from the given options, while the fifth part comprises a combination of close-ended and open-ended questions; this later kind of questions is required from students to answer freely.

In the initial part focusing on background details, it is evident that their abilities to write is between average and good ; also, they show the importance of writing skill for both writing is essential job skill and writing preserves our ideas and memories.

The findings of the second part questions show the insufficiency of time for writing. With regard to the students' timing problem in the stages of writing, the majority of them give importance to the necessary stages in writing; especially the pre-writing stage that most students allocate more time on in order to create ideas about a specific subject, and then preparing for the final draft. The results in this part indicate to two main difficulties: vocabulary, and how to organize content and paragraph that the majority of students suffer in their writing. Additionally, the findings shed light on the issue of

students' way of thinking when writing an english content , the results show that more than a half of learners think in the target language when writing, because thinking from their native language may lead them making errors when writing content. The results also confirm that when students have problems in thinking or writing in English, they feel less competent. Thus, through the responses of teachers, learners have to think and write in English, because this later is considered the universal spoken language. Finally, we select options in order to know which of them students choose to improve their writing, and via the findings, we notice that the best way to improve writing is through extensive reading and writing.

The third part was dedicated to teachers' feedback which has a crucial role in developing the process of learning and teaching writing modules. The findings in this

part highlight the importance of teachers' feedback through its types, ways of when and how students prefer offering feedback by teachers. Through the previous analysis, students are aware of the importance of feedback in both of the two types: oral and written. In addition, they think the timing of the teachers' feedback is coming after finishing their writing, and the form of how to provide feedback is through circling the error and providing correction.

In the fourth part, we opted a particular questions to investigate whether students are taking teachers' feedback in consideration or not, also, to know if feedback had a positive impact on students' writing development or not. Furthermore, the obtained results show that teachers' feedback is welcomed by students as it is helpful and motivating process to improve writing skill, this indicates the students' keenness to apply feedback to correct their errors.

Finally, we proposed an open-ended question to students in order to give them the chance with total freedom to give their opinions and suggestions towards feedback and how it needs to be. In fact, all students demonstrate their points of view about feedback, some of them insist on relying on reading skill; because the more students read, the better their writing performance becomes. Additionally, others focus on teachers' feedback as an official source in improving their writing proficiency. Other students' opinions are that teachers must know students' needs that make them able to give beneficial feedback for their students to avoid repeating mistakes in the future.

3.2 Discussion of results of the teachers' questionnaire

The analysis of the teachers' questionnaire includes five parts. Starting with the first part that involves the first and the second questions. These questions intend to gather general information about teachers of English in our university. Through the data analysis, we can say that these teachers are qualified and experienced to teach English.

The questions for part two were selected in order to show the importance of feedback, also to clarify that writing as a module is not enough to improve students' writing, so that teachers are able to intervene with their feedback to develop learners' writing. Furthermore, we infer from the data analysis that the process approach has a high percentage of participant teachers who adopt this approach in their teaching rather than the product and the genre approaches. This approach (process) is an instruction aimed

(Arapoff, 1967) at teaching thinking strategies and domain-specific knowledge in coherence. Additionally, the results highlight some practices used by teachers in writing classes such as: obliging students to write, here most of the teachers focus on writing essays at home. According to the findings, most of teachers still find writing skill a difficult matter even if they teach this module for many years. That is lead the majority of teachers perform all the roles that are mentioned in the teachers' questionnaire (an information provider, instructor, manager, assessor, and observer), while some of them play the role as an instructor, that is for helping their students to develop their writing level through giving them effective feedback and using interactive methods.

The third part contains questions about teachers opinions towards writing difficulties. It seems that teachers are not satisfied with their students' writing level, because their students are not motivated. Teachers, through their teaching experience, believe that their students have a particular problem and difficulties in writing, especially how to organize a content and paragraph, while a few teachers focus on: vocabulary, and native language interference.

