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The Role of Teacher's Feedback in Enhancing EFL Learner's Writing Self-Regulated

A Case Study of Third Year Students of English Field

University of Biskra

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Dedication

I dedicate this thesis:

To my great teacher and messenger, Mohammed (may Allah bless him and grant him salvation), who taught us the purpose of life.

To the souls of Algerian martyrs.

To my second homeland Palestine, the warmest womb.

To myself than my mother for her endless patience and unwavering support that she has shown to me in all of my life.

To my soul who stands by me when things look bleak.

To my father, my family, my friends, and all people who helped me to accomplish this work, I dedicate this paper.

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Abstract

The core of conducting this research is to give the enlightenment of the importance of teacher's feedback in enhancing EFL learner's writing self-regulated. Therefore, writing skill is a very important one that should be improved by the students. For a high proficiency in the FL, the reason behind choosing this topic is that students of the Third year, even though they are supposed to have reached a high level, they still have difficulties that make their written productions not proficient. The principle hypothesis is that if teachers use different types of feedback, EFL learners will be good self-regulated writers. To conduct this study, we chose descriptive research method because it is appropriate to our study. We use two research tools: a students' questionnaire, administered online to (30) third year EFL students at the University of Biskra, in addition to a teachers' interview, submitted to six teachers of different courses at the section of English at Biskra University. Lastly, the findings we obtained indicate that teachers' feedback affects the learners' writing self- regulated positively, consequently, we confirmed and validated the stated hypothesis.

Keywords: Teacher's feedback, writing skill, Self-regulated, FL proficiency

List of Abbreviations and Acronyms

EFL: English as a foreign language

FL: Foreign language

i.e.: That is

Q: Question

(n.d): No date

e.g: For example

Et.al: And others

Para: Paragraph

SR: Self-Regulation

SRL: Self-Regulation Learning

Q: Question

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General Introduction

Introduction

English Foreign Language student's challenge is to master the four skills: listening; speaking; reading and writing. Writing is considered as one of the most important skills which needs more practice than theory, it is considered also as a complex process that requires much effort and time from both parts the learners and the teachers .EFL students need to pay attention to the language knowledge such as grammar, syntax and vocabulary to produce a correct piece of writing, and this may be difficult for them without receiving some teachers' guidance.

Developing writing skills is banded (EFL students) to be a goal-oriented strategy and student's self-regulation in writing. Self-regulation assists learners with different proficiency levels to improve their achievement effectively. However; students do not have a clear insight into the importance of teacher's feedback to develop their self-regulation. On the other hand, teachers are also challenged in term of making additional efforts and devoting more of their time to the issue. Thus, 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

Nowadays English has become a global and international language, whereas the main objective of learning an FL is being able to communicate, express feelings, thoughts or achieve an academic education level throughout writing. We have noticed that many EFL students at Biskra Mohammed Kheider University face difficulties in writing; some of these difficulties are as follows:

➤ The teaching method of the writing skill.

➤ The techniques of writing an assessment.

➤ The lack of practice within the classrooms.

➤ The lack of teacher's feedback.

2. Research Question

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The study tries to answer a number of related questions:

➢ What are the main writing difficulties that face EFL students?

➢ Do teachers use any strategies to enhance their students writing self-regulated?

➢ What are the most common type of feedback?

3. Aims of the study

Through this study, we aim to:

1. To examine the writing difficulties that face EFL students.

2. To explore the influence of Teachers' feedback on writing self-regulation.

3. To find out which type(s) of feedback teachers use to develop their students writing skill.

4. Research Hypothesis

In the light of what has been previously indicated, the main hypothesis of the present work as follows:

➢ If teachers use different types of feedback, EFL learners will be good self-regulated writers.

5. Significance of the Study

The core of this study is to analyze a very necessary skill such as writing self-regulated. Throughout this study, we will try to prove that there is relationship between the teacher's feedback and how to be a good self-regulated writer. Moreover, this study will probably help EFL students to enhance their writing skills and develop well self-regulation.

6. Research Methodology

6.1 Method

In order to collect data for this study, we followed a qualitative research which may help us reach our research objectivity. For this, an online questionnaire was administrated to Third

year students, and an online teacher's interview; this type of data may be the appropriate tool which can help us answer our research questions.

6.2 Population and Sample

The population used to conduct this study consists of 374 students of Third Year at the Department Of Foreign Languages, English Division at the University of Biskra of the academic year 2019/2020.

The sample used for the current research consists of 30 students registered in the Third year English studies. They were chosen randomly; also we have selected (6) teachers who have been teaching different modules from the population, in order to help us to fulfill our study with valid and reliable data.

6.3 Research Tools

In the research, we intend to implement the descriptive method that requests data gathering tools which are used to investigate the importance of teacher's feedback in enhancing student's writing skill; they are a students' questionnaire and teacher's interview.

7. The Structure of the Study

The present study is divided into three main chapters. The first chapter includes two main parts, the first part is concerned with the definition of feedback and its type and strategies. The second part deals with an overview of writing skills, approaches of writing and its stages in addition to the learner's writing difficulties.

The second chapter is about the concept of self-regulation; where we start by defining it, than mention its strategies. Next, we move to illustrate its model .Additionally the impact of feedback on self-regulation learning. Finally, chapter three deals with data analysis of both students' questionnaires and a teachers' interview in order to confirm or refute our hypothesis, and provide answers to the research questions.

8. Limitation of the Study

This study may has some limitation, First of all, the limited number of Third year participants who answered the online questionnaire which they cover only 30 students from the whole population. Second, the limited number of teachers who answered the online interview, due to the lack of time and the connection difficulties due to Covide 19.

Chapter One: The Importance of Feedback

Introduction

Writing skill is one of the most difficult tasks for most of students, it requires teacher's guides. Providing feedback to student's writing is widely adopted by all the teachers, and it is a needed process in the evaluation system. Therefore, EFL learners are required to learn how to receive different kinds of feedback in their writing process, teachers' comments can build a wide process in achieving the learner success in his/her writing as an important skill. The effective feedback helps students to develop their own writing productions. This chapter will provide an over view of the main components and the key concepts related to the term feedback and writing skill. Firstly, we will start with the definition of feedback, explaining its types and effectiveness. Moreover we will discuss How to help students use feedback. Then, we will present the various definitions and stages of writing skills. In addition, we will analyze the major difficulties of writing, and we will conclude the chapter with the role of the teacher in the process.

