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The Effect of Teachers' Written Feedback in Enhancing Students Writing Production.

**A Case of Third year EFL LMD Students at Mohamed Kheider University of
Biskra**

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Dedication

I dedicate this work to :

My beloved mother

To the memory of my beloved father

My dear brother

My beloved sisters

All my family

To the best friends who brought me the most beautiful memories

Anis, Ibrahim ,Neserddine,Oussama, Mahmoud, Miloud,

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Abstract

Although writing considered as most difficult skill, students cannot master it without receiving feedback from their teachers. Therefore, the present study attempts to investigate the effect of the teachers' written feedback in enhancing students written productions .The study is a Third year LMD students of English at the university of Biskra .The reason behind choosing this topic is that students of Third year, even though they are supposed to have a good level, they still have variety of problems which make their writing not proficient. Thus, our research attempts to test our hypothesis which state that if teachers use written feedback, students' performance will be improved. To accomplish this, a qualitative research approach was used where we designed two questionnaires as a research tool. The first one was distributed to (45) third year EFL students at the university of Biskra, whereas the second one was administrated to (8) written expression teachers in the academic year 2018/2019.The obtained results from analyzing the gathered data of two questionnaires revealed that teachers' written feedback is an effective strategy in enhancing students writing skills as well as motivate them to write.

Key Word: Writing skill, Written feedback, EFL, Third year students, University of Mohamed Kheider

List of Abbreviation

EFL: English as a Foreign Language

SLA: Second Language Acquisition

FL: Foreign Language

LMD: License, Master and Doctorate

Et al.: (and others).

Etc: (and so on, and so forth).

I.e.: Id est. (in other words).

L2 : Second Language.

P : Page.

Q: Question

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General Introduction

Introduction

Learning language involves four skills: writing, speaking, listening, and reading. Writing is considered as one of the most important skills which needs more practice than theory. Although it is viewed as an important skill, it is considered also as a complex process that requires much effort and practices from both parts the learners and the teachers. To produce a correct piece of writing, students need to pay attention to the language knowledge such as grammar, syntax and vocabulary, and this may be difficult for them without receiving some teachers' guidance. Therefore, they do need assistance from their teachers in order to improve their level of writing. Thus, teachers' written feedback is an important part in the teaching process because it plays a significant role in improving students' writing skill. In other words, foreign language learners can improve their level of writing when teachers show them their written mistakes and discuss with them their weaknesses in writing.

1.Statement of the Problem

Writing is among the four major skills that require care and awareness, since it deals with students' expression of thoughts and ideas. It is considered as complex and difficult skill. For this, learners are more expected to commit different errors such us in punctuation, grammar, and vocabulary. Thus, teachers' written feedback plays an important role in developing writing skill and particularly it has an effect on students' writing performance.

2.Significance of the Study

The purpose of the present study is to determine the effects of teachers' written feedback in enhancing students' writing skill. The intent behind our research will be the role of how teachers' written feedback can solve the problems and the complexity of writing for students and improve their written work.

3.Research Questions

The present study is intended to answer the following questions:

- ✚ What are the main difficulties that students encounter when they write?
- ✚ What are the teachers' and the students' perception towards the use of teachers' written feedback?

✚ Does teachers' written feedback improve students writing production?

4. Research Hypothesis

We hypothesize that if teachers use written feedback their students' performance will be improved.

5. Aims of the Study

Through this study, we aim to:

- ✚ To identify the students' common writing difficulties.
- ✚ To determine the effect of teachers' written feedback on students writing skill.
- ✚ To explore which type(s) of feedback teachers use to develop their students writing skill.

6. Research Methodology

In order to collect data for this study, we followed a qualitative research which may help us reach our research objectivity. For this, a questionnaire was administrated to both teachers and students; this type of data may be the appropriate tool which can help us answer our research questions.

6.1. Population and Sample

Since the purpose of the study is to clarify the effect of teachers' written feedback in enhancing students writing production, we decided to choose Third year LMD students as a population at Mohamed Kheider University of Biskra because they are more advanced and they are aware of the most important aspects of writing .

We have chosen (45) respondents from a population of 400 students of Third year LMD as a sample of our study. They were chosen randomly; also we have selected (8) written expression teachers from the population, in order to help us to fulfill our study with valid and reliable data.

6.2. Data Collection Tools

In order to answer the research questions and to test the proposed hypothesis, we chose two data collection tools that is teachers' and students' questionnaire.

7. Structure of the Dissertation

This research is divided into three main chapters. The first two chapters review the related literature, while the third chapter is concerned with the practical part of this study.

Chapter one is an attempt to provide a literature review on the writing skill, in which we start by defining this skill than mention its importance, also we illustrate major approaches and stages of teaching this skill, and then describing its importance and the major approaches of teaching it. Besides that, we will tackle important stages and elements on which this skill is based on and most common types. At the end, we will talk about assessment and writing. For this, we will define assessment and it two major types.

The second chapter is about the concept of feedback; where we start by defining it, than mention its criteria. Next, we move to illustrate its type .Therefore, we emphasize on the written one which is our concern, so, we mention important forms and strategies. In addition to its role in the writing skill, at the end we describe students' views towards this feedback.

The third chapter deals with data analysis of both teachers' and students' questionnaires in order to confirm or refute our hypothesis, and provide answers to the research questions.

Chapter One

The Writing Skill

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Introduction

Writing in an English foreign language is one of the most difficult tasks for most of students. Moreover, to reach an acceptable level of writing, students have to make efforts and to do much practice such as writing paragraphs, essays, et...., in order to develop their writing performance., they will experience different steps and changes in order to reach the final piece of writing. In this chapter we will discuss some theoretical issues about writing skill, starting by defining this skill, and then describing its importance and the major approaches of teaching it. Besides that, we will tackle important stages and elements on which this skill is based and most common types. At the end, we will talk about assessment and writing. For this, we will define assessment and its two major types.

1.1. Definition of writing

Writing is one of the most fundamental language skills that people use to convey meaningful messages and to communicate their thoughts in different contexts. It has given an important contribution to Foreign Language Learning (FLL). Therefore, many definitions of writing have been provided by many scholars.

According to Byrne (1991), writing is the act of forming, using and arranging graphic symbols into words or sentences in particular order depending on certain conventions, and those graphic symbols can be letters which have relation with sound when we speak. In the same vein, Crystal (1995, p.257) specified that writing is “a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression”. That is to say, writing is matter of graphic symbols that people use in order to communicate with each other. Rogers (2005) viewed writing as the use of graphic marks to represent specific linguistic utterances; it involves making an utterance visible.

However, writing does not limit to use of graphic symbols; but in fact, it is more than that, it is a complex system that requires a mental process. In this perspective, White and Arndt (1991, p.3) argued that writing is “far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time”. This means that, writing is more a complicated process which requires more time and a conscious work.

For Flower and Hayes (1981, p.366) writing is “a set of distinctive thinking process which writers orchestrate or organize during the act of composing” in his words, writing is mental process that writers go through while write .Richards and Schmidt (2002), also supported this idea where they regarded writing as a process in which the writer follows certain steps and stages in order to produce any piece of writing. Accordingly, Harris (1993 as cited in Saihi, 2015, p. 13,) asserted that writing is complex activity. It is apparently a complex skill which requires complex procedures.

Moreover, Grami (2010) regarded writing as a complicated skill to be learnt or taught and that’s due to the fact that it is not a simple cognitive activity; rather it is believed to be a complex mental production which demands careful thought, discipline and concentration. The same idea is tackled by Bell and Burnaby (1984, as cited in Nunan, 1989, p. 35); who asserted that:

Writing is a very complex cognitive activity in which writers must show over content, format, sentence, structure, vocabulary, punctuation, spelling, and letter formation, i.e., control at the sentence level. Besides, writers must be able to structure and integrate information cohesively and coherently within paragraph and texts.

In other words, writing is a difficult skill; thus, writers should take into account different strategies and techniques that are used to extend their writing skill. In addition, they should cover all the linguistic knowledge that demands the knowledge of vocabulary, sentence structure, and grammatical items. As well as integrating information into coherent paragraph to produce a well organized text.

Restating what has been mentioned before; we can conclude that writing is a complex and a difficult skill that requires many skills.

1.2.The Importance of Writing

Writing has always been considered as an important skill in teaching and learning EFL/ESL. Today, great interest is given to the importance writing skill and that is due to its significant role in learning process.

According to Hyland (2003) writing is a tool of communication especially for those who cannot express themselves orally. So via learning writing, learners will have enough

information to know how to write in an effective way, how to express and deliver ideas and thoughts with others. Chesla (2006, p. 2) tackled the same idea, she claimed that:

What makes writing both interesting and challenging is that every writing task is unique. Writing is communication: You are expressing ideas about a subject to an audience for a purpose. Each time you sit down to write one or more of these three elements will be different, creating a unique writing situation.

In other word, writing is a task which allows writers to share their own ideas about particular topic, for an intended audience targeting some purposes.

However, writing is not devoted only for communicative purposes; instead, it plays an important role in developing students' skill. In line with this, Graham and Perin (2007) asserted that writing paves the way for students to cover the use of strategies such as planning, drafting, and revising texts to accomplish a variety of goals, such as writing a report or expressing an opinion or an idea. It also enables students to master the conventions of punctuation, capitalization, word usage, and grammar, which are necessary for the accuracy of a writing task. Therefore, writing is a means to extend and enlarge students' knowledge; it works as a tool for learning a subject matter, which is known as "writing to learn".

Furthermore, Raimes (1983, p.3) illustrated the importance of writing in three main points: first, writing improves students' linguistic knowledge such as increasing their grammatical structure, idioms, and vocabulary. Second, when students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when students write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

As a conclusion we can say that writing is a fundamental part in education and teaching English as FL, it is an aid to develop students' abilities in doing different activities.

1.3.Approaches of teaching writing

Writing has been recognized as the most important skill. Thus, teaching writing is based on various approaches and the application of them depends on teachers and learners (Harmer 2001). Most common are product, process and genre approach:

1.3.1. The product approach

This approach is grounded on behaviorist principles where all emphasis is on both the repetition and imitation as Badger & White (2000, p.153) mentioned “is concerned classically with language structure knowledge and the concept of imitation as the core of writing matter”. This means that, the product approach is based on imitating models of texts with the emphasis on the mechanical aspects of writing including grammar, syntactical structure and vocabulary development.

This approach as the name indicates looks at writing as a product; Nunan (1989, p. 36) for instance, has claimed that:

The product approach to writing focuses on the end results of the act of composition, i.e. the letter, essay, story and so on. The writing teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on.

That is to say, the product approach concentrates on the final result of the writing process and teachers who adopt the product approach make sure that the end product is grammatically correct. According to Hyland (2003, p.3) the product approach is based on four main stages which are the following:

- 1-Familiarization: basically, the major aim of this stage is to familiarize learners with certain linguistic features like vocabulary use and grammatical rules by providing written texts to them.
- 2-Controlled writing: at this stage, written texts are provided to learners to be examined and manipulated.
- 3- Guided pattern: during this stage, teachers provide students with a text, and ask them to imitate the model.
- 4-Free writing: this is the final stage where students became able to write correctly.

1.3.2.The Process Approach

Unlike the product approach which focuses all its time in producing correct final piece of writing, the process approach concentrates on a cycle of writing activities which students go through.

This approach is defined by Tribble (1996,p.39) as” an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models”. That is to say, this approach provides learners with such way to think about writing in terms of what the writers does (stages of writing) instead of in terms of the final products look like. Therefore it supports the way for creativity of learners aiming at producing a good final piece of writing.

According to Harmer (2007), writing in this approach refers to the different stages that learners follow when constructing any piece of writing; it means that the focus is on how to write and not on what to write. Further details tackled by Murray (1992, as cited in Benyahia, 2016) who claimed that:

The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing.