In the fourth part, we propose some questions in order to know whether teachers provide feedback to their students or not, and also to know what types they apply. In fact, since learners suffer from difficulties and problems in writing, teachers have to help them by providing feedback through different ways. The majority of teachers prefer using both types of feedback (oral and written), while a few of them find it better to use one type which is written feedback. Besides, teachers think that the more effective way in giving feedback is through both direct and indirect ways, such as: show them their errors by using symbols, and just cross the mistakes parts; for this reason, learners respond to their feedback very often.

Finally, we conclude from the last analysis that teachers provide their students with some solutions and recommendations trying to help them in order to improve their writing performance.

Conclusion

From this chapter, several points can be inferred. First, the obtained results display to us the importance of feedback as a technique that teachers adopt in classes in order to develop students' writing level, and this proves the confirmation of the first suggested hypothesis in the introduction. Second, the results also proved that all learners consider teachers' feedback as a helpful and supportive tool to improve their writing skill, and this clarifies and proves that the second mentioned hypothesis in the introduction is confirmed.

General conclusion

Writing could not be a full proficiency skill without feedback, especially teachers' feedback, because writing is an important language competence that is taught and improved in order to achieve educational goals such as simplifying the communication between students.

The main goal of this research is to investigate the effectiveness of teachers' feedback in developing students' writing level, and to prove the positive view of student towards teachers' feedback. This work is based on two hypothesis: the first one was to arise to suggest that teachers can improve students' writing skill if they provide them with effective feedback. The second hypothesis suggested that students may view teachers' feedback with positive light if they receive useful feedback. This study was conducted at Mohamed Khider University of Biskra with third year students in English.

This work is built upon two chapters. The first one covers the literature review that talks about both writing skill and teachers' feedback. This chapter dealt with different points that are related to writing skill in section one. It includes writing definitions, its components, approaches to teaching writing, its stages, also dealing with students' difficulties that are faced in their writing such as: grammar, vocabulary, how to organize contents, and we ended with solutions to these problems. However, the second section was concerned with the teachers' feedback and students' attitudes. This part consists of different issues relating to feedback definition, its types, moving to feedback models, also we dealt with teachers' role in the writing class, and finally, we shed light on students' attitudes towards teachers feedback.

While in the second chapter, we dealt with the practical part through posting an online questionnaire for both teachers of English language and third year students of English at Mohamed Khider University of Biskra. This online questionnaire is used in order to gather data for determining both of the teachers' effectiveness to enhance students' proficiency, and students' perceptions towards teachers' feedback. The present chapter was devoted to the analysis of the results provided by the mentioned data gathering tool.

To sum up, the present work aims to benefit both students and teachers. For students, it helps them understand how to receive and use teachers' feedback to enhance their writing performance. For teachers, it clarifies how feedback works and when to provide it in order to enhance learners' writing skills.

Recommendations

Based on the discussion above, several recommendations can be suggested for both teachers and students.

- teachers should intensify the implementation of the process-oriented approach, because there are teachers still adopt the product approach in their classes.
- teachers must not focus only on the content of writing, they have to take the other rules which belong to the form of the content in consideration such as : grammar, capitalization, vocabulary, and spelling and punctuation.
- teachers should provide more constructive and motivative feedback, also they have to vary in their practices and strategies in order to encourage their students and to develop their writing skill.
- since the time is insufficient for the written expression module, teachers have to coordinate with the administration to give priority to writing skill.
- teachers have to advise their students to apply feedback on their errors for better achievement.
- learners must take teachers' feedback in their consideration for developing their writing performance.
- since students want to improve their writing, they have to focus on intensive practices.
- through the other three skills (speaking, listening, and reading), learners can enhance their academic writing.

Recommendations for further studies

The present research addressed two main points : first, the role of teachers' feedback in improving EFL students' writing performance. second, learners' attitudes towards teachers' feedback. For further studies, researchers would focus on providing feedback on the other skills (reading, listening, and speaking).

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Appendices

REEMPLIR DANS GOOGLE FORMS

Je vous ai invité à remplir un formulaire :

Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of master degree dissertation that is under the title "the Role of Teachers' Feedback in improving EFL students' writing performance". Thus, it is designed to know about your attitudes towards the importance of your feedback on students' Writing , and to get an overview about the way of teachers' practices in the writing class: their approaches to teach writing skill , their types and strategies of giving feedback.. Your answers are very important for the current research. Thank you.