Part One

1. The Concept of Feedback

1.1 Definition of Feedback

Feedback has variety of definitions regarding its meaning; each scholar defines it in his own perspective, purpose, and interest. Hattie and Timperley (2007, p.81) defines feedback as "information provided by an agent (e.g.: teachers, peers, books, parents, self, experience) regarding expects of one's performance or understanding." Hence, feedback refers to the information that learners receive from learners themselves, the other people or fellow students and the teachers about their performance that help them enhance their achievement and performance. Furthermore, Winner and Butler (1994) add: "Feedback is information with which a learner can confirm, add to, overwrite, tune or restructure information in memory, whether

that information is domain knowledge, metacognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies." (p.5740, as cited in Hattie &Timperley, 2007). This statement demonstrates that feedback given by agents including teachers and peers is related to the cognitive aspects which later help learners improve their performance and perceive writing as more than a mechanical operation rather than a cognitive task.

Feedback is an important and essential part of an instructional design model. Reigeluth (1999) suggests that feedback makes cognitive learning faster via its instruction method. Whereas, Hattie (2012) asserts that "feedback is best understood as an aim to reduce the gap between where a student 'is and where they are 'meant to be' "(cited in Feedback for Learning, p.2). This argues very well that feedback aims at cutting the gap between the positioning of learners as well as their ends.

Moreover, Drown (2009) says that feedback appears when "the output of a system becomes an input to the same system causing the system to respond dynamically to its previous products."(2009, p.407) That is to say, the feedback process is not randomly formed, rather it is based on a thoughtful form, and because it is an integral part of the complex subsystems which appear in the form of tightly connected. This system is made up of the feedback source or producer, the feedback itself and the feedback recipient. Feedback is inevitably influenced by its source, it aims at the same time to influence the recipient who works hard to change his previous products. Therefore, Drown (2009) argues that feedback may be in the form of written or verbal reactions to the performance of the language learner, which helps us on how to reach the goals of teaching and learning process. As well as, Hyland (2003) asserts that feedback is a necessity and an essential component that helps learners to learn language, and particularly how to learn the writing skills.

1.2. Types of Feedback

There is no particular way of receiving feedback and the teacher is not its only source Learners need to different types of feedback for improving their level and to be able in the future to correct their mistakes. These types of feedback are in large numbers: Oral feedback, peer feedback, and teacher written comments, these considered as the most common feedback types cited in many researchers' works (e.g. Hayland and Hayland (2006), Mahili (1994) and Harmer (2005)).

1.2.1 Oral Feedback

Oral feedback (also called conferencing or face to face feedback) is a way of interaction between teachers and students to discuss and correct the students' writing products. Hyland and Hyland (2006) define oral feedback as "an approach lauded by L1 researchers as a dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching and learning benefits." (p.5) this meant that whenever oral feedback occurs, a contact between the written language and its interpretation by readers. This enhances students' linguistic skills both speaking and listening and helps teachers use oral feedback of a written piece for language purposes.

Furthermore, Harmer (2004, p.115) asserts that "peer feedback 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." Thus, through the oral feedback teachers find out the students' strengths and weaknesses to deal with them easily.

Both teachers and learners have a vital role when a conference takes place between them. Anderson (2000) explains these main roles in the following table:

The Role of Teacher and Student in a Writing Conference	
The Teacher's Role	**The Student's Role**
In the first part of the conversation	
✓ Invite child to set an agenda for the conference ✓ Ask assessment questions ✓ Read the student's writing-make a teaching decision	✓ Set the agenda of the conference by describing his/her writing work ✓ Respond to his/her teacher's research questions by describing his/her writing work more deeply
In the second part of the conversation	
✓ Give the student critical feedback ✓ Teach the student ✓ Nudge the student to "have-a-go" ✓ Link the conference to the student's independent work	✓ Listen carefully to his/her teaching ✓ Ask questions to clarify and deepen the understanding of his/her teacher's feedback and teaching ✓ "Have-a-go" with what the teacher taught him/her ✓ Commit to trying what teacher taught him/her after the conference

Table 1.1The Role of Teachers and Student in Writing Conference (Anderson, 2000, p.3)

From this table we notes that both of teachers and students have a vital role in the writing conference's process. In the first part teachers trying to give the learners a chance to set their goals. Next, the teachers ask specific questions to assess the learners' performance. Then, they

read the student's piece of writing in order to analyze the paper and make his decision about the appropriate strategy that should be applied in this situation. Whereas, the student is writing the teacher's feedback about his writing production and trying to explain his /her ideas and answering the teacher's questions. Therefore, in the second part teachers provide a critical feedback to the learner and help him /her to correct his mistakes, and set the main object from this conference to develop his future achievement .In the other hand, learner's role in this part is to listen carefully the teacher's comments and asks questions to understand these comments. Finally, students should apply what they learn from this conference. Thus, both of teacher's and learner's role is considered as a fundamental necessity to improve learner's performance.

1.2.2 Peer- Feedback

Researchers use different concepts for the term 'peer feedback': peer- evaluation, peer editing, peer responses. Each concept refers to the student's peer reaction to the writing product.

Mahili (1994) asserts that peer reviews allow writers among students to evaluate their works and to discover their weaknesses in order to access self-criticism through the lens of other critics. That is to say, receiving others comments helping learners to develop their written production, and use the effective aspects of language such as: good meaning, grammar and structure.

Peer learning means the benefits from learners each other without their teachers guides by implementing the learning and teaching strategies. (Boud, 2001) Similarly, Hayland and Hayland (2006) argue that peer feedback is the formative development process that help students to provide the chance to explore and find out various interpretations of their written assignments.

Leki (1990) conducted a study exploring students' beliefs about the usefulness of peer feedback. Twenty students who had been receiving feedback from their peers over a period of time were asked to answer two questions:

1) How useful was it to you to read other students' papers?

2) How useful was it to you to read/hear other students' comments on your papers?

As reported by Leki, out of seventeen students, one did not see any usefulness in reading other students' papers. Meanwhile, sixteen students found it useful and their responses were positive. The second question revealed more mixed answers. Fifteen answers were positive and five answers were negative while two other students were reported to give both positive and negative answers.

Based on these findings and Leki's own observation, some problems with peer evaluation including unproductive responding, behavioral problems, and more direct and abrupt comments were identified.

1.2.3 Teacher written comments

Not only learners need the teacher's verbal comments in evaluating and assessing their writing performance, but also written feedback has a vital role in their writing process. Mack (2009) defines written feedback as any teacher's correction that is highlighting the learner's writing in the form of comments and questions. Written feedback has an impact on the students "improvement and to enhance their writing styles, in equally helps them to determine their strengths and weaknesses."(Penaflorida 2002, p.364)

Additionally, Hyland and Hyland (2006) declare that providing clear comments needs time to help students understand the type of error and how to correct them. Therefore, teachers

should review and give clear annotations for their students' written pieces which will help them improving their writing production.