That is to say, the process approach emphasizes on recursive stages which interact with each others throughout the writing process rather than imitating text models.

1.3.3.The Genre Approach

It is a recent approach that has been established its status during the 1980’s; it was widely spread all over the world due to its similarities to product approach. According to Richards (2003) the central belief in this approach is not just writing, but in fact, we write something to achieve some purposes. For Partridge (2004, as cited in Hasan, and Akhand, 1970) genre approach is mainly concentrated on teaching particular genres such as essays, assignments, and other pieces of writing that students need to be able to produce academic

settings. For this, it may include a focus on language and discourse features of the texts, as well as the context in which the text is produced. Moreover, Swales (1990, as cited in Ben dib, 2016, p.25) described the genre approach as follows:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and there by constitute the rationale for genre. This rationale shapes the schematic structure of the discourse and influence constrains choice of content and style.

In other words, the genre-based approach gives much importance to the communicative purpose behind writing, to the organization of ideas and thoughts and to the audience to whom writers are writing.

1.4.Stages of Writing

Writing is a process made up of several stages. Although there is no total agreement on the definite number of these stages, but these stages are interrelated; they do not happen in sequence because they may appear together.

1.4.1.Pre-writing

Also called planning, it is the first preliminary stage of any writing process where students make a plan, brainstorming, and gathering relevant information about what they are going to write. Clark (2003, p.8) defined pre-writing stage as “the stage of discovery in the writing process” in other words , it is the phase that the writer goes through before start on the actual writing task, which includes outlining, thinking, analysis, gathering information .This stage is considered as an essential in writing process which helps students to generate or organize ideas for their composition, in line with this, Murray (1988,as cited in Atrous,S,2017,p.61)asserted that prewriting stage did not only help students to find something to say about a specific topic, but also help them improve their writing skills in that they provide them with opportunities to generate ideas and write with confidence.

1.4.2.Drafting

Drafting is the second stage in writing process, where students translate their abstract ideas into piece of writing as Brown and Hood (1989, p.14) claimed “The drafting

stage is where you really begin writing. The most important thing here is to get words into paper it is not time to worry about spelling, grammar, punctuation or the best wording” this means that, in this stage writers transform all their ideas into words on paper via paragraphs, thus; writers tend to focus on getting the content right first and leave details like correcting, spelling, punctuation until later because this stage is matter of quantity rather than quality (Hedge, 2005, p.53).

1.4.3.Revising

When students finished writing their first draft, now it is time for revising what they wrote. According to Flower and Hayes (1981) revising stage is where the writers review what they have written either for evaluating or for translating new ideas. Smith (2003: p.133) regarded revising stage as “means just using better words and eliminating words that are not needed” in other words, reviewing is stage where students verify the text and modify some irrelevant ideas.

1.4.4.Editing

In this stage students are supposed to check and readjust what they have been written whether everything is clear and well organized and remove any ambiguity. Clark (2003) asserted that editing stage very important since the writers really focus on the context and a mechanics aspect from punctuation, capitalization, grammar and sentence. In line with this, Smith (2009, p.127) added that “the aim of editing is to make the text optimally readable”. So, editing is an important stage, which makes the piece of writing clear and unambiguous as possible to the audience.

1.4.5.Publishing

Publishing is the final stage in the writing process. Once students have finished with editing and corrected all mistakes and checked the content, in this step, they are ready to send and deliver to the teacher or any other entity in order to be evaluated.

1.5.Guided Concepts in L2 Writing Teaching

Considering that the learning process can be difficult to handle, different concepts should be taken into consideration as to how it should be applied in EFL classroom; in line with this, Hyland (2003, p.22-38) has illustrated some concepts.

1.5.1.Focus on the language structures

“Writing is regarded as an extension of grammar” (Hyland, 2003) explained this stating that it implies teachers’ emphasis on checking students’ vocabulary choices, syntactic patterns, and mechanics. Moreover, it deals with learners’ language in terms of the way they use language

1.5.2.Focus on the text function

Most EFL students have two ways to complete their work: the first is the linguistic competence which advantages them to utilize earned proper language structure to form a text. The second is text function which can be related to language function and language structure that go smoothly to form one coherent text.

1.5.3.Focus on creative expression

The necessity is required for the teachers to push their students’ abilities to use their own words to express themselves in a way that allows them to form expression which help them to figure out new methods of expressing, way of thinking, and making opinions.

1.5.4.Focus on the writing process

Teachers should understand the importance of keeping an eye on every step that the students go through in order to perform writing task. In other words, they should emphasis at this level with the process of writing itself and how well learners succeed in the process.

1.5.5.Focus on content

The subject, theme, topic, and the content are just pieces that go together to form one single written text which is coherently formed, teachers should concentrate on students’ ideas and information. Meaning that, focusing more on the communicative aspect of students’ writings.

1.5.6.Focus on genre

Teachers should consider dimensional value in every writing text that the students approach; therefore, it is important that the goal behind students’ writing pieces is up to them to direct the writing process and what to use has chosen which objectives that are in mind to be plant in the readers’ mind.

1.6.Elements of Writing

In order to produce a good a piece of writing, students need to consider different elements of writing skill, in this context, Raimes (1983, p.6) illustrated important elements

that EFL students should take into consideration before producing any composition.(figure1).

1.6.1.Word choice

Since writing is a matter of translating ideas through written language, students should build their works on word-choice to express deferent ideas through careful arrangement of those sentences and paragraphs. According to Starkey, (2004) choosing the right words is one of the best ways to accurately convey ideas in any writing product; thus, a well written paragraph is the one which is clear, interesting, and attractive, that convince the reader what the writer intended to say.

Moreover, Starkey, (2004, p.21), mentioned two major aspects that learners should consider while choosing the words: denotation and connotation. By denotation, Starkey, (2004) means that the learners should know the actual meaning of the words without any reference to any emotions of the words because sometimes there is confusion in words that sound similar, but have very different meanings. However, Connotation as Starkey, (2004) entails that learners should not rely on the words' meaning in dictionaries but it is more than that, they should comprehend feelings or emotions that are associated with a word. For example "old fashion" denotatively refers to characteristic of the past, but connotatively it means something worthy.

1.6.2.Organization

This element is the inner structure of any text which leads to a better understanding of the text. According to Bowen and Cali (2003, p.2) organization in writing is a matter of progression, relatedness, and completeness of ideas. Thus, through organizing ideas, the reader will be able to step forward in reading and understanding the written piece and grasp the writer' meaning. In view of that, Bailey (2011, p.77) argued that "well-structured paragraphs help the reader understand the topic more easily" That is to say, organization is essential element that help the reader to understand of what is beyond the writers' messages. Moreover, this element has two major aspects which have a vital in writing process, not only for the writer to organize his ideas but also for the reader to understand.

Coherence, in one hand, it is regarded as the relationship or the connections between ideas which makes the text more comprehensive. According to Murrey (2012) coherence refers to the way in which ideas are connected together; the way in which one idea leads to the next idea and so on. In the same vein, Kane (2000) agreed that coherence

is a process of arranging and linking one's ideas in a way that makes them understood by the reader. In the other hand Cohesion is related to words level and linguistic items, According to Hassan and Holliday (1976, as cited in Witte and Faigley, 1981, p.190) cohesion is the semantic relation between grammatical and lexical elements that enable us to understand the sentence ,therefore, we can say that cohesion based on words' level.

1.6.3.Mechanics

According to Starkey (2004) mechanics are regarded as a significant element in the writing process because they make the text more comprehensive. Kane (2000, p.15) referred to mechanics as “the appearance of words to how they are spelled or arranged in paper, the fact that the first word of paragraph is usually intended is a matter of mechanics. Convention of writing requires that a sentence begin with capital and ends with period, question marks and soon”. In other words, we may say that the use mechanics depends on the use such aspects like: capitalization punctuation, grammar and spelling appropriately that lead the reader recognize the meaning.

1.6.3.1.Punctuation

Punctuation is a very important aspect in any writing composition and that is due to its vital role in getting readers' attention .Richards and Schmidt (2002, p.434) defined punctuations as “the use of graphic marks such as commas (,), semicolons (;), dashes (-), and periods (.) To clarify meaning in written sentences or to present spoken sentences in writing”. In other words, punctuations are a set of clues which are used as an aid to clarify the meaning of sentences and using them appropriately makes the text more clear and easy to be understood.

1.6.3.2.Spelling

In any written text spelling is an important aspect which students need to focus on which enable to convey meanings and to communicate in a significant manner. In this context, El-Aswad (2002, p.322) clarified that spelling “is very important in written language, and any mistakes in spelling can affect the written product and may lead to misunderstanding”. As a result, any mistake in spelling may affect the writing product and get the meaning of writing incomprehensible.

1.6.3.3.Grammar

Grammar is the key element in writing process and it has been considered as an essential element in the success of writing tasks. According to Thornbury, (1999) Grammar refers to those rules that govern how language sentences are formed. Similarly, Harmer (2001, p.12) believed that grammar is a matter of describing the ways which words can change their forms and can be combined into sentences. Approximately, Scholar (2012) tackled the same point; he considered grammar as the governing rules of language internal structures. In other words, grammar is the aspect which combines language units to form meanings.

Moreover, grammar is important condition that all the students and writers need to know in their written work, since a good piece of work is that the one which consist a good working knowledge of grammar, in this regard, Wilox (2004, p.23) stated that " grammar can mean a system of rules which allows the users of the language in question to create meaning, by building both meaningful words and larger constructions of sentences".

1.6.4.Audience

This is a very important element since the main goal of writers is to attract readers' attention. Therefore, effective writers are the ones whom take into consideration the awareness of audience (Hyland, 2003) therefore, before producing any piece of writing; writers should keep their reader in mind. This means that writers should keep readers attached in every sentence in the composition because a good writing is said to reflect the writer's consideration of the audience (Harmer, 2004).

1.6.5.Purpose

As other elements purpose is very significant in writing process. It is deemed by Torte and Heaton (1996), as what writers hope to achieve by doing something or in other terms is the aim; thus, if the writers' purpose is clear and precise, the reader will understand the text easily. The purpose is an important tool which helps the reader to grasp the writers' goal.

1.6.6.Content

The content involves all the elements that have mentioned above, in addition the writer ought to use personal ideas in precise and avoid useless details

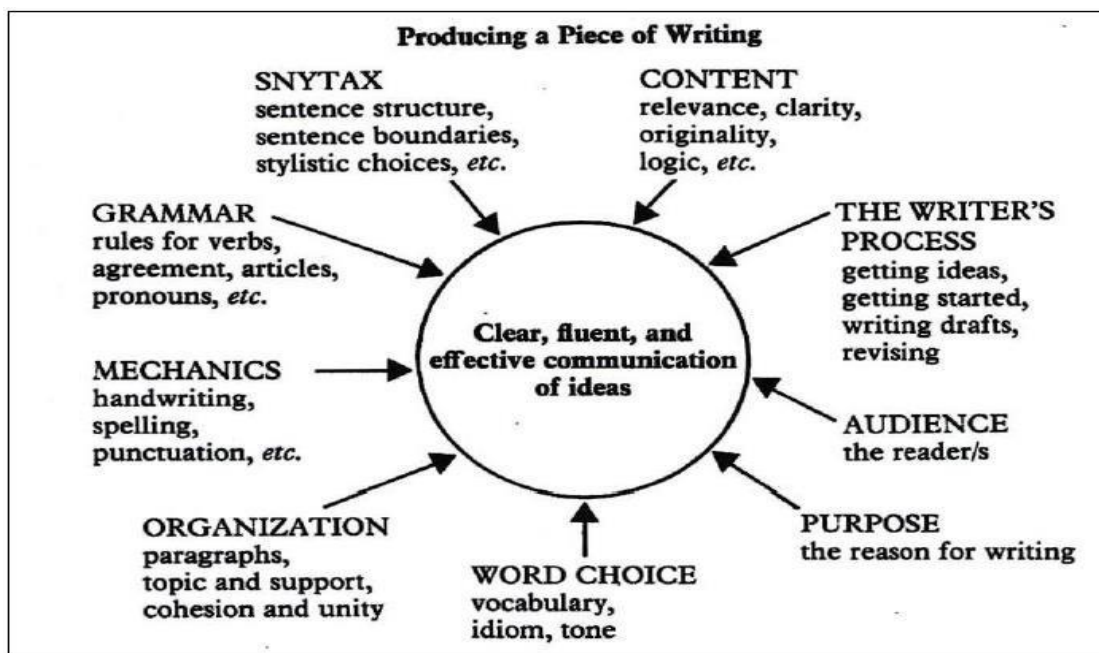


Figure 1: Major Elements of Any Piece of Writing (Raimes 1983, P. 6)

1.7.Types of Writing

In EFL classes, students are required to write different genre, such as paragraphs, essays, research and so on; therefore, they are supposed to use different types of writing. In this context, Smith (2003) identifies four major types of writing. He listed them as follows:

1.7.1.Narrative

This type tells a story and presents a connected series of events, either imaginary or based on the writer’s own experience. According to Smith (2003) this type of writing is simply telling a story which may be factual or imagination; it is characterized by specific structure and methods for organizing the events. In this context, Meyers (2005) asserted that in any narrative text, writers should present the events in clear and orderly manner according to which they happened.