Miss Imane SEGNI

Part one: General Information

1. Do you hold a

- Magister degree
- Master degree
- Doctorat degree

2. How long have you been teaching English?

-year (s)

3. How long have you been teaching written expression?

-year (s)

Part two: Teaching Writing

1. Do you think time allotted to this module (written expression) is sufficient?

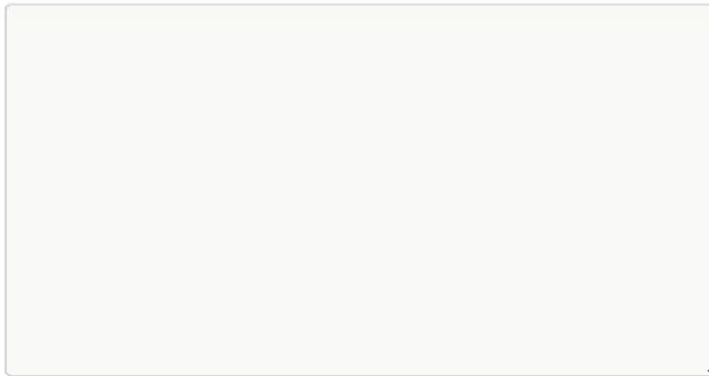
- Yes
- No

2. Do you consider the written expression program sufficient to improve the students' writing capacities?

Yes

No

3. If your answer is "No" , would you justify please



4. When teaching the writing skill, which approach of the following do you adopt ?

Product approach

Process approach

Genre approach

5. Do you oblige your students to write?

Yes

No

6. If yes, how do you do that ? Is it by:

- Writing essays at home
- Writing diaries
- writing responses to novels
- Others, please specify:

.....
.....

7. Do you find teaching writing skill a difficult matter ?

- Yes
- No

8. According to you as a teacher, which role do you perform in the writing classroom?

- An information provider
- Instructor
- Manager
- Assessor
- Observer
- All of them

9. Do you think that the best solution to enhance learners writing is:

- Giving rewards and punishments
- Giving effective feedback
- Using interactive method
- Using technology

10. Part Three: Writing Difficulties

1. Are you satisfied with your students' writing?

- Yes
- No

11. If your answer is "No" , would you justify please

13. Do you think that your students have serious difficulties in writing?

- Yes
- No

14. What kind of difficulties do they encounter? (you can choose more than one option)

- Vocabulary
- Grammar
- Capitalization
- Spelling and punctuation
- Content and paragraphs organization
- Native language interference

15. Part Four: Teachers' Feedback and Students' Attitudes

1. Do you provide feedback to your students?

- Yes
- No

16. If your answer to the previous question is 'Yes', What forms does your feedback usually take?

- Oral feedback
- Written feedback
- Both of them

17. In your opinion, which way is more effective in giving feedback ?

- Direct feedback
- Indirect feedback
- Both of them

18. How do you correct your students' written assignment ?

- Provide directly the correct form
 - Show the mistakes using symbols
 - Just cross the mistaken parts
 - Other: please specify :
-

19. How often do your students respond to your feedback?

- Always
- Very often
- Sometimes
- Rarely
- Never

20. Do you notice the development of your students writing level after using feedback?

- Yes
- No

21. What would you do to encourage your learners to take feedback into consideration?

22. Part Five : Teacher's Suggestions

- Please Feel free to provide us with your comments and suggestions



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Students' Questionnaire

Dear students,

You are kindly invited to fill in the following questionnaire. This questionnaire is designed to assess your attitudes towards your teachers' feedback in your written production.