1.3 Written Feedback Techniques

The correction of mistakes represents a challenge for teachers in promoting student's writing skills. Harmer (2005) proposed some written feedback procedures that advance learners' self - correctness:

1.3.1 Coding

Harmer (2005) declares that teachers usually provide written feedback using the coding technique which involves symbols that help students to understand the type of their mistakes. Coding makes the correction more effective and less threatening as it is a helpful technique compared to a feedback which is based on given suggestions and correction mark. Further, Teachers write these (codes) or symbols either in the margins or inside the written text.

Learners in the first draft as an attempt to practice writing skills could make a large number of mistakes. In the following table, Harmer (2004) shows some teacher's symbols, such as spelling, pronunciation or wrong form that they may include in the correction:

SYMBOL	MEANING	EXAPMLE
S	Incorrect spelling	I rec**ie**ved jour letter.
W.O	Wrong word order	We know <u>well</u> this city. Always I am happy.
T	Wrong tense	If he <u>will come</u>, it will be too today.
C	Concord subject and verb agreement	Two police<u>men</u> <u>has</u> come. The <u>news are</u> bad today.

WF	**Wrong form**	**He <u>want that</u> you come.** **That table is <u>ours</u>.**
S/P	**Singular or plural** **Form wrong**	**We need more informatio<u>ns</u>.**
Λ	**Something has been left out**	**They λ said was wrong.** **He hit me on λ shoulder.-**
{ }	**Something is not necessary**	**It was too much difficult**
?M	**Meaning is not clear**	**?M** **Come and rest with us for a week.** **The view from here is very suggestive**
NA	**The usage is not Appropriate**	**He <u>requested</u> me to sit down.**
P	**Punctuation wrong**	**Whats your name** **He asked me what I want<u>ed</u>?**

Table 1.2 Correction Symbols. Harmer (2004, p.111).

1.3.2 Responding

One way to provide written feedback is by responding to students written products. According to Harmer (2005), learners become motivated to correct their own future mistakes and develop their writing skills. Teachers' main task is not to judge or criticize students' assignments but to respond through corrections in order to enhance students' writing process.

In this example, the teacher responds to the student draft in the form of a letter about New Year's Eve. This responding helps the writer to identify his strengths and weaknesses, the teacher encourages the learner by highlighting the most interesting sentences and make suggestions to enhance his style indirectly:

Dear Gabrielle,

I really enjoyed reading your draft. You have some good expressions, e.g.

… you look to the dark sky and it seems like a special party.

Why don't you begin with that sentence? e.g.

I looked up at the dark sky and it seemed a special party. It was like an explosion everywhere. People were throwing fireworks into the sky, and everywhere there were lights.

Now at this point you can tell the reader what night it is:

It was New Year's Eve and everyone was celebrating.

Then you can explain what New Year's Eve means in Uruguay, how families and friends come together and how everyone has hopes for the future. You can end by coming back to the idea of fireworks.

You can organise your essay to have two times:

Past	*I looked up …* *it seemed*	Introduction
General present	*Family celebrations in* *Uruguay are very* *important.* *People usually send* *greetings to each other …* ˈ	
Past	????	Conclusion

Figure 1.1The Practice of English Language Teaching (Harmer, 2005, p.111).

1.1 The Effectiveness of Feedback

Feedback is very important for the development of learner's skills, it also improves their learning performance and achievement as well as has an essential role in effective learning. Ferguson (2011) states that feedback helping learners to enhance their self-monitoring, self-evaluation, and self-regulation by facilitate their learning development.

Feedback has an important and effective role in teaching English as a foreign language (EFL). According to Cardell and Corno (1981), students would learn and achieve better results in language learning thanks to their awareness and knowing of their mistakes which is often attained through receiving feedback. Piccinin (2003) asserts that learners should have positive

feeling during the time of receiving feedback. Hattie (2007) defines feedback as "an outlined idea of information necessary for understanding and performance of other people such as teachers, executives, friends, books, parents, oneself or experiences." Thus, learners must be encouraged and supported to give and receive feedback and never see it as a personal issue which has to do with infantizing their abilities and performances.

An effective feedback helps teachers diagnose students writing problems, be aware of their strengths and abilities. It plays a paramount role in enhancing students' learning performance. York (2003) argues that being under the skin of students' learning experiences and levels will assist teachers adapt their teaching kinesthetic.

The following table is a summary of Hattie's (1999) analysis of more than 20 to30 million students, in which he provides 100 factors that affect educational achievement. We observe that Hattie (1999) derived results from twelve meta-analyses that included 196 studies and 6,972 effect sizes. From this it was found that the average effect size of feedback was 0.79 which placed it among the five to ten highly influential factors to educational achievement. This ranked along with direct instruction (0.93), reciprocal teaching (0.86) and the learner's prior mental ability (0.71). The effect size can also be contrasted to the average effect size of 0.04, acceleration (0.47), socioeconomic influences (0.44), homework (0.41) and using of calculators (0.24). We observe that the tremendous effect of feedback on the student's achievement with feedback ranking higher than giving homework to the learners. I also agree with the Hattie assessment. Finally, feedback has shown to rank highly with the various other important factors and is among the ten most influential factors to a learner's academic achievements.

Study	Context	Number of Effects	Effect Size
Skiba,Casey,and Center (1985-1986)	For special education Students	35	124
Lysakowski and Walberg (1982)	Cues, corrective feedback	54	1.13
Walberg(1982)	Cues, motivational influences, and reinforcement	19	0.81
Tenenbaum and Goldring (1989)	Cues, participation, reinforcement, feedback, and correctives	15	0.74
Rummel and Feinberg(1988)	Extrinsic feedback rewards	45	0.60
Yeany and miller(1983)	Diagnostic feedback in Science	49	0.52
Kluger and De Nisi (1996)	Feedback	470	0.38
L'Hommedieu,Menges, and Brinko (1990)	From student ratings	28	0.34
Moin (1986)	Feedback		0.29
Bangert-Drowns, Kulik,Kulik,and Morgan (1991)	From testing	40	0.28
Kulik and Kulik (1988)	Immediate versus delayed	53	0.28
Getsie,Langer,and Glass (1985)	Rewards and punishments	89	0.14
Wilkinson (1981)	Teacher praise	14	0.12

Table 1.3 Summary of effect sizes form12 meta-analysis assessing the influence of feedback. (Hattie.1999, p.83)

1.4 How to help students use feedback

- Model giving and using feedback yourself.
- Teach students where feedback comes from.
- Teach students self- and peer-assessment skills.
- Increase students' interest in feedback because they own it.
- Teach students to answer their own questions and develop self-regulation skills, necessary for using any feedback.
- Be clear about the learning target and the criteria for good work.
- Use assignments with obvious value and interest.
- Explain to students why an assignment is given.
- Make directions clear.
- Use clear rubrics.
- Have students develop their own rubrics, or translate yours into "kid friendly" language.
- Design lessons that incorporate using the rubrics as students work.
- Design lessons in which students use feedback on previous work to produce better work.
- Provide opportunities for students to redo complex assignments.
- Give new but similar assignments for less complex learning targets.
- Give opportunities for students to make connections between the feedback they receive and the improvement in their work.