1.7.2.Descriptive

As the name is concerned, this type focuses on describing people, places, events, situations, thoughts, and feelings in pure form with vivid detail. According to Smith (2003) this type is usually concerned with creating a verbal picture of what we experienced and felt at one moment, thus, writers in this situation use sensory details to establish a mood and point of view. That is to say, this type represents sensory information that makes

writing come alive and make; it expresses an experience that the reader can actively participate in by using imagination.

1.7.3.Expository

This type exposes or explains things about given subject. Fiderer (2002, p.17) referred to this type as “the one which used facts and details to explain something” this means that, Since this type is written without emotional, generally it developed by using clear reasons, facts, example which provided to support some ideas . According to Badia, (2016) This type sometimes is confused with descriptive type where both of them spend much time on describing things, but in fact both of them are different. In one hand the former tend to focus on external objects, on the other hand, the later concentrates more on our emotional responses as we perceive the world at one point in time.

1.7.4.Persuasive /Argumentative

This type includes evidences and reasons to make someone believe is the point the writer is talking about. It is mainly intended for convincing the writer’s point of view. According to Smith (2003) one of the most common ways to organize the persuasive writing is to present possible arguments against your opinion and show why these arguments are weak, or by stating an opinion and then giving evidence to support it. In an narrow sense, writers here are trying to convince other people in which they state some supporting facts and providing some evidence further example of these type in the appendix (1)

1.8.Assessment and writing skill

Regardless of the difficulties in learning writing, teachers should integrate effective strategies so that students promote their writing performance. Meaning, teachers should always assess their students’ writing in order to improve their level.

According to Lee (2005) assessment is a significant element in language teaching, in which it allows teachers to indicate students’ levels, because it aims to follow the learners’ progress in writing and to identify their amounts of inquiry in the learning process. Similarly, Jabbarifar (2011) believed that teachers assess students in order to improve their learning; moreover, she believed that through assessment teachers can increase students' motivation and show them how well they have learned the language.

Furthermore, Harmer (2004,p.108) stated that “when responding to students work we are not only concerned with the accuracy of their performance but also with the information included and design their work”. This means that, assessing students writing does not concentrate only on language structure or process of writing ,but also the value of information that is included in .In the same line, Kroll (1990) asserted that while assessing students writing, it is important to rely on some criteria according to teachers’ and students’ objectives, like : accuracy, spelling, grammar, punctuation, cohesion, structure.

As a conclusion assessment is a crucial procedure that cannot be parted from the learning teaching process because it is fundamental process which is required to promote learning and ultimately achievement

1.9.Definition of Assessment

Assessment plays a vital role in language teaching and learning in which it enable teachers to measure degree of students’ progression. In education context, assessment can be undertaken for determine students problems, judging their performance, or providing feedbacks. According to Arends (2012) assessment is the process of collecting information about students for the purpose of making instructional decisions. In the same sense, Black and William (1998, p.1) described assessment as any activity that adapted by teachers that provide information to be used as feedback to modify teaching and learning process. Brown (2003) takes assessment as an ongoing process that underlies a number of subjects. During the teaching process teachers subconsciously make an assessment of students’ performance when a student responds to a question, offers comments, or constructs a new words or structures.

Thus, we may say that assessment refers to the activities which used by the teachers to provide detailed feedback to students in order to enhance the quality of teaching and increase the learners’ performance.

1.10.Type of Assessment

1.10.1Formative assessment

This type of assessment often called on-going or assessment for learning. As the name suggests, it is used to form and change the learning process in order to achieve better results. According to Arends (2012) formative assessment is any assessment made during

the class year which mean to improve learning process, it intended to inform the teachers about their students' prior knowledge and skills Moreover, Sarosdy et al (2006) believed that formative assessment has many purposes which are used to monitor students' progress during the course and to check how much they have learned of what they should have learned. It can be carried out the form of informal tests and quizzes and it is the basis for feedback to the students.

1.10.2. Summative assessment

Summative assessment is often compared and contrasted with formative assessment; this type of assessment prepared in advance and carried out by the end of a project or task to make clear judgments about learners' success or failure. In this way, Butterfield and Riding (1990, p.59) stated "is used to determine the extent to which a candidate has achieved the intended outcomes of a course". With the same vein, Brown, (2003, p.6) asserted that this type "...aims to measure or summarize what a student has grasped and typically occurs at the end of a course or a unit of instruction".

Conclusion

To conclude, this chapter was essentially focused on presenting a general overview on the writing skill in EFL classroom. At first, we started by defining this skill, and its importance Moreover, major approaches to teaching writing and major stages were addressed .Next, we have mentioned some concepts in teaching writing. Also we have discussed its major elements and its major types. Besides that, we dealt with the assessments of this skill. For this, we defined assessments and distinguished its two main types.

Chapter Two
Teachers'
Written
Feedback

Chapter Two: Teachers' Written Feedback

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Introduction

Providing feedback to students on their writing represents perhaps the most important task of writing teacher's and also possibly the most time-consuming task. In this chapter, we will provide a definition of feedback; also mention its main criteria. Next, we will tackle different types of it. Then, we will illustrate its forms and categories; also we will present its importance in writing skill. Finally, we will describe some studies which investigate students' view towards this type of feedback.

2.1. Definition of Feedback

Feedback is considered as fundamental technique in language learning which teachers highly appreciate and use in order to assess students' writing work .in EFL classes Feedback is regarded as a vital technique to facilitate students' development as independent learners in order to monitor, evaluate, and regulate their own learning (Ferguson, 2011)

In this sense, many definition of this technique are provided by many researchers. According to Sárosdy et al., (2006) feedback is set of information that can take the form of comments or grades that teachers provide to their learners to indicate their performance. Another definition provided by Ur, (1996) who regarded it “a source of information about the students' strengths and weaknesses on their writing to do improvement”. Thu, feedback refers to the procedure that is used to inform the learners whether their responses are wrong or right through writing or speaking.

Additionally, Richard and Schmidt (2002) referred to feedback as any information that provides information on the result of behavior. However, they asserted that feedback in teaching refers to comments or other information that the learners receive either form the teacher or other persons concerning their success on learning tasks.

Moreover, Duly, Burt and Krashen (1982, p.34 as cited in Maarek, 2009) explained feedback as follows “feedback generally refers to the listener's response given to the learner's speech or writing”. This means that feedback is the response of the reader or the listener towards what have been said or written by the students. The same idea tackled by Freedman (1987,p. 5) who defined feedback more precisely stating that it “includes all reaction to writing, formal or informal, written or oral, from teacher or peer to a draft or

final version” this means that, any reaction that addresses the students’ writing is feedback. Moreover, Hattie and Timberley (2007, p.81) described feedback as:

An information provided by an agent like the teacher, peer, books, parent, self, experience regarding aspects of one’s performance or understanding, a teacher or parent can provide corrective information to clarify ideas a parent can provide encouragement and a learner can look up the answers to evaluate the correctness of a response. Feedback thus, is a “consequence” of a performance.

It means that feedback is pure information provided by teachers, peers, which indicates strengths and weaknesses of learner for a better performance.

As a conclusion feedback means to providing information about learners’ performances or productions in different aspects. It is the input, whether it is questions, comments and suggestions to the writer that may lead to revise what they write.

2.2.Criteria of Effective Feedback

Teachers should bear in mind some aspects while they are providing feedback; researchers such as Frey and Fisher (2011) acknowledge that teachers’ feedback should be regarded upon with certain aspects, which can be categorized as: timely, specific, understandable, and actionable.

2.2.1.Timely

Teachers should be awarded that the timely feedback has an important impact on the students’ performance. According to Brookhart (2008, p.10-11) Teachers ought to provide feedback during students engagement in their current tasks, so that they have the chance to integrate it in their future performance, which will enable them to improve their abilities to handle future projects. Similarly, Iron (2008, p, 23) claimed that «if the students do not get the feedback soon enough, then feedback is less likely to be perceived to be useful for their ongoing studies”. This means that as soon as the feedback is provided, the more impactful it could be.

Moreover, Banger et al, (1991 as cited in Frey and Fisher, p.71) claimed that “feedback is more powerful when it is linked as a loosely as possible in time with student performance”. In other words, feedback will be more effective when it come while

students are still mindful of the topic, assignment, or performance. Below an example of good and bad timely feedback provided by Brookhart, (2008, p.11)

Table1.

Examples of Good and Bad Feedback Timing (Brookhart, 2008, p.11)

Example of good feedback timely	Example of bad feedback timely
<ul style="list-style-type: none"> -Retuning a test assignment on the next day. -Giving immediate oral response to questions of fact. -Providing flash cards for studying facts. -Giving immediate oral response to students' misconceptions. 	<ul style="list-style-type: none"> -Retuning a test assignment two week after it is completed. -Ignoring mistakes or misconceptions -Going over test or assignment when the unit is over and there is no opportunity to show improvement.

2.2.2. Specific

In order to make feedback more useful and reach its full potential, teachers should give clear and precise feedback. Brookhart (2008, p.33) asserted that “deciding how specific to make your feedback is a matter of the Goldlocks principle: not too narrow not too barrow, but just right.” This means that constructive feedback has to be firm and specific .Therefore students have the ability to recognize how well did they achieve the task and what needs to be done next. Furthermore, Frey and Fisher (2011) believed that if the feedback is not clear, students do not understand what they are going to do and they do not relate between how they do the assignment and what they need to do well in the future .However, if the feedback is specific, students understand what they should do and on what they focus in the future and they find opportunities to improve their performance.

2.2.3. Understandable

This aspect focuses on the way of delivering feedback which is regarded as important as feedback itself. Iron (2008, p.23) mentioned that “feedback should be understandable and communicated in such way as to enable students to use the feedback to

help in achieving the learning outcomes or reaching the required standard". In other words, teachers must use an understandable language as their students' in order to facilitate the learning process. In the same vein, Frey and Fisher (2011, p.73) suggested that "the student probably is not going to learn despite the time that the teacher has put into providing feedback". Which means that if the feedback is shallow, the students will not understand the writing process; therefore, causing a lot of difficulties to them in terms of production in their future performances.