Please, tick the appropriate answer and justify it whenever possible. We extremely appreciate your collaboration. **Thank you.**

imane.segni@univ-biskra.dz [Changer de compte](#)



Non partagé

[Suivant](#)

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Students' Questionnaire

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Section sans titre

Part One: Background Information

1. Are you motivated to learn writing?

Yes

No

2. How would you rate your level of writing ?

Very good

good

Average

Bad

Very bad

3. Please, choose ONE statement which BEST describes how do you feel about the importance of writing.

Writing expresses who we are as people

Writing equips us with communication

Writing is an essential job skill

Writing preserves our ideas and memories

Part Two: Writing Skill

4. Are you given enough time in the classroom to write or to answer writing activities?

Yes

No

5. Do you usually follow the stages of writing in your written assignment?

- Yes
- No

6. If yes, which stage in your written assignment takes more time?

- Pre- writing
- Drafting
- Publishing

7. Which of the following aspects constitute a major problem for you in writing ?

- Grammar
- Vocabulary
- Spelling and punctuation
- Capitalization
- Content and paragraphs organization
- Native language interference

8. When you write in English, do you:

- Think in English language
- Translate from your mother tongue language to the second language

9. Do you feel less competent when you face these problems ?

- Always
- Sometimes
- Never

10. From your point of view, what could be the best way to improve your writing ?

- Extensive reading
- Extensive writing
- Taking notes
- Using electronic dictionaries

Part Three: Teachers' Feedback

11. Does your teacher of Written Expression correct your errors?

- Yes
- No

12. Which of the following types of feedback would you like from your teacher to give more in the future?

- Oral feedback
- Written feedback
- Both of them

13. Does your teacher ever use red ink to give feedback?

- Yes
- No

14. When your teacher offers you feedback, do you prefer that he?

- Corrects your errors immediately after their occurrence
- lets you finish the message you are trying to convey and corrects your errors

15. Which of the following would you like from your teacher of English to do when responding to errors?

- Circle the error
- Circle the error and provide correction
- Circle the error and categorize them
- Circle the error, categorize them, and provide correction
- None of the above

Part Four: Learners' Attitudes to Teacher's Feedback

16. Do you read your teacher's corrections?

- Yes
- No

17. If you are answered by yes , do you:

- Read them carefully
- Look at some of them
- Ignore them

18. What source of feedback do you prefer the most ?

- Teacher's feedback
- Peer's feedback
- Self-feedback (self- assessment)
- Electronic feedback
- All of them

19. Do you integrate your teacher's feedback into your writing?

- Yes
- No

20. Do you find that his/her feedback is useful?

- Yes
- No

21. When using the red ink in feedback, How do you feel?

- Feel disturbed
- Feel satisfied

Part Five: Students' Suggestions

22. In your view, how can teacher's feedback help in ameliorating students writing skill?

Votre réponse

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الملخص

تحتل تغذية الأستاذ الجامعي الراجعة دورًا حاسمًا في تعزيز مهارات الكتابة لدى الطلاب في مجال تعليم اللغة الإنجليزية كلغة أجنبية. حيث تعمل كعامل إرشادي للطلاب طوال عملية الكتابة، وكأداة لتعزيز إنشاء كتابة ماهرة. تهدف هذه الدراسة إلى استكشاف تأثير تغذية الأستاذ الراجعة على تعزيز مهارات الكتابة لطلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة بسكرة. بالإضافة إلى ذلك، فإنها تسعى إلى تقييم تصورات الأساتذة لتغذية المعلم الراجعة واتجاهاتهم نحوها. للتعلم في هذه الجوانب، تم توزيع استبيان على عينة من 30 طالبًا من طلاب السنة الثالثة، بالإضافة إلى استبيان آخر موزع على 08 أساتذة من قسم اللغة الإنجليزية في جامعة بسكرة. قدم استخدام استبيان الأساتذة وجهات نظر قيمة حول المنهجيات المستخدمة من قبل الأساتذة في تدريس مقياس مهارة الكتابة واستراتيجيات تغذيتهم الراجعة. أشارت النتائج المستمدة من الاستبيان للطلاب إلى استقبال إيجابي وثقة عالية في التغذية الراجعة التي يقدمها الأساتذة، وخاصة في دورها الحاسم في تعزيز الكفاءة الكتابية. تؤكد هذه النتائج الفكرة القائلة بأن توفير تغذية الأستاذ الراجعة أثناء عملية الكتابة يساهم بشكل كبير في تحسين مخرجات الطلاب المكتوبة.