Figure 1.2 Strategies to Help Students Learn to Use Feedback (Brookhart, 2017, p.78).

Students need some strategies to improve their performance by using teacher's feedback; teachers explore certain ways to teach students how to use this feedback in enhancing their learning product. Brookhat (2017) indicates a summary of the main strategies that will help students in the figure (2). Concerning the figure (2) explanations, Brookhart (2017) considers Modeling as a powerful method for teaching. Teachers can model and use feedback as a part of the lesson or they can model openness to criticism by creating a classroom environment in which constructive criticism is expected and knowledge mistakes are recognized as opportunities to learn. Therefore, the teaching of self and peer assessment skills strategy do not come naturally but through practicing its nature and origin. Teachers need to instruct new feedback strategies which will help students improve their writing projects. One of the

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advantages of this method is to increase students' interest in feedback because it is an essential part of learning. Moreover, the "Kid-friendly" Rubrics strategy helping to guide and to evaluate student's work .They translate the rubric into their own words, using their blank forms to turn to the teacher. Finally, give opportunities for students to make the connection between the feedback they received and the improvement in their work.

Part Two: Writing skills

1.2 EFL Writing

Since years ago, the use of symbols and graphs to record speech was the only concept that people could present for writing. A good writer, was one who had a beautiful hand writing as described by Castairs (1816, p.12):

When writing is well performed, it gives a beautiful and pleasing effect to the eye and may not improbably be considered in two respects, as it proceeds from the eye and the hand; from the one we have size and proportions; from the other boldness and freedom.

However, although the general definition of writing is limited to graphic symbols, this is not impediment to include this narrow definition because it also includes the process by which part of the written language is produced, or in other words, since learning the writing system of the second language is a basic requirement and may constitute an obstacle or a turning point (e.g. Arabic to English), there are many students who adopt it for writing using graphic symbols to express meanings. This writing process is described by White and Arndt (1991p.3) as a mental-effort demanding and thus, a time consuming one: "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."

Grabe and Kaplan (1996) view writing as the process a writer goes through towards the production of a meaningful text. They approach writing from the rhetorical triangle: the writer, the audience, and the text itself. The writer is the text producer; the audience is the reader or the recipient of the written product of the writing process; the written text is the result of some cognitive activities the writer processes, and the meaning of any piece of writing, in their view, can be arrived at by considering these three aspects (the three angles of the rhetorical triangle) altogether. Li Waishing (2000, p.53) supports Grabe and Kaplan's claim that writing is meant to be meaningful and functional, "writers need to pay attention to writing as communication of meaning and treat writing as a goal-oriented activity."

According to Hedge (1998), writing is a very important, yet neglected, aspect of language and it was not until recently that results of research in writing have started to offer insights into what good writers do. She further states that in the ESL/EFL contexts, the teaching of such a skill is confounded by the fact that L2 writers often get confused because they, sooner or later, recognize the existence of differences between writing conventions in their L1 and L2.

In sum, the idea that can be derived from this part is that writing is considered as a means of communication. This skill requires a set of competences that underlie knowledge in different language systems, and the use of symbols codes to transfer thoughts into written texts among the EFL contexts. Writers go through such a complex process to achieve a number of purposes as to communicate ideas, to convince and persuade, or to provoke feelings and emotions if aesthetic aspects of language are employed. Furthermore, EFL students need to be instructed and provided with practice exercises to enhance their writing skill in order to meet their needs and ensure their success.

2.2 Stages of Writing

Writing is an essential part for students' study. Learners need to recognize and produce a kind of writing that will help them for their university' achievements. Good writers follow several stages to write an effective piece of writing. Scholars (e.g. Zemach and Rumisek (2005), Galko (2001), Brown and hood (1989), present five stages on the writing process as on the bellow figure (3).
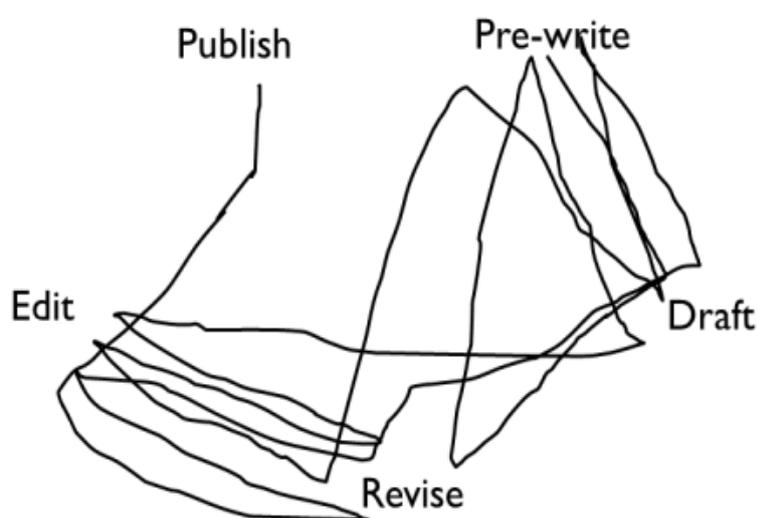
Figure 1.3 The Writing Process (Burkins and Yaris, 2015)

2.2.1 Pre Writing Stage

An effective way to produce a piece of writing is to organize ideas and thoughts before starting to writ. Pre-Writing is the process of choosing both of what you will write about, and what you plan for what you will write. According to Zemach and Rumisek (2005) pre-writing has three main steps which are: choosing and narrowing topic, gathering ideas and organise ideas. In the first step student has to choose a topic of his writing which is not too narrow neither too broad. The next step is seeking to gathering information about the topic and generating this ideas in form of brainstorming, making a list, free writing, and mapping. These ways help

writers to identify what they will write about that topic. The last step is to organise ideas according to which of these ideas is more important to talk about first or last, and which of them will be used and where it will be put.

Here are some strategies by Galko (2001, p.19) that help writers to develop their topics:

■ Brainstorming—let your ideas flow without judging them

■ Free writing—write down your thoughts as they come to you

■ Asking questions—make a list of questions about your topic

■ Mapping (also called clustering or webbing)—make a visual diagram of your ideas about a topic

■ Journaling—write your thoughts in a journal

■ listing—make a list of your ideas about a topic

2.2.2 Drafting

Once students have generated ideas, the next important step is to start drafting. Brown and Hood (1989) state that "the drafting stage is where you really begin writing. The most important thing here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation or the best of wording."(p.14) During the stage of drafting student need to give importance to data, clustering and the organisation of ideas.