2.2.4.Actionable

Generally speaking, while providing feedback to students, teacher should make sure that they gave their feedback .Because it is agreed that feedback can affect students positively and negatively. Therefore, it affects students' personal feelings which, in turn, affect their engagement in the learning process (Juwah et al, 2004).As a result, actionable feedback does not concentrate only on naming or identifying what needs to be improved but also offering a plan of action to make the necessary improvements possible. (Frey and Fisher 2011, p.76)

2.3.Type of Feedback

Teachers may responds to students' writing differently in accordance with the kind of the writing task and the kind of misunderstanding or mistakes they committed. Therefore, teachers' responses can take different types of feedback. Keh (1990, p.01) distinguished three types of feedback which are the following: teacher-student conference, peer feedback, teacher written feedback, these three types are the most relevant to our study.

2.3.1.Teacher-student conferences

This type of feedback regarded as an appropriate in EFL classes because it creates more opportunities for both teachers and students to enter into a dialogue in order to discuss explanation and needs. Hyland and Hyland, (2006,p.5) referred to this type of feedback as an approach lauded by L1 researchers as dialogue in which meaning and interpretation are negotiated by participant and as a method that provides both teaching and learning benefits. That is to say, conference is a matter of negotiation, discussion which takes place between the students and the teachers in order to facilitate the learning process.

Therefore, it gives direction and guidance to the students in order to perform and produce well conducted writings. In this way, Hyland (2003, p.192) argued that:

The interactive nature of the conference gives teachers' a chance to respond to diverse cultural, educational, and writing needs of their students, clarifying meaning and resolving ambiguities, while saving them time spent in detailed marking of papers. For students, writing conferences not only assist learner with auditory learning styles, but give them a clearer idea of their strengths and weaknesses, develop their autonomy skills, allow them to raise questions on their written feedback, and help them construct a revision plan.

This dictates that, this type of feedback provides more opportunities for real discussion between students and teachers in which it gives more information to the teacher about students' strength and weaknesses in writing. Additionally Kroll (1990) asserted that conference gives teachers chances to uncover potential misunderstanding that students may have about prior feedback. In other words, this type of feedback is an important type of feedback, which can be applied by teachers to help learners to improve their learning.

2.3.2. Peer Feedback

This type of feedback may involve different terms such as peer review, peer evaluation, or peer responses. However, all of them are concerned with the same process which involves a kind of cooperation between students where they evaluate each other work. According to Carless (2006) peer feedback is a process in which learners engage in conversations pertaining to their performances where they give each other feedback by commenting on their work. Liu and Hansen (2002 as cited in Yogandhar , 2015,p. 26) defined it as :

The use of learners as sources of information and interactions for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher , tutor , or editor in commenting on and criticizing each other's drafts in both written and oral formats in the process of writing

In other words, peer feedback is a process which is focuses on peer correction that used among students in which allows them get a large space of learning freedom to revise their

writing. Similarly, Richard and Schmidt, (2002) referred to peer feedback as an activity in the revising stage of writing in which students receive feedback about their writing from other students.

In education context, this type of feedback regarded an effective process which increase motivation among students, in this regard, Harmer (2004, p.115) stated that "it has the advantage of encouraging students to work collaboratively. It gets round the problem of students' reacting passively to teachers responses which are taken as commands to be obeyed". That is to say, peer feedback also increases students' motivation, makes them more responsible and improves their self-confidence via offering chances to explore each other's works. Furthermore, Hyland (2003, p.199) has provided advantages and disadvantages of the peer feedback in the following table.

Table.2:

Advantage and Disadvantage of Peer Feedback (Hyland, 2003, P.199)

Avantages	Disadvantages
<ul style="list-style-type: none"> -Active learner participation -Authentic communicative context -Non judgmental environment Alternative and authentic audience -Writer gains understanding of reader needs Reduced apprehension about writing -Development of critical reading skills -Reduces teacher's workload 	<ul style="list-style-type: none"> -Tendency to focus on sure face forms -Potential for overtly critical comments -Cultural reluctance to criticize and judge -Students unconvinced of comments' value -Weakness of readers' knowledge -Students may not use feedback in revisions -Students may prefer teacher feedback

As we may observed in the table which presented by Hyland (2003) the role of peer feedback did not only limited to its positive side, but it also provides some negative points that may encounter learners and teachers in the process of learning and teaching in general.

2.3.3. Teacher written feedback

In EFL classes this type of feedback regarded as most common feedback delivering method for teachers and most expected and welcomed for students which contribute in the improvement of students' writing

According to MacDonald (1991,p.3) written feedback is a process of providing some comments on the students' work in which a teacher reacts to the ideas in print, and assesses a student's strengths and weaknesses, and provides some directions for better improvements. Mack (2009, p.1) adopted similar definition; he regarded it as "any comments, questions or error correction written on students' assignments. These written comments can range from questions about the author's intended meaning, praise for an interesting idea, grammar mistakes, corrections, and finally explicit corrections" that is to say, written feedback refers to any comment correction that teachers provide in students' paper which attempts to highlight the mistakes of each individual's work.

Moreover Hyland (2003) believed that teachers provide these comments as a justification of those marks that they have been provided. Bloxham and Boyd (2007) regarded this type of feedback as mean that is provided to students in order to give specific comments, suggestion for improvements.

As a conclusion, we can say that Teacher written feedback refers to written responses provided by the teacher to the students' writing. These responses are limited to comments on grammatical errors and content of the students' writing.

2.4. Forms of Teachers' Written feedback

Varieties of techniques have been proposed to provide teacher written feedback to students, in this regard, Hyland (2003, p.181-183) has mentioned major forms that this type of feedback that could take, which summarized in the following:

2.4.1. Written commentary

This form regarded as the most widely method which used by almost of teachers which done through the use of teachers' handwriting on students' essays, reports, and so on. It considered as a responding to students writing production as Hyland (2003, p.180) claimed "This form of feedback is best seen as responding to students' work rather than evaluating what they have done ,stating how the text appear to us as readers ,how

successful we think it has been ,and how it could be improved”. That is to say, this technique is more effective in making sure that the student understands precisely what each comment is referred to. Hyland (2003) for instance, mentioned another type of commentary which is tapped commentary.

2.4.1.1.Taped commentary

This type differs from the written one; it focuses on the use of pre-prepared program for providing feedback. Such forms can be used to provide students with individualized feedback which is often related to a number of assessment criteria. This form of commentary interpreted by Hyland (1990 as cited in Hyland, 2003) as “An alternative to marginal comments is recording remarks on a tape recorder and writing a number on the student paper to indicate what the comment refers to” .In other words, teachers tend to use a tape recorder while assessing students’ work to explain what the comments refer to .Moreover, this type has more benefits such as: it saves time and develops students listening comprehension, it also makes teachers aware of how students respond to their writing(Hyland, 2003,p.180).

2.4.2.Rubrics

When assessing students writing, teachers have various ways of providing comments to their students; there are some teachers who used rubrics because they regarded it very helpful technique which used on the final product or works.

Hyland (2003, p.181) argued that “teachers used a cover sheets which set out the criteria that have been used to assess the assignment and how the students has performed in relation to these criteria” in other word, while assessing students writing, teachers tend to use some to him this technique is very helpful for teachers in saving time and facilitate the revision process. In same the vein, Weigle (2002, p.182) asserted that “by giving the students the rubrics in advance this can make students better aware of what the criteria are on which their writing will be judged”. That is to say, rubrics help teachers to be more concise when assessing students’ papers and save time for them as it simplify the grading process. An example of writing rubrics is presented by (Oshima and Hogue 1997, p.197)

Scoring Rubric: Essays		
	Maximum Score	Actual Score
Format—5 points Title centered (2), first line of each paragraph indented (1), margins left on both sides (1), text double-spaced (1)		
Total	5	
Punctuation and Mechanics—5 points Periods, commas, apostrophes, and quotation marks (3), capital letters (1), spelling (1)		
Total	5	
Content—20 points The essay fulfills the requirements of the assignment. The essay is interesting. The essay shows that the writer used care and thought.	5 5 10	_____ _____ _____
Total	20	
Organization—45 points The essay follows the outline, and it has an introduction, a body, and a conclusion. Introductory Paragraph: The introductory paragraph begins with several general sentences and ends with a thesis statement. Body Each paragraph of the body discusses a new point and begins with a clear topic sentence. Each paragraph has specific supporting material: facts, examples, quotations, paraphrased or summarized information, and so on. Each paragraph has unity. Each paragraph has coherence. Transitions are used to link paragraphs. Concluding Paragraph: The concluding paragraph summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer's final thoughts on the topic.	5 5 5 10 5 5 5 5 5	_____ _____ _____ _____ _____ _____ _____ _____ _____
Total	45	
Grammar and Sentence Structure—25 points Estimate a grammar and sentence structure score.		
	25	
Grand Total	100	

Figure2: Scoring Rubrics Essay (Ochima and Hogue, 1997, p.197)

2.4.3.Minimal marking

Also called Correction symbols, this technique depends on using some symbols or codes which adopted by writing teachers in order to indicate students' mistakes. According to Hyland (2003, p.181) correction symbols are a type of in-text, form-based feedback where teachers tend to use codes in order to indicate type and lactation of students' errors,

Therefore, while correcting students work, this technique believed to be more effective in enhancing students self correction rather than red ink as Hyland (2003, p.181). Stressed "it makes correction neater and less threatening than masses of red ink and helps students to find and identify their mistakes". The same point tackled by Harmer, (2001, p. 111) who regarded this form of correction beneficial in which it encourages the students to think about what the mistake, so that they can correct themselves. Below we mention

common symbols that teachers may use to indicate errors in students' writing suggested by Oshima and Hogue (1997, p. 184-186).

Symbol	Meaning	Example of Error	Corrected Sentence
p	punctuation	I live ^p and go to school here ^p	I live and go to school here.
A	missing word	am I working in a restaurant. ^	I am working in a restaurant.
cap	capitalization	It is located at ^{cap} main and ^{cap} Baker ^{cap} streets in the ^{cap} City.	It is located at Main and Baker Streets in the city.
vt	verb tense	I never ^{vt} work as a cashier until I ^{vt} get a job there.	I had never worked as a cashier until I got a job there.
s/v agr	subject-verb agreement	The manager ^{s/v agr} work hard. There ^{s/v agr} is five employees.	The manager works hard. There are five employees.
pron agr	pronoun agreement	Everyone works hard at ^{pron agr} their jobs.	All the employees work hard at their jobs.
()	connect to make one sentence	We work together. ^() So we have become friends.	We work together, so we have become friends.
sp	spelling	The ^{sp} maneger is a woman.	The manager is a woman.
sing/pl	singular or plural	She treats her ^{sing/pl} employees like ^{sing/pl} slave.	She treats her employees like slaves.
X	unnecessary word	My boss ^X she watches everyone all the time.	My boss watches everyone all the time.
wf	wrong word form	Her voice is ^{wf} irritated.	Her voice is irritating.

Figure 3: Correction Symbols (Oshima and Hogue, 1997, p.184)

Symbol	Meaning	Example of Error	Corrected Sentence
ww	wrong word	The food is delicious. ^{ww} Besides, the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
ref	pronoun reference error	The restaurant's specialty is fish. ^{ref} They are always fresh.	The restaurant's specialty is fish. It is always fresh.
		The food is delicious. ^{ref} Therefore, it is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
wo OR ~	wrong word order	Friday ^{wo OR} always is our busiest night.	Friday is always our busiest night.
no	run-on sentence	[Lily was fired she ^{no} is upset.]	Lily was fired, so she is upset.
cs	comma splice	[Lily was fired, she ^{cs} is upset.]	Lily was fired, so she is upset.
frag	fragment	She was fired. ^{frag} [Because she was always late.]	She was fired because she was always late.
		[Is open from 6:00 p.m. ^{frag} until the last customer leaves.]	The restaurant is open from 6:00 p.m. until the last customer leaves.
		[The employees are on time and work hard. ^{frag}]	The employees are on time and work hard.
not //	not parallel	Most of our regular customers are ^{not //} friendly and generous tippers.	Most of our regular customers are friendly and tip generously.

Figure4: Correction Symbols (Ochima and Hogue, 1997, p.185)

Symbol	Meaning	Example of Error	Corrected Sentence
prep	preposition	We start serving dinner 6:00 p.m.	We start serving dinner at 6:00 p.m.
conj	conjunction	Garlic shrimp, fried clams, broiled lobster are the most popular dishes.	Garlic shrimp, fried clams, and broiled lobster are the most popular dishes.
art	article	Diners in the United States expect a glass of water when they first sit down.	Diners in the United States expect a glass of water when they first sit down.
Ⓟ	add a transition	The new employee was careless. She frequently spilled coffee on the table.	The new employee was careless. For example, she frequently spilled coffee on the table.
¶	start a new paragraph		
nfs/nmp	needs further support/needs more proof. You need to add some specific details (examples, facts, quotations) to support your points.		

Figure 5: Correction Symbols (Ochima and Hogue, 1997, p.186)

2.4.4. Electronic feedback

Now-a-days a number of E- techniques have been developed to improve the teaching and learning process. These E- techniques can be adopted by the teachers to improve teaching process especially in providing feedback to students. In line with this, Hyland (2003, p.183) has claimed:

Teachers can provide comments on electronic submissions by email or by using the comment function, which allows feedback to be displayed in a separate window while reading a word processed text. Feedback on errors can also be linked to online explanations of grammar or to concordance lines from authentic texts to show students examples of features they may have problems using correctly. These new channels of written feedback offer teachers greater flexibility in their responding practices, but ultimately convenience is likely to be the deciding factor in which are used.

Here we talk about new form of feedback which called electronic feedback; this form of feedback used by teachers in order to facilitate correction of students' works, through this technique students may receive the feedback in their email box. This technique is beneficial in the sense that it motivates students and helps them better their writing abilities, especially when there are some occasions in which students are so far or on holiday, in this perspective, Harmer (2004, as cited in Sakeur, 2017, p.17) claimed:

A lot of feedback can be giving electronically, either via e mail or through text editing programmers...Emailing comments to students to students is an ideal way of responding to their work as it goes through various drafts, since as students work at their computers they can incorporate the comments that their tutor is making, or reply to questions that are being asked.

In other words, electronic feedback provides students with the chance to gain immediate feedback which they can rely on it for editing and provision their works. A best example of electronic feedback was given by Milton (2006 as cited in Ellis, 2008) which was a software program named 'Mark My Words'. In other word, it is a Microsoft Word toolbar that helps an instructor to provide useful feedback on students' written assignments. Therefore, teachers insert 'resource-rich' comments as feedback, without having to rewrite students' texts. These comments automatically direct students to detailed online explanations, lookup tools, etc

2.5. Teachers' Attitude to Students' Error

In EFL writing classes most of students are likely to commit mistakes and errors while they produce some work, and that obviously because they are still in process of learning and they have not reached yet the full mastery of language like the native speakers. According to Harmer (2001) EFL students face some difficulties in learning process which make them make some errors at various stages of their language learning, and this is usually natural part of language development. Consequently, the most significant role of teacher is respond to students with appropriate way which help them to engage in learning and for better achievement. Therefore; Harmer (2001) believed that teachers should take the role as feedback when responding to students errors, in other

words, teachers should provide students with suitable comments on their paper in order to treat their errors and make them good achiever.

2.6. Categories Providing Written Feedback

The methods of providing written feedback vary from teacher to another as it can take many different types. Therefore; teachers should adopt an appropriate type of written feedback which is more suitable for teaching as well as more effective for their students' writing. In line with this, Ellis (2008) has identified six type of written feedback.

Table3:

Type of written feedback (Ellis ,2008 cited in Farjadnasab and Khodashenas,2017)

Written Corrective Feedback Types	Descriptions
Direct CF	-Refers to highlighting the errors and providing the correct forms to the learners. That is, the correct form is given in place of an incorrect form.
Indirect CF	- Occurs when an error is indicated but the correct form is not given. There are two types of indirect CF: 1) Indicating only is when an error is noted, such as in the margin, but the exact location is not provided. 2) Indicating the specific location is when the error is underlined or given specific reference.
Meta- linguistic Feedback	-Occurs when the writer is given a linguistic clue of the error. This can take two forms: 1) The use of abbreviations or error codes. 2) A brief grammatical explanation usually given at the bottom of the text or on an attached form
The focus of the feedback	-Feedback can take a variety of forms in the way it is given, such as the level of focus. 1) Focused feedback occurs when a limited number of language features are concentrated on. 2) Unfocused feedback occurs when many or all language features are addressed in the feedback.
Electronic	-Electronic feedback occurs via computer mediated methods when a hyperlink is used to indicate an error has occurred.
Reformulation	-Reformulation occurs when a first language user rewrites or reformulates the targeted second language learners' text.

2.7. Teachers' Feedback and Writing Skill

Teachers' feedback is one of the main research topics in the field of foreign language writing teaching which has attracted much attention in the recent years and this due to its significant role in language learning in general and writing skills in particular.

According to Raimes, (1983) teachers written feedback is an essential elements in EFL writing classes which provided to help students learn how to write, similarly, Purnawarman (2011) regarded it as an important part in instructional design of writing tasks, since it provided to students to encourage their writing as well as help build their confidence as writers .

Moreover, Hyland and Hyland (2006, p.103) claimed that "perhaps the most effective written feedback seeks to reinforce the patterns which were taught when modeling the genre so that it becomes part of the process of learning to write rather than an extemporized solution to local errors." That is to say, effective written feedback assesses students' skills; therefore; it gives them clear guidance to improve their writing, with the same line, Penaflorida (2002) asserted that comments are very useful to students because they "identify their own strengths and weaknesses, which, in case of the latter, will make students know how to go about improving themselves and become effective writers". Thus, to clarify how feedback helps students in writing skills, Sommers (1982, p, 149) has claimed that:

Comments create the motive for doing something different in the next draft: thoughtful comments create the motive for revising. Without comments from their teachers or from their peers, student writers will revise in a consistently narrow and predictable way. Without comments from readers, students assume that their writing has communicated their meaning and perceive no need for revising the substance of their text.

In other words, teacher comments give more boosts to students in order to revise their writing as well as to improve it, because without receiving any feedback they will think that their writing is acceptable and no need to revise it.

Moreover, Ressor (2002, as cited in, Zitouni, N. 2015, p.32) argued that “Teachers’ feedback is believed to provide students with not only incentive to improve but also the guidance how to improve”, this entails that teachers’ feedback is a multiple strategy which not only improve students writing, but also motivate students to write. Similarly, Richard and Lokharat, (1996, p.188) believed that this type of feedback “can serve as a powerful tool to motivate students in the writing process if done well”. In other words, teachers’ feedback is a helpful strategy in enhancing students’ writing as well as in motivating students.

To sum up, we may say that providing feedback to students from the part of teachers is a very difficult task, but its importance is crucial because such feedback is helpful for learners to improve their writing.

2.8. Students’ view of Teacher’s Feedback

Due to the crucial role of teachers’ feedback in students’ production, it is an important to know how students react toward their teacher feedback. I.e. when teachers provide feedback to students they offer to them a forward steps to achieve certain goals. Hyland (2003, p.179) mentioned three different ways of reacting to teachers’ in which students come to be either:

- followed a comment closely in their revision (usually a grammar correction),
- Use the feedback as a beginning stimulus which triggered various revisions
- If there is issue caused by feedback, they avoid it by omitting the problematic text.

In order explain precisely students’ attitude toward teachers’ feedback. A number of studies have investigating students’ reaction to teacher feedback such as (Srichanyachon, 2011; Tsui and Ng, 2000; Ferris 1995).

According to Srichanyachon (2011) who investigated EFL students’ attitudes toward peer and teacher feedback. The participants in this study were 174 Bangkok University students enrolled in Fundamental English course. The results showed that each feedback plays different roles in revising writing. It was also revealed that these learners had positive perceptions toward teacher comment. That is, learners found teacher comments more effective because they could be sure that their mistakes in writing would

be properly and fully corrected. EFL students may feel frustrated if they do not have feedback that helps them improve their papers.

Similarly, Tsui and Ng (2000) looked at the impact of peer and teacher feedback on the writing of secondary school EFL students in Hong Kong. All students addressed a higher percentage of teacher feedback than peer feedback. The results show that students highly favored teachers' comments and that's because of several reasons such as: they regarded teacher comments as better one which have high quality, also more specific, in addition those comments can able explain their problems and give some suggestions for revision.

In another study which has conducted by Ferris (1995,p.50) in California university who found students perceptions of teacher feedback highly encouraging in that students consider their teacher a real source of help. As a conclusion for the study, he stated:

Students do attend to, grapple with, and appreciate the efforts their teachers make in responding to their writing. Most importantly, this study indicates that the priorities of process-oriented writing instruction multiple drafting emphasis on content, and willingness to utilize a variety of strategies (including collaboration with others) to solve problems and respond effectively to teacher feedback-are being understood and accepted to some degree by the E.S.L composition students.

As conclusion, providing feedback seems as an important element that should be given during the classes of writing. Due its positive effect, it may serve students to be skillful writers by making them overlapping their different issues that are related with writing in general.

Conclusion

All in all, in this chapter, we have discussed the definition of feedback, and then we mentioned major criteria of it. Next, we distinguished three type of feedback in which we focused on the last type where we have provided major forms and it's important in teaching writing skill. Finally we have described some students' reaction towards this type of feedback .In the coming chapter; we will represent the methodology in order to investigate our research questions. The next chapter will be devoted to the research

methodology underlying this study, and to the analysis and interpretation of the collected data followed by a discussion of the major findings.

Chapter

Three

Field Work

Chapter Three :Field work

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Introduction

After the theoretical part that includes two chapters completed, the research moves into the second part which is the practical part. It includes giving two questionnaires for both teachers and students in order to collect our data about the role of teachers' written feedback in enhancing students writing production, and make relevant analysis and interpretation of all answers given by teachers and students.

3.1.Data Gathering Tools

Generally speaking, every researcher and scholars agreed that the data collection tools are the backbone of any research. To accomplish our aims we use one data collection tools: the students' and the teachers' questionnaire

3.2.The students' questionnaire

Third years' LMD students at the department of foreign languages were asked to answer this current questionnaire in order to discover whether teachers written feedback help them to improve their writing production.

3.2.1.Description of the students' questionnaire

This questionnaire is designed based on the main constituents of the two chapters in the theoretical part. It is directed to third year EFL students at Biskra University. It includes different questions vary between closed questions whereby respondents answer with 'yes' or 'no', or select the answer among different options, closed ended questions which require the respondents to choose the answer and to justify their choices .

This questionnaire encompasses (16) questions which are divided into three (03) sections; each section contains different questions. The first one gives us some personal information about students such as gender, and level of English. Their choice of studying English whereas, the second one focuses on the students' writing skill, included their levels, view towards writing session and some problems that students may face when writing and how teachers can help them overcome these problems, also how teachers assess their students' written products. The last section is about teachers written feedback, it includes the students' view towards it, how they find it, how do they feel after receive it.

3.2.2.Administration of the final questionnaire

The questionnaire was distributed to (45) Third year EFL students at Biskra University. Although there were some difficulties with the distribution of this

questionnaire, due to the absence of students. However, we distributed our questionnaire through social media “facebook.com”.

3.2.3. Analysis of Students' Questionnaire

Section One: Background Information

Table 4.

Students' Gender

Option	Frequency	Percentage
Male	14	31.1%
Female	36	68.9%
Total	45	100%

From table (4) we noticed that the most of students (68.9 %) are females, whereas the males represent (31.1%) of the whole population. This leads us to that say, the population is mostly composed of females especially in foreign language learning.

Table 5.