2.2.3 Reviewing and Revising

Revising a written piece often needs time. Students who produced the witten work need to have a second look or read for their work. Galko (2001) suggests that reviewing the structure and content of the paper should be done by the authoring student or a classmate (self-review

and peer-review). Therefore, reviewing involves changing, arranging, adding or deleting ideas even statements instead of producing new ideas and data. (Galko, 2001)

2.2.4 Editing and Rewriting

On the pre-last stage, writer focuses mainly on making the content clear for the audience, but editing stage is more than emphasis on the content. Rewriting looking for re-reading the drafting in case of making changes on organization or the editing of the details. It is to check that students have corrected the spelling and grammar mistakes. (Galko, 2001)

2.2.5 Publishing

After the rewriting stage, writers bullish their works, publishing is considered to be the opportunity to share your writing with others in a way that will achieve your goals. Publishing means: "preparing a piece of writing so that it can be read, understood, and enjoyed by the public." (Peha, 1995, p.200)

2.3 Major difficulties in writing English

It is noteworthy that writing as a creative skill is one of the most difficult skills to master as it has manifold list of difficulties which often encounter EFL learners. According to Byrne (1988) there are three major difficulties in writing. First, writing is considered to be a personal activity that focuses on the writer himself without any direction communication or feedback that seeks to make the writer develop the writing content. Second, the formal instruction has to be taught in teaching writing skill instead of avoiding difficulties like spelling, punctuation, capitalization and paragraphing. In addition, Heaton (1975) notes that "writing skills are complex and sometimes difficult to teach, requiring grammatical, rhetorical devices, conceptual

and judgmental elements mastery."(p.153) Furthermore, Thornbury (2004) States that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". (p.13) that means both of grammar and vocabulary complete each other in improving the writing skills.

This is a Thornbury (2004, p.24) listing of some factors that make vocabulary more difficult as follows:

2.3.1 Pronunciation and Spelling

Thornbury (2004) shows that words that are difficult to pronounce are difficult to learn and spell, because most of English spelling is law-abiding, in addition words that contain silent letters need much efforts to accomplish, deal with, or understand.

2.3.2 Length and complexity

Writers face difficulties to learn long words in contrast of the short ones. (Thornbury 2004)

2.3.3 Grammar

The application of grammatical rules in writing sounds a problematic issue for most writers. Thornbury (2004) declares that grammatical rules, the whole set of systematic and structured language taken as consisting of syntax and morphology that has been proved to be a main challenge especially due to the grammatical and morphological differences between the source and target language.

2.3.4 Meaning

The changing in meaning between the target language and source language often confuses students in choosing the appropriate word and its meaning. One striking example is the auxiliary verb to do and the verb to make. A student writing a letter to a General Practitioner would write: I am writing to do an appointment. While, he or she should write: I am writing to make an appointment instead. (Thornbury 2004)

2.4. The Role of Teacher in the Writing Process

The teaching of writing is one of the most challenging issues which face EFL teachers. The main task of teachers is simply to introduce students to writing techniques and strategies which regard writing as a production that emphasises on paragraphing, wording and meaning. Hayland (2003, p.10) argues that, "The process approach to teaching writing emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners complete a writing task."

2.4.1 Teacher as Demonstrator

Students should be aware of writing conventions and genre constraints in specific kinds of writing. So, teachers have to be able to put these features into their consideration. (Harmer, 2004)

2.4.2 Teacher as Motivator

Most of students fear during the writing process and feel lost, thus teacher's role is to motivate them to feel comfortable in writing their topics, and he should help and provoke

students to get ideas, enthuse them with the value of the task and persuade them what fun it can be. (Harmer, 2004)

2.4.3 Teacher as Supporter

An affective teacher's role inside classrooms is to support the students by providing them enough ideas, and helps them to overcome difficulties that students face in writing. (Harmer, 2004)

2.4.4 Teacher as Responder

Improving writing skills needs a careful response from the teacher .They should provide comments and suggestions for the students errors. (Harmer, 2004)

2.4.5 Teacher as evaluator

Teacher evaluates and assess his students to determine whether they benefit from the task by testing them in order to evaluate their mistakes and grades then to enhance their writing ability. (Harmer, 2004)

The two last teacher tasks i.e. responder and evaluator are grouped under one category 'feedback provider' in another book by the same author (Harmer, 2000, p.261). It is his belief that,

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teachers should choose what and how much to focus on based on

what students need at this particular stage of their studies, and on the tasks they have undertaken.

Teachers' feedback on students' writing tasks should be positive and special attention should be given to the content of the text. Teachers' annotation should make it clear on what students need to focus and how will they improve their writing skills.

Conclusion

Throughout this chapter we shed light on the importance of teacher's feedback in enhancing EFL learners' writing skill, its definitions, types and effectiveness. Moreover we focuses on the effective stages of writing skill and the teacher's role in the process. Therefore, from what we have seen in our study above, we sum up that the teacher's feedback considered as one of the most important elements in the teaching and learning process. In addition, students of writing need teacher's comments to correct their mistakes by using several different strategies which will improve their writing efficiency. Thus, teachers need to motivate students to overcome their writing difficulties that prevent them from writing effectively.

Chapter two:

Self-Regulation learning

Introduction

Writing is one of the most important skill in learning a FL. Self-regulated Learning is essential for enhancing learners' writing progress. Furthermore, FL teachers try to improve their learners' achievement by applying several SR strategies that facilitate the learning process. Learners should have the capacity to organize their learning for effective results.

Hence, the basic issue of this chapter is to discuss SR concept, its definitions and strategies that are divided into several techniques from setting goals into the self-evaluation strategy. Next, we tackle some SRL models and the SR on feedback. Then we will conclude this chapter with the main components of SRL.

1. Definitions of Self –Regulation

The process of enhancing learning abilities includes monitoring ourselves. Self-regulation can be defined in various ways according to the scholars' perspectives. SRL is a process that assists students in managing their thoughts, behaviours, and emotions in order to successfully navigate their learning experiences (Berger.1994). Furthermore, Self-regulation is to reach one's purpose through the ability of controlling, modulate cognition, feeling, and behaviour (Thompson, 1994, cited in Berger, p.4). Generally speaking, Self-regulation refers to the process of self-controlling by changing individual's feelings, thoughts and behaviours to achieve certain goals. In the shadow of self-regulation, the "self" is considered as an effective element to control one's behaviours. (Baumeister, 1998; James, 1890)

Berger (1994) shows that all of the bellow skills: reflexive actions, paying attention and delaying gratification are under the self-regulation term. The elements of emotional intelligence is clarify the self-regulation in which it divided into behavioural self-regulation that seeks to acting according to long-term goals and emotional self-regulation which seeks to control our

feelings by consciously way. Similarly, Kopp (1982) argues that self-regulation recognise individuals' behaviour according to society etiquette in the pursuit of long-term goals.