Students' Choice to Study English

Option	Frequency	Percentage
Your own choice	39	86.7%
Your parents' choice	1	2.2%
Someone's advice	5	11.1%
Total	45	100%

From the table above, we can observe that the majority of the participants (86.7%) choose to study English Language according to their own choice, while (11.1%) choose it as regard to some advices, only (2.2%) who claimed that they follow their parents. Therefore, we can say that the majority of participants' choice to study the English language was purely their own personal choice.

Table 6.

Students' Perception towards Written Expression Module

Option	Frequency	Percentage
Yes	34	75.5%
No	11	24.5%
Total	45	100%

The table above shows that the majority of the surveyed students (75.5%) claimed that they enjoy written expression module. The rest surveyed students (24.5%) said that they did not prefer that this module. This indicates that most of surveyed students have a positive view toward this module, so they really enjoy it. For this most of students gave us some reasons why they enjoyed this module.

(20) of students stated that this module allows them to work freely and having the opportunity to express their ideas without any intervention from others. Whereas (9) students considered this module as favorable one. The rest (5) students said that this module creates a lot of motivation. Thus, we can conclude that the majority of the students regarded written expression module very interesting and worthy to be studied as a basic module, since this module allows them to express their feeling, thoughts as well as motivate them.

Section Two: The writing skill

Table7.

Students' Consideration of Their Level in Writing

Option	Frequency	Percentage
Good	11	24.4%
Average	34	75.6%
Poor	0	0%
Total	45	100%

Concerning the number of third-year students, table (7) reveals that (75.6%) of the sample evaluated their level in English as being average, whereas (24.4%) of students claimed that their level in English is good, while no one said that he/she has a poor level. From those results, we can understand that most of the participants share an average level of writing. Thus, students' level in writing needs improvement.

Table8.

Students' Opinion towards the Importance of Writing Skill

Option	Frequency	Percentage
Yes	42	93.3%
No	3	6.7%
Total	45	100%

The results presented in the table (8) displayed that the majority of the respondent students (93.3%) regarded writing as an important skill. However, only (6.7%) of students do not believe that writing is an important skill.

If yes, please justify

Students who regarded writing very important advocated their choices as follows:

(25) of students regarded writing as a mean through which they can express their thoughts and ideas, (10) of them said it allows them to learn a lot of aspects of language, whereas the rest (7) asserted that writing is a necessary to succeed in academic career .As a conclusion, we can say that the majority of students aware of the importance of writing because it is a mean to express themselves and through it they can master aspects of language such as vocabulary, grammar rules.

Table9.

Students' Awareness of Writing Process.

Option	Frequency	Percentage
Yes	37	82.22%
No	8	17.78%
Total	45	100%

The above table shows that the majority of the participants (82.22%) know that writing involved different stages, while only (17.78%) do not know that. This means that most of students know that producing a piece of writing require an important stages.

Table.10.

The Frequency of Writing Stages.

Option	Frequency	Percentage
Always	4	8.9%
Sometimes	16	35.6%
Rarely	21	46.7%
Never	4	8.9%
Total	45	100%

The result shows that (46.7%) of students claimed that they often follow these stages, whereas (35.6%) of them said they sometimes follow them, while (8.9%) of them asserted they always follow them similarly to those who answered that they never follow them .Therefore, it can be deduced from the results in the table (10) that the majority of

students that they did not follow those main stages in writing .So, this result may be considered as some causes that justify the students bad performance in writing.

Table.11

Students' Opinion about Writing.

Option	Frequency	Percentage
Yes	7	15.6%
No	38	84.4%
Total	45	100%

As we see in the table (11) .The majority of participants (84.4%) claimed that writing is not an easy task, whereas (15.6%) said that writing is an easy task. The majority of students who regarded writing as difficult task justified their answer as follows:

(20) of participants asserted that writing is a mental process which need much time and efforts, (10) said that it requires various elements to master, while (8) stated that it is always a matter of strategies and methods that we should apply. From the previous justification, we can say that the majority of the students regarded writing a difficult task because it demands mental process and require various aspects and strategies.

Table12.

Students' Difficulties in Writing

Option	Frequency	Percentage
a- Selection of relevant ideas	19	42.22%
b- Writing accurate sentences	3	6.67%
c- Organization of ideas	9	20%
a+b	3	6.67%
a+c	0	0
a+b+C	3	6.67%
b+c	1	2.22%
No answer	7	15.55%
Total	45	100%

Table (12) shows that, our participants encounter various difficulties in writing. In this regard (42%) of the participants claimed that they face difficulties in selection of ideas, while (20%) of them stated that they face difficulties during organization of ideas. (6.67%)

of students stated they have difficulties when they write accurate sentences. However (15.55%) of them did not answer this question. From those results we can say that students' main difficulties in writing are possibly due to the lack of background knowledge about the target language especially vocabulary which represents a block for most students of English.

Table13.

The Extent of Using Some Strategies

Option	Frequency	Percentage
Yes	39	88.6%
No	5	11.4%
Total	45	100%

As illustrated in the table (13), most of respondent students (88.6%) asserted that their teachers used some strategies to help them overcome their problems, while (11.4%) replied that their teachers did not use any strategy.

If yes, what are the main strategies that he uses?

Table14.

Mains Strategies Used by Teacher.

Option	Frequency	Percentage
a- Adding extra session for more practice	0	0%
b- Assigning more activities (take home activities)	6	15.38%
c- Giving remark and feedback	9	23.08%
d- All of them	4	10.26%
b+c	17	43.59%
No answer	3	7.69%
Total	39	100%

Students who claimed that their teachers used some strategies, specified those strategies in above table, therefore, (43.59%) of participants said that teacher used both strategies such as giving more home activities and provided more feedback , while (23.8%) of participants asserted that their teachers provided them with feedback and gave them

more home activities as most used strategies, other(23.8%) stated that they received remark and feedback ; while (15.38%) stated that he only provided home activities, only (10,26%) of students revealed that teachers used all strategies .Whereas the rest (7.69%) of participants did not provide as with answers .So, based on these claims, we may say that teachers used multiple strategies to help students overcome their problems.

Table15.

Teachers' Focus When Evaluating Students' Work.

Option	Frequency	Percentage
Form	2	4.44%
Language	7	15.57%
Content	3	6.67%
All of them	19	42.22%
A+b	2	4.44%
A+c	2	4.44%
B+c	1	2.22%
No answer	9	20%
Total	45	100%

It is illustrated in the table (15) that (42.22%) of students said that teachers evaluated them in all aspects of the language. Whereas,(15.57%) of them claimed that teacher paid more attention on language, while (4.44%) stated that teachers focused only on form, however (20%) of students did not provide any answer, from the obtained results we can deduce that teachers really evaluate their students where they tackled all the aspects of language in order to improve students level.

Table16.

The Frequency of Feedback.

Option	Frequency	Percentage
Yes	42	93.3%
No	3	6.67%
Total	45	100%

Table (16) shows that the majority of participants(93%) claimed that they received feedback.(6.67%) of them said that they did not receive feedback from their teachers. Considering the response to this question, we can say that teachers spend much time and efforts to provide such feedback to students.

If yes, when does he provide feedback?

Table17.

The Frequency of Providing Feedback.

Option	Frequency	Percentage
Immediately	3	7.4%
At the end of activities	39	92.6%
Total	42	100%

As illustrated in the table (17), most of surveyed students (92.6%) claimed that their teacher provided feedback at the end of the course, while (7.4%) of them said that they receive immediate feedback, this lead us to say that teachers prefer to provide feedback at the end of the task.

Table18.

Type of Feedback that Students Prefer

Option	Frequency	Percentage
Oral	9	20%
Written	36	80%
Total	45	100%

According to the table (18) it is revealed that the majority of students (80%) claimed they prefer written feedback, while (20%) of students prefer the oral one.

Justifications

Most of students who preferred written feedback, they justified their options and their replies were as follows: (15) of students preferred this type of feedback because it is easy to be understand as well as to be remember, (9) students said it addressed all their mistakes , whereas (7) regarded it most appropriate in the writing session. The rest (5) students considered it very precise rather than the oral one. Restating what have been mentioned above, we can deduce that the majority of participants appreciate and prefer written feedback because it is an appropriate and easy to remember as well as it is more precise.

Section Three: The Role of Teachers' Written Feedback

Table19.

Students' Opinion about Teachers' Written Feedback

Option	Frequency	Percentage
So useful	36	80%
Somehow useful	9	20%
Not useful at all	0	0%
Total	45	100%

Table (19) indicates that the majority of participants (80%) asserted that feedback is very useful, while (20%) of them regarded it somehow useful, whereas no one of them said that is not useful. These results reflect the fact that most of participants aware of the fundamental role of written feedback in learning FL.

Table20.

Frequency of Providing Written Feedback.

Option	Frequency	Percentage
Always	24	53.3%
Sometimes	16	35.6%
Rarely	5	11.1%
Never	0	0%
Total	45	100%

According to the table (20), most of participants (53.3%) affirmed that they always receive feedback, while (35.6%) of participants said that teachers provide feedback sometimes, the other (11.1%) of students replied rarely, beside that none of students said never about this question. Thus, we can say that teachers do actually provide their learners with feedback.

Table21.

Teachers' Way of Correction

Option	Frequency	Percentage
a- S/he rewrites the sentence, the phrase or the word correctly	10	22.22 %
b- S/he shows the error is and gives a hint about how to correct it	12	26.67%

c- S/he shows only where is the error	8	17.78%
d- S/he uses some correction codes	0	0%
a+b	1	2.22%
a+c	3	6.67%
a+b+d	1	2.22%
b+c	7	15.56%
c+d	1	2.22%
No answer	2	4.44%
Total	45	100%

As illustrated in the table (21) that teacher used different ways of correction, (26.67%) of participants stated that teachers identified the location of the error and give a hint how to correct it, whereas (22.22%) said that their teachers give them the correct form of words directly. Others (17.78%) of students said that teachers identified only the location of the error. While (15.56) of students revealed used both (b+c) . this implies that each teachers used multiple strategies in correction .

Table22.

Students' Opinion about the Effectiveness of Written Feedback.

Option	Frequency	Percentage
Yes	100	100%
No	0	0%
Total	45	100%

All the respondents (100%) firmly asserted that written feedback is an effective element that enhances their writing skills.

Justifications:

In this enquiry, respondents were requested to justify their responses. Therefore, their answers can be categorized as follows: (20) of respondent students regarded written feedback very essential element in witting and without it they cannot determine their level so they cannot improve also. Whereas (15) of respondents said that it assess our levels so it makes us good writers. The rest (10) respondents revealed that since it detects our mistakes it provides us with some ways to enhance them next time. From the previous responses, it is clear that all the respondents asserted that written feedback is en effective

element in enhancing their level where it guides them to determine their level in which of course improve their writing

Table23.

Students' reaction after correction

Option	Frequency	Percentage
Motivated	37	82.22%
Embarrassed	7	15.56%
Demotivated	0	0%
No answer	1	2.22%
Total	45	100%

As it shown in the table above, (82.22%) of students asserted teachers' correction increase their motivation which makes them work hard next time., while (15.56%) of them they said they felt embarrassed ,whereas (2.22%) of students did not answered this question. It can be deduced that the majority of students have a positive reaction after receiving feedback (correction) from their teachers, where it encourages them as well as motivate them to make a lot efforts to develop their writing skill.

3.3. Teachers' Questionnaire

The questionnaire was provided as another data collection tool in order to gain more insights from teachers' different perspectives about the role of written feedback in enhancing students writing skill.

3.3.1. Description of the teachers' questionnaire

The questionnaire is designed based on the main constituents of the two chapters in the theoretical part. This questionnaire is designed based on the main constituents of the two chapters in the theoretical part. It is directed to teachers of written expression module in the English division at Biskra University. It includes different questions vary between close-ended questions and open- ended questions to direct questions using yes or no questions, multiple choices .

This questionnaire encompasses (17) questions which are divided into three (03) sections; each section contains different questions. Section one of the questionnaires was designed to gather general information about their degree, number of years of both teaching English at University and teaching written expression module. Section two complies writing skills, different approaches in teaching it, common problems that students

face and who teachers overcome those problems. The last section is about teacher feedback which encompasses its effectiveness, major types, the frequency of providing it and major form.

3.3.2. Administration of the final questionnaire:

This questionnaire was distributed to (08) written expression teachers; although there were some difficulties with the distribution of this questionnaire, due to the absence of teachers. However the distributions were hand by hand to teachers and were handed back in the same day.

3.3.3. Analysis of teachers' questionnaire

Section One: Background Information

Table 24.

Teachers' Qualification.

Option	Frequency	Percentage
Master	1	12.5%
Magister	6	75%
Doctorate	1	12.5%
Total	8	100%

According to the table above, Most of respondent teachers (75%) have a magister degree in teaching English, whereas there is one teacher (12.5%) who has PhD degree which is the same (12.5%) who has license degree. Subsequently, the respondent' answers revealed that most of them highly qualified, which means that they can provide us common perceptions and views concerning the subject under discussion

Table 25.

Teachers' Experience in Teaching English.

Option	Frequency	Percentage
1-5 years	1	12.5%
5-10 years	5	62.5%
10-15 years	2	25%
Total	8	100%

From the table above, we notice that (05) teachers representing (62.5%) have been teaching from 5-10 years. (02) Teachers representing (25%) from the total sample said that

they have been teaching English language more than 10 years. Whereas only (01) teacher represent(12.5%) who has teach less than 5 years , This implies that teachers have enough experience in teaching English, so they can provide us with reliable answers concerning the designed questionnaire.

Table26.

Teachers' Experience in Teaching Written Expression

Option	Frequency	Percentage
1-5 years	3	37.5%
5-10 years	4	50%
10-15 years	1	12.5%
Total	8	100%

From the table above, we notice that (04) teachers representing (50%) have been teaching written expression from 5-10 years, while (03) teachers who represent (37.5%) have been teaching from 1to 5years. Whereas only (01) Participant representing (12.5%) from the total sample said that he has been teaching writing expression more than 10 years from these result , we may say that we have an experienced teachers in the module which represents the main concern of our study and this helps us to conduct reliable results that enrich our research.

Section Two: The Writing Skill

Table27.

Teachers' Perception toward Writing Skill.

Option	Frequency	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

Regarding the results mention in the table (27), all teachers (100%) declared that writing skill is important skill. they justified their answers as follow:

(4) Teachers agreed that writing is an important productive skill that allows students to express themselves and exchanges ideas. (2) teachers said it is an important skill which reflects students' level in English, whereas (1) teacher asserted that writing is more valued and important skill compared to the other skills, the last teacher regarded it necessary in

order to succeed in university career. From the previous justification, we can deduce that all teachers regarded writing very important in language learning.

Table28.

Teachers' View of the Approach Used In Teaching Writing

Option	Frequency	Percentage
Product approach	1	12.5%
Process approach	4	50%
Genre approach	0	0%
All of them	2	25%
Product +process	1	12.5%
Total	8	100%

According to the table (28), half of teachers (50)said that they follow the Process Approach in their classes which mean they aware of the importance of writing stages, whereas (25%) of teachers said that they use all the approaches in their classrooms .The rest rate (12.5%) of teachers preferred to follow product approach, similar to (12.5%) who used mixture of product and process approach , However, no one of them have chosen the Genre-Approach in their teaching context .

Table29.

Teachers Evaluation of Their Students' Levels

Option	Frequency	Percentage
Very good	0	0%
Good	0	0%
Average	6	75%
Below the average	2	25%
Total	8	100%

The results show that the majority of teachers (75%) stated that the level of their students in writing is “average” whereas, (25%) state is “below the average”. While no one state “good” or “very good” .according to teachers' answers, we can say that the most of students need more practice and an effective teaching techniques to improve their writing skill; therefore, they need to be guided through the use of appropriate strategies.

Table30.

Students' Frequent difficulties in Writing.

Option	Frequency	Percentage
a- Selection of relevant ideas	1	12.5%
b- Coherence and cohesion problems	0	0%
c- Grammatical errors and spelling mistakes	0	00%
d- All of them	4	50%
B+a	3	37.5%
Total	8	100%

The results mentioned in the table above (50%) of teachers declared that their students encounter various difficulties when they write such as selection of ideas, coherence and cohesion, and grammatical errors. Whereas (37.5%) of teachers said that students face coherence and cohesion equally to grammatical and spelling mistakes. While the rest (12.5%) of teachers said that students face difficulties in selection of ideas. Besides to this, one teacher add one problem; he stated that most students seem to translate from first language to second language. In brief, it can be concluded from teachers' point of views that half of students encounter various difficulties in writing.

Table 31.

Strategies Adopted by Teachers

Option	Frequency	Percentage
a- Adding extra sessions for more practice	0	0%
b- Assigning more activities (take home activities)	0	0%
c- Giving remarks and feedback	0	0%
d- All of them	5	62.5%
B+c	3	37.5%
Total	8	100%

Regarding the results mentioned in the table (31) most of surveyed teachers(62.5%) claimed that they use various strategies in the class such as providing feedback and adding extra session and giving home activities, whereas the rest (35.5%) of teachers said that they

provide feedback and gave more home activities. This implies that teachers pay more attention to develop their students' level, therefore they use different strategies.

Table.32.

Teachers' Correction

Option	Frequency	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

As it shown in the table, all teachers (100%) asserted that they always correct students' work.

If yes, how often?

Table 33.

The Frequency of Correction

Option	Frequency	Percentage
Always	7	87.5%
Sometimes	1	12.5%
Rarely	0	0%
Never	0	0%
Total	8	100%

The results presented in the table, displayed that (87.7%) of the respondents teachers reported that they always correct students works, while only one teachers with (12.5%) who said that he sometime correct , this implies the fact that teachers provide feedback on learners' writings, which means that feedback is highly respected in the English classes.

Table34.

Corrections' Aspects

Option	Frequency	Percentage
Vocabulary	0	0%
Grammar	1	12.5%
Ideas/content	0	0%
Vocabulary + grammar	1	12.5%
All of them	6	75%
Total	8	100%

From the table (34) the results show that the majority of the surveyed teachers (75%) stated that they correct all the aspect, whereas the other teachers(25%) are divided equally, (12.5%) who said they focus only on grammar, (12.5%) focus on both grammar and vocabulary. From the result we can say that teachers concentrate in their correction in all aspects of the language.

Table35.

Type of Feedback used by Teachers

Option	Frequency	Percentage
a- Written comments	2	25%
b- Conferences/oral feedback	1	12.5%
c- Peer evaluation	0	0%
All of them	3	37.5%
A+c	2	25%
Total	8	100%

The table (35) shows that (37%) of teachers asserted that they use different type of feedback in the class. Whereas (25%) of teachers said that they use written feedback, equally to those who stated that they use both written and oral feedback in the class. While, only one teacher represent (12.5%) said that he prefer to use oral feedback. In regard of the above results, it can be deduced that that teachers use different type of feedback during writing session.

Section Three: The Role of Teachers Written Feedback

Table36.

Teachers' Perception of the Importance of Written Feedback

Option	Frequency	Percentage
Very important	8	100%
Important	0	0%
Not important at all	0	0%
Total	8	100%

As indicate in the table above, all the teachers (100%) firmly asserted that the use written feedback inside the class is very important, this reflects the fact the all teachers are strongly believe with the interrelation between their feedback and the development of learning level in general and their students' writing in particular.

Table37.

Teachers' Perception towards the Effectiveness of Written Feedback

Option	Frequency	Percentage
Agree	8	100%
Disagree	0	0%
Total	8	100%

As it is noticed in the table, all of the correspondents (100%) confirmed that written feedback on students' written assignments is an effective element in enhancing students' writing. In this question teachers were asked to justify their answers, and their justifications were varied:

(4) Stated that students will not be able to improve their level without receiving feedback.(2) Teachers said that written feedback is an essential part in learning any language, because it helps students to know their mistakes and the way how to correct them. (1) Teacher claimed that in written expression module this feedback plays a paramount role in enhancing students' writings as well as motivating them to write. The last teacher stated that providing feedback give the students an insight about their paper' quality

The overall view of the previous justification indicates that written feedback is necessary in teaching writing which it guides students and provides insights to identify their weaknesses. In narrow sense, written feedback is beneficial in enhancing students' writing skill.

Table38.

The Frequency of Providing Written Feedback

Option	Frequency	Percentage%
Always	7	87.5%
Sometimes	1	12.5%
Rarely	0	0%
Never	0	0%
Total	8	100%

As illustrated in the table (38), that the majority of respondent teachers (87.5%) declared that they always provide feedback, whereas only one teacher (12.5%) who said that he sometime provide feedback sometimes

Table39.

The Frequency of Feedback

Option	Frequency	Percentage
Immediately	0	0%
At the end of the task	4	50%
Both of them	4	50%
Total	8	100%

As what we can see in the table above, teachers are grouped equally in providing feedback. In one hand, (50%) of teachers asserted that they prefer to provide feedback at the end. On the other hand, the other teachers (50%) believed that it will be best if feedback occurs at both level (immediately and at the end).

Table40.

Form of corrections.

Option	Frequency	Percentage
a- show only where is the error	0	0%
b- rewrites the sentence, the phrase or the word correctly	3	37.5%
c- show the error is and give a hint about how to correct it	0	0%
d- Use some correction codes	0	0%
All of them	2	25%
A+b	1	12.5%
B+c	2	25%
Total	8	100%

According to the table(40) that (37.5%) of surveyed teachers said that they provide the correct form of words or phrase, whereas(25%) of them said that rewrite the words correctly and show the error and give some hints about how to correct it, equally to those (25%) of surveyed teachers who stated that they use all different way of correction (a+b+c+d). Whereas the rest of surveyed teachers (12.5%) reported that they used both direct and indirect correction, since the percentages are very close to each other, we can conclude that each teacher has his own way of correction.

Table 41.

Development of Students' Writing Level after Receiving Feedback

Option	Frequency	Percentage
a- Yes	4	50%
b- No	1	12.5%
c- Somehow	3	37.5%
Total	8	100%

The table (41), indicate that (50%) of the respondent teachers reported that there is an improvement in their students' writing level receiving feedback. While, (37.5%) of teachers said that there is little developments whereas, one teacher represents (12.5%) do not agree with the viewpoint of others and they did not notice any improvement, he justified his answer by stating that most of students were passive and did not care about his comments. Consequently, the results illustrate that teachers' written feedback enhance students' level of writing.

3.4. Discussion of the Results

3.4.1. Students' questionnaire

The analyses of students' questionnaire provide us with some points: first of all, the result in the first section revealed that the majority of our sample (68.9%) composed from female rather than male. In addition most of them (86.7%) studying English at the university were their personal choice. For these reasons, we found (63%) of the students are enjoyed in the module of written expression, because during this course, the students tend to have more freedom to express their thoughts and improve their communications' abilities

In the second part, the collected answers affirmed that there is an agreement about the importance of the writing skill. In which the majority of students (93.3%) agreed that writing is an important skill which give them the chance to express their ideas and thoughts also it allow them to acquire some aspects of language, however; all students believe that writing is a difficult task because of many reasons, among them it mental process which requires much time and efforts, it demands various rules and methods as well as it needs corrects vocabulary and grammar. Since it very difficult task, we have noticed that the majority of the students faced various difficulties in writing among them (42.22%) of selection of relevant ideas which entail that they face background knowledge problems,

For that, (43.59%) of students revealed that their teachers adopted different strategies to help them overcome these problems like giving more home activities and provided more feedback.