Therefore, individuals have to keep certain emotional acts during social gathering and master the act of an intellectual one inside compass. In addition, Hatch (2017,para.2) declares that "Self-regulation is defined from an applied perspective as the act of managing cognition and to enable goal-directed actions such as organizing behaviour, controlling impulses, and solving problems constructively." Thus, self-regulation solving both of cognition and behaviour problems that can face learners. Pintrich and Zusho (2002) states that self-regulation is a procedure that involves setting goals, monitoring, regulating and controlling their cognition, motivation and behaviours under the motive of achieving their goals and the environmental circumstances.

Zimmerman (2001) indicates that self-regulation learning is the self-directive process whereas learners able to transmit their cognitive abilities into several effective learning skills Thus, SRL has a vital role in forming learner's learning skills.

SRL is defined as a learning process related to the psychological states like: emotions, ideas and mood, anxiety and impulse (Baumeister & Vohs, 2007). Moreover, Gross (2007) defines SRL as the capacity of changing owns states in accordance to rules that governed humanity in general.

Several definitions have been yielded by scholars to the term of self-regulation, and each scholar provided a definition from his own view of profession. As a result, self-regulation is very important for the students' learning process by helping them to organise and monitor their emotions and behaviours.

1.2 Self –Regulated Learning Strategies

Self-regulation strategies enhance student's performance. Moreover, Teachers should teach SR strategies in learners' self-regulated process that includes: goal setting, planning, self-motivation, attention control, and flexible use of learning strategies, self-monitoring, appropriate help seeking and self-evaluation. Shuy (2010) points out that: "Good self-regulators have developed the skills and habits to be effective learners, exhibiting effective learning strategies, effort, and persistence. The key for instructors is to understand how to foster and train these skills in all students. This fact sheet offers some instructional strategies." (p.1)

1.2.1 Goal Setting

Goals allow students to choose and apply the appropriate strategies, concentrate on the task and control their performance (Schunk, 2001) Moreover, understudies' degree of self- Self-sufficiency about their composing execution was definitely associated with the evaluation objectives, they set for themselves just as with the evaluations they really got in a composing course as explained by Zimmerman & Bandura (1994), "students' level of self-efficacy about their writing performance was positively correlated with the grade goals they set for themselves as well as with the grades they actually received in a writing course." Therefore, according to Wikipedia explanation, setting goal includes guiding and motivating an individual or a group of learners through the development of plan response. Kingston and Wilson (2009) mention that there are three main types of goals. Performance goals that deal with learner's improvement related to the previous achievement. Outcome goals which deals with some of interpersonal comparison focus on content's results. The last one is the process goals that "focus on skills and strategies that are integral to effective task execution."(Kingston & Wilson, 2009, cited in Goudas & Dermitzaki, p.356)

1.2.2 Planning

Planning and setting goals are related-learning strategies. As was stated, "Planning is the process of setting goals, deciding on actions to achieve those goals and mobilizing the resources needs to take those actions." (Billingham, n.d, para.1) Planning, therefore, is at the cornerstone of determining both the learning strategies and sources which are important when setting the objectives. The strategy, however, has to correspond to the learning context, timing, and students' entry profile.

In addition, both of planning and setting goals are an integral process (Schunk, 2001). In other words, setting goals and planning could not be separated and they are considered as important skills for successful learning. Furthermore, There are three stages where planning takes place: setting goals for a task, setting appropriate strategies to achieve the purpose, and determining how much time and resources we need to achieve this goal (Zimmerman, 1998, cited by Schunk, 2001).Whereas, Dembo & Eaton (2000) consider the time management an important components of planning. Thus, learners should organise their time according to their activities needs.

Wallace (2006) states that planning strategic should answer several questions as follows:

1. How much commitment is there to comprehensive planning process?

2. Who else should be involved? Is the team complete?

3. How should the process fit into the department's fiscal year?

4. How much time is the department willing to commit to strategic planning?

5. How much time is there to complete the planning process?

6. How long will the process take?

7. What information is needed to plan effectively?

8. Who is going to develop the data?

9. Who is going to analyse and interpret the data?

10. Are the right people assigned to the task?

According to Wallace listing, an effective plan should answer several questions. Learners should be aware about the necessity of the comprehensive planning and who will be in this process, in addition, knowing how this strategy fit into their conditions helps them to know how much time they need to complete this process. Therefore, learners should know which of ideas and data will facilitate their learning progress, they must to know who will develop and analyse this data. Finally, select the appropriate people to be among the learning process is one of the main questions that learners should find answers to assess their self-regulation.

1.2.3 Self–Motivation

Motivation involve various factors that help in achieving particular goals such as: drive the persistence, the engagement in exercises and the selection (Dweek & Elliot, 1983. cited in Copriady, 2014, p116). Moreover, Corno 1993 shows that learners can use more than one strategy to motivate and keep themselves on-track toward a learning purpose. Self–motivation is an essential part in the self–regulation process because it helps learners to monitor their achievement progress. McMahon &Luca (2001, p.432) indicate some items that assessing self-motivation as follows:

➢ I would rather not be in school.

➢ I only study the subjects I like.

➢ When work is difficult I either give up or study only the easy parts.

➢ I tend to spend so much time with friends that my coursework suffers.

These elements are considered among the barriers or the conditions that help to assess the student's self- motivation, including the level of the student's interest in and the level of

motivation for further study. Secondly, the student's choice of subjects to study reflects his/ her reluctance to study all prescribed subjects. Additionally, the student's dropping out or choosing easy subjects and ignoring the difficult parts reflects the level of his frustration and the decrease of his motivation rate. Finally spending more time with friends in order to improve and develop the deficiencies the student suffers from, helping him to assess his personal motivation level. Thus the learners should ask themselves some questions to develop their self-motivation and improve their performance.

1.2.4 Attention Control

Self-regulated learners need attention control in their learning as the other self-regulated learning strategies. We pay attention to many things in our daily life as a mental operation (Michael &Mary, 2000). Moreover, Kuhl (1985) assert that "students' academic outcomes increase with focused time spent on-task."(As cited by Zumbrunn, Tadlock & Roberts, 2011, p. 25) That means, Student academic results increase with an emphasis on time spent on assignment.

1.2.5 Self-Monitoring

The development of SRL strategies includes learners' ability to plan, compare with others, and monitor the learning progress (McMahon &Luca, 2001).In one hand, learners should assume ownership for their learning and performance progress (Kristner.2010) Furthermore, according to Zimmerman (2004), students must set goals, plan, motivate themselves, pay attention the task, and use several SRL strategies in order to become self-monitoring learners.

McMahon &Luca (2001, p.432) set some Items that assess Self-Monitoring as following:

➢ I am up-to-date in my class assignments.

> I compare class notes with other students to make sure my notes are complete.

> I review my notes before the next class.

> I test myself to be sure I know the material I have been studying.

Learners should assess their self-monitoring by asking themselves several questions. One of the main items that helping them to know their self-monitoring level is that if they aware about class' tasks permanently, in addition, students should Checking the accuracy of information by compare it with the other students' notes and review these notes before the next class lesson. Finally, testing learning performance by learners themselves is considered as an effective way to monitor themselves, in order to know if he understand well the material that they have been studying.

1.2.6 Help Seeking

Help Seeking is one of the effective strategies. Self-regulated learners seek feedback from others in order to make themselves autonomous and apart from peers. (Butler, 1998; Ryan, Pintrich, & Midgley, as cited in Zumbrunn et all, 2011) Furthermore, teachers can help learners to enhance their autonomy and agency by changing learner' and instructors' requirements, and allowing material's choosing , in addition ,learners autonomy develop through the constructive judgement and evaluations, supporting risk taking, and setting the appropriate context (Andrade & Evans, 2013).

1.2.7 Self-Evaluation

Schunk (1996) notes that "Self-evaluation is a process comprising self-judgments of present performance and self-reactions to these judgments." (p.3) In the same vein, students improve their motivation and self-confidence through self-evaluation of learning (Schunk, 1996). Learners who have the ability to evaluate their own learning individually without teachers' summative assessment, those are the most self-regulated learners (Winne & Hadwin,

1998). Additionally, teachers can help students in enhancing their self-evaluation by facilitating and making changes to goals and strategies learning after monitoring their learning progress. (Zimmerman, 2004)

To summarize, good self-regulated learners use effective learning strategies to enhance their skills abilities. Self-regulated students are able to set goals, make a plan, self-motivate themselves and pay attention to achieve particular goals. They are also able to monitor and control their performance progress, seeking others advices as needed, and evaluate their learning by themselves. Teachers must use several appropriate techniques to improve learners' self-regulation.

1.3 Models of S-Regulated Learning

1.3.1 Bulture and Winne's (1995) Model
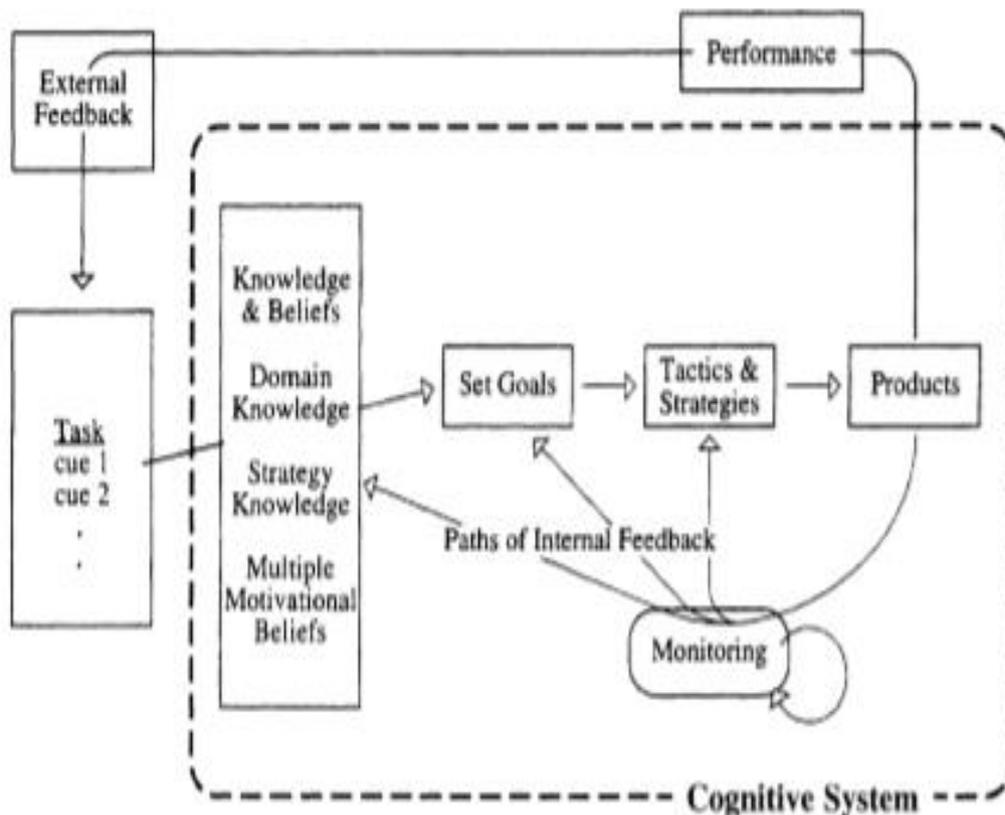
Figure 2.1 Model of Self-regulated Learning (Butler & Winne, 1995, p.248).

In figure (4) Bulture &Winne (1995) proposed a model of SRL the learners interpret any given task according to their knowledge and beliefs by identifying any requirements of the task i.e. the goals, strategies and resources available. All through the process, learner monitoring generates internal feedback and both cognitive/affective and behavioural products. The advantage of this model is that it promotes self-awareness within the learners since every step of the process needs to be engaged and feedback provided. This is advantageous since it provides for self-monitoring and the more internal and external feedback is engaged the more effective the task is performed. This shows the importance of feedback on the achievement of any task. Moreover, Butler (2002) presents five instructional targets in promoting SRL:

1. Metacognitive knowledge about academic work

2. Strategies for analysing tasks

3. Metacognitive knowledge about task-specific strategies

4. Skills for implementing strategies

5. Strategies for self-monitoring and strategic use of feedback. (p. 82)

According to the previous explanation, the main objectives of developing SR are to: aware students about what they do and do not know, and one's ability to understand the task. Secondly, to offer particular methods that help the learners to interpret their assignments. Next, to facilitate the use of SR strategies, and to give them particular skills in order to use the SR strategies for enhancing their performance. Finally, promoting SR help students to assess their self-monitoring and facilitate the effective usage of feedback.

Hemerda (2015) adds a new component to the Bulter & winne's (1995) model that is the external feedback type to create this model (figure 5). Hemerda (2015) created this model to identify the importance of external feedback on learner's performance, he categorizes and

highlights the impact of external feedback on students' achievements in addition, good students are individuals who use the external input as a guide to enhance their SR, as clarified by Butler and Winne (1995): "the effective students are those who look for the external feedback that contributes to the self-regulation as a "catalyst" (p.246).
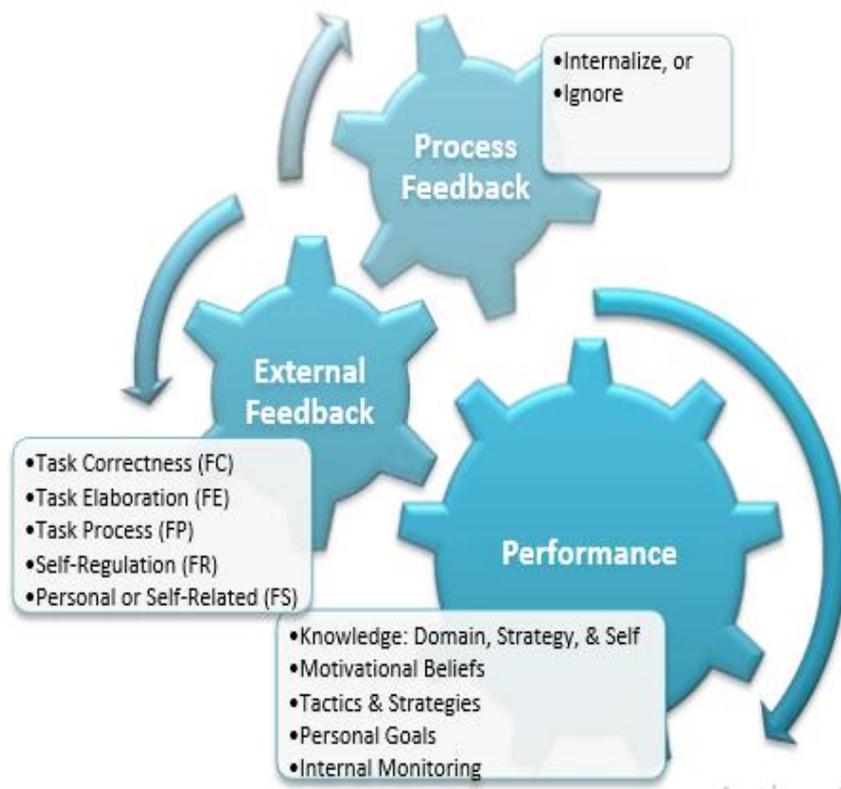
Figure 2.2 SRL Model with Five Feedback Type (Hemerda, 2015, p.11).

To clarify this model, Hemerda (2015) says that:

> To support cohesive research and classroom applications, educators need to use clear feedback type labels appropriately and consistently. To avoid any confusion and provide clear distinction between feedback types, in this study I modified Hattie and Timperley's initial categorizations of task-specific (FT), task process (FP), self-regulation(FR), and personal or self-related (FS), by splitting FT into two distinct categories: FC, feedback

that indicates correctness; and FE, feedback that elaborates on the correctness of the task.(p.12)

Thus, educators in the classroom need to be aware of the types of feedback used among students. The prominent kinds of feedback are task-specific, task process (FP), self-regulation, and personal or self-related which are all based on improvement.

1.3.2. SRL Phases Model

Figure 2.3 Phases of Self-regulated Learning (Zumbrunn, Tadlock & Roberts, p.6)

It is similar to the previous models, according to (Pintrich & Zusho, 2002; Zimmerman, 2000, cited in Zumbrunn, Tadlock & Roberts, 2001) SRL Phases model is divided into three main phases (figure5): the forethought and planning, performance monitoring, and reflection

on performance. The forethought and planning phases "refer to learning processes and sources of motivation that precede efforts to learn and influence students' preparation and willingness to self-regulate their learning." (Zimmerman & Moylan, 2009, p.301) During this phase students make interpretation of their assignment learning and setting particular goals before starting the task , learners may be lose with the too narrow topics, teachers or peers and guides could helping them in choosing the appropriate goals and strategy. In the second phase, learners use strategies to enhance and monitor their learning progress as well as their motivation learning. Teacher's feedback and monitoring are necessary to help students learn to use new strategies with fluency that fit their learning. Finally, in the reflection on performance phase, learners evaluate their learning progress, monitor their achievement and manage their emotional response about the learning performance's experience. "This phase influences the forethought processes and beliefs about successive efforts which eventually completes a self-regulatory cycle" (Zimmerman, 2013, cited in Almazloum, 2018)

1.4 Feedback in SRL

Feedback has a vital role in learners' progress based on the SRL cyclical model (Zimmerman, 2001). Zimmerman, 2002 notes that:

> In addition, feedback facilitate the learning task through controlling, evaluating and setting goals, strategies, and motivates learners during the learning process (Zimmerman & Schunk, 2001). Students become more motivated or active during the task if they receive teacher's effective feedback. It enhance their academic performance, SRL abilities, and their motivation. (Bown, 2009; Butler & Winne, 1995; Schunk & Rice, 1986 as cited in University of the Free State). Research shows that effective feedback enhances learners' autonomy (Fisher & Frey, 2009). Similarly, Nicol and Dick

(2006) indicate the importance of feedback on self-regulated learning, and they suggest that:

Feedback should include clarifying to the learner what good performance is, facilitating self-assessment by the learner, encouraging teacher and peer dialogue, and encouraging positive motivation and self-esteem. Teachers' guidance could help students set goals, make good use of learning strategies and resources, and manage their own emotions. (Cited by Chung & Yuen, p.24).

We agree that the effective feedback should be clear for the learners to help them in setting goals and managing their thoughts, beliefs and feelings, in addition, teachers should encourage their students in order to facilitate their self-evaluation. In the same vein, Ferrel (2012, p.7) shows the importance of feedback in SRL, these are the five of his seven recommended "good feedback practices" that are related directly to SR:

• Clarify what good performance is (goals, criteria, and standards).

• Facilitate the development of reflection and self-assessment in learning.

• Deliver high quality feedback to students: that enables them to self-correct.

• Encourage dialogue around learning (peer and tutor-student).

• Encourage positive motivational beliefs and self-esteem. (Cited in Hemerda, 2015)

Effective feedback requires setting specific goals and helps the learners to assess and monitor their performance. Therefore, teachers should provide positive feedback to their student in order to enhance their self-correctness, and give them the chance to share and exchange experiences and information with others (classmates, teachers, agents…etc.). Finally, providing feedback to learners improve their self-esteem and encourage their self-motivation.

1.5. Components of Self-regulation Learning

Behaviour
Processes
Self-observation
Self-judgement
Self-reaction

Person
*Motivational
beliefs*

- Self-efficacy
- Intrinsic
  motivation
- Goal orientation
- Attributions

Environment
Peers and teachers

- Peer models
- Assistance from peers
  and teachers
- Teacher feedback

*Classroom social
environment*

- Student-teacher interaction