The obtained results in the last section showed that the majority of participants (80%) aware of the importance of written feedback and they regarded very useful in writing module. in this regard, all of them (100%) asserted that this type of feedback helps them to develop their writing skill because it assess their level as well as determine the weaknesses, Moreover, (82.22%) of participant believed that it did not only improve their writing, but also motivate them to write. At the end, the results of students' questionnaire revealed that written feedback has a positive effect in enhancing students writing production as well as motivate them.

3.4.2. Teachers' questionnaire

After the analysis of teachers' questionnaire, we figure out some points. In the first section the responses show that majority of teachers (75%) hold Magister degree which means that our teachers are qualified. Also, Teachers experiences in teaching English varied from one teacher to another, but most of them (62.5%) are experienced teachers with more than five years of experience, in addition most of them have been teaching written expression module from (5-10 year) which indicate that they are qualified and competent in teaching written expression module.

From the findings in the second section, it revealed that all teachers (100%) regarded writing an important skill in EFL classes and this is because of the most important reasons such as writing is a mean of communication, it allows students to acquire the language, also writing skill is more valued among other skill. Also the results showed that teachers applied different approaches in the class among them the process approach which is used by half of them (50%). Moreover (50%) of teachers asserted that students face various problems when they are write, therefore; (50%) of them applied different strategies to overcome these problems such as adding extra session, giving feedback and assessing more activities, also, the finding showed that (37%)of teachers did not used particular type of feedback but they used different type in their classes.

The collected answers in the third part, show that all the participants (100%) admitted that written feedback is very important in the classroom, since all of them (100%) affirmed that written feedback is effective element which enhance students writing

production. Consequently, (87.5%) of them observed that there are kind of improvements after providing feedback. As a result from this analysis we can say that this type of feedback affect positively students' writing as well as improve it.

Conclusion

This chapter was devoted to the analysis and discussion of data gathered from both students' and teachers' questionnaires. These data reveals students' and teachers' attitudes towards the effectiveness of written feedback in enhancing students' writing skill. Accordingly, from the analysis of both questionnaires we found that third years LMD students still face some difficulties in writing and their level should be improved. Moreover, both students and teachers showed positive responses towards written feedback. Both of them believed that this type of feedback can help to ameliorate the writing skill. Henceforth, these results confirmed the hypothesis and answered the research questions. Finally, this chapter ends up with some pedagogical implications.

General conclusion

The process of teaching and learning writing is difficult for both EFL teachers and students, in part of students writing is complicated skill which requires various elements to be developed, whereas in the part of teachers providing appropriate feedback is also a challenging role of most teachers. For that reason, the current study conducted to explore the effectiveness of teachers' written feedback in enhancing students' writing productions. Our study divided into three chapter; the first two chapter about the theoretical part whereas, the third chapter is about the practical part.

The second chapter was essentially focused on presenting a general overview on the writing skill. Starting by defining it and its importance; also we mentioned major approaches in teaching this skill, and major stages. Next, we presented some concepts in teaching; in addition we described major elements and major type of it. Moreover, we dealt with the assessments in writing, therefore; we defined assessments and distinguished two type of it.

In the second chapter, we have dealt with teachers' written feedback. Where we started by defining feedback, and its criteria , than we illustrated its major type, therefore we emphasized on the last type which was our concern, in which we presented common forms and we major categories, besides that we described its role in improving writing skill. At the end we deal with students' view of written feedback.

The third chapter is devoted to the field work which represents the practical part of our study in which; two questionnaires have been used as data gathering tool in order to validate our research hypothesis. The first questionnaire was designed and distributed to (45) EFL third year students from the University of Biskra. The second questionnaire was administrated to (8) written expression teachers. Consequently, the attained results from both students and teachers questionnaire supported and confirmed our hypothesis which stated that teachers' written feedback enhance students' writing production.

Recommendations

On the basis of the findings of our work, it is revealed that teachers' written feedback is beneficial in foreign language classrooms to enhance students' writing production. Therefore, we suggest some pedagogical recommendations for both teachers and students.

For Students

- ✚ When students receive feedback from their teachers, they should be careful of falling into the repetition of the same mistake another time.
- ✚ Students should not be passive learners towards their teachers' correction; they should take them into consideration.
- ✚ Students should not always depend on their teachers to improve their level; they should make some individual efforts.

For Teachers:

- ✚ It would be better for teachers to use different types and forms of feedback to meet different learning styles.
- ✚ Lack of explanation and providing effective to students affects students' writing.
- ✚ Without feedback, students cannot recognize their errors which can be repeated and become more serious if it is not treated by the teacher in the classroom.

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Appendices

Appendix One

Type of writing	Examples
Descriptive	<ul style="list-style-type: none">• Poetry-• Fictional novels or plays-• Descriptions of Nature-• Journal/diary writing
Narratives	<ul style="list-style-type: none">• Oral histories• Novels/ Novellas• Poetry (especially epic sagas or poems)• Short Stories
Expository	<ul style="list-style-type: none">• Textbooks• How-to articles• Recipes• Business, technical, or scientific writing
Persuasive	<ul style="list-style-type: none">• Advertisements• Letters of recommendation• Reviews of items• Letters of complaint

Example of writing types. Retrived

from <https://openoregon.pressbooks.pub/aboutwriting/chapter/types-of-writing-styles/>

Students' Questionnaire

Dear students,

This questionnaire is part of an investigation about **The Role of teachers' Written Feedback in Enhancing Students Written Production**. Your answers are very important for the validity of our research we are undertaking. Please answer either by tickling (✓) the right choice or by providing full statement whenever necessary.

Thank you in advance for you collaboration

Prepared by:

Fodil Bourahla

2018-2019

Section One: Personal Information

Q1- Gender

a) Male

b) Female

Q2- Learning English at university was

a) Your own choice

b) Your parents' choice

c) Someone's advice

Q3- Do you enjoy written expression session?

a) Yes

b) No

Please, justify

.....
.....
.....

Section Two: Writing Production

Q4- How do you consider you level of writing?

a) Good

b) Average

c) Poor

Q5-Do you think that writing is an important skill?

a) Yes

b) No

If yes, justify

.....

.....

.....

.....

Q6-Do you know that writing is a process which involves the stages of pre-writing, drafting, revising, and publishing?

a) Yes

b) No

Q7- how often do you follow these stages to produce a piece of writing?

a) Always

b) Often

c) Sometimes

d) Never

Q8-Do you think that writing is an easy task?

a) Yes

b) No

Justify, your answer please

.....

.....

.....

Q9-Which difficulties do you face during writing course:

a) Selection of relevant ideas

b) Writing accurate sentences

c) Organization of ideas

Other

.....
.....
.....

Q10- Does your teacher use some strategies to help you overcome these difficulties?

- a) Yes
- b) No

If yes, what are the main strategies that he uses?

- a) Adding extra session for more practice
- b) Assessing more activities (take home activities)
- c) Giving remark and feedback
- d) All of them

Q11- When evaluating your written products, on which aspect(s) does your teachers focus more:

- a) Form
- b) Language
- c) Content
- d) All of them

Q12- Does your teacher provide you with feedback when you write?

- a) Yes
- b) No

If yes, when does he provide feedback?

- a) Immediately
- b) At the end of activities

Q13- Which types of feedback do you prefer most?

- a) Oral
- b) Written

Please justify

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Section Three: The Role of Teachers' Written feedback

Q14-How do you find your teachers 'written feedback?

- a) So useful
- b) Somehow useful
- c) Not useful at all

Please, justify

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Q15-Do you think that teachers' written feedback is an important element to improve your writing?

- a) Yes
- b) No

Please justify,

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Q16-How often does your teacher provide you with written feedback while you write?

- a) Always
- b) Never
- c) Some times
- d) Rarely

Q17-How does your teacher correct your written productions?

- a) Rewrite the sentence, the phrase or the word correctly
- b) Show the error is and gives a hint about how to correct it
- c) Shows only where is the error
- d) Uses some correction codes

Q18-How do you feel when your teacher corrects your mistakes?

- a) Motivated
- b) Embarrassed
- c) Demotivated

Other,.....
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Thank you for your time and collaboration

Teachers' Questionnaire

Dear teachers,

This questionnaire is part of an investigation about **The Role of Teachers' Written Feedback in Enhancing Students Written Productions**. So we will be very grateful if you take few minutes to answer these questions. Please answer either by tickling (✓) the right choice or providing full statement whenever necessary.

Thank you in advance for collaboration

Prepared by:

Fodhil Bourahla

2018-2019

Section One: General Information

Q1.Would you specify your degree?

- a) Master
- b) Magister
- c) PhD

Q2.How long have you been teaching English at the university?

- a) 1-5 years
- b) 5-10 years
- c) 10-15 years

Q3.How long have you been teaching writing expression?

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Section Two: Writing Production

Q4.Do you think that teaching writing is important?

- a) Yes
- b) No

Please, justify

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Q5.Which approach you follow in teaching writing?

- a) Product approach
- b) Process approach
- c) Genre approach
- d) All of them

Q6.How do you consider your students' level in writing?

- a) Very good
- b) Good
- c) Average
- d) Below the average
- e) Poor

Q7.What is the most common difficulties that students face when writing?

- a) Selection of irrelevant ideas
- b) Coherence and cohesion problems
- c) Grammar error and spelling mistakes

Others , please specify

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Q8.Usually, what do you do to help students overcome these problems?

- a) Adding extra session for more practice
- b) Assessing more activities (take home activities)
- c) Giving remark and feedback
- d) All of them

Others, please specify

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Q9.Do you correct your students' writing work?

- a) Yes
- b) No

If yes, how often?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

Q10. On which aspect(s) you focus more when correcting your students' writing?

- a) Vocabulary
- b) Grammar
- c) Ideas/content
- d) All of them

Q11. Which type of feedback do you use most during writing course?

- a) Written comments
- b) Peer evaluation
- c) Conferences /oral comments

Section Three: The Role of Teachers' Written Feedback

Q12. How do you consider the use of written feedback in EFL classes?

- a) Very important
- b) Important
- c) Not important at all

Please justify

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Q13. Providing students with written feedback on their paper is an effective element to enhance their writing?

- a) Agree
- b) Disagree

Please justify

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Q14.How often do you provide your students with written feedback?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

Q15. When do you provide feedback?

- a) Instantly
- b) At the end of the task

Q16.How do you correct your students' piece of writing usually?

- a) Rewrite the sentence, the phrase or the word correctly
- a) Show the error is and gives a hint about how to correct it
- b) Shows only where is the error
- c) Uses some correction codes

Others, specify

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Q17.After correcting students' work, and providing feedback, do you notice any improvement of students' level?

- a) Yes
- b) No
- c) Somehow

Thank you for your time and collaboration

المخلص

يعد التعبير الكتابي من أبرز المشاكل لدى الطلبة في مختلف الأطوار، خاصة إذا كان الأمر يتعلق بكتابة فقرة بلغة أجنبية كما هو الحال بالنسبة لدراستنا الحالية التي تهدف إلى معرفة مدى تأثير التغذية الرجعية على التعبير الكتابي لطلبة السنة الثالثة تخصص لغة انجليزية. ومن هذا المنطلق طرحنا الفرضية التالية التي تتمحور حول إذا قدم الأستاذ التغذية الرجعية للطلبة فمستوى تعبيرهم سيتحسن ولتحقيق هذه الفرضية اعتمدنا على استبيان لكل من الطلبة والأساتذة. استبيان خمسة وأربعون طالب للسنة الثالثة، واستبيان لثمانية أساتذة لمادة التعبير الكتابي تخصص لغة انجليزية في جامعة محمد خيضر بسكرة للعام الدراسي 2018/2019. بناء على النتائج المتحصل عليها من تحليل الاستبيان تم تأكيد الفرضية التي انطلقت من بحثنا والتي تتلخص في دور التغذية الرجعية في تحسين وتطوير مهارات الكتابة لدى الطلبة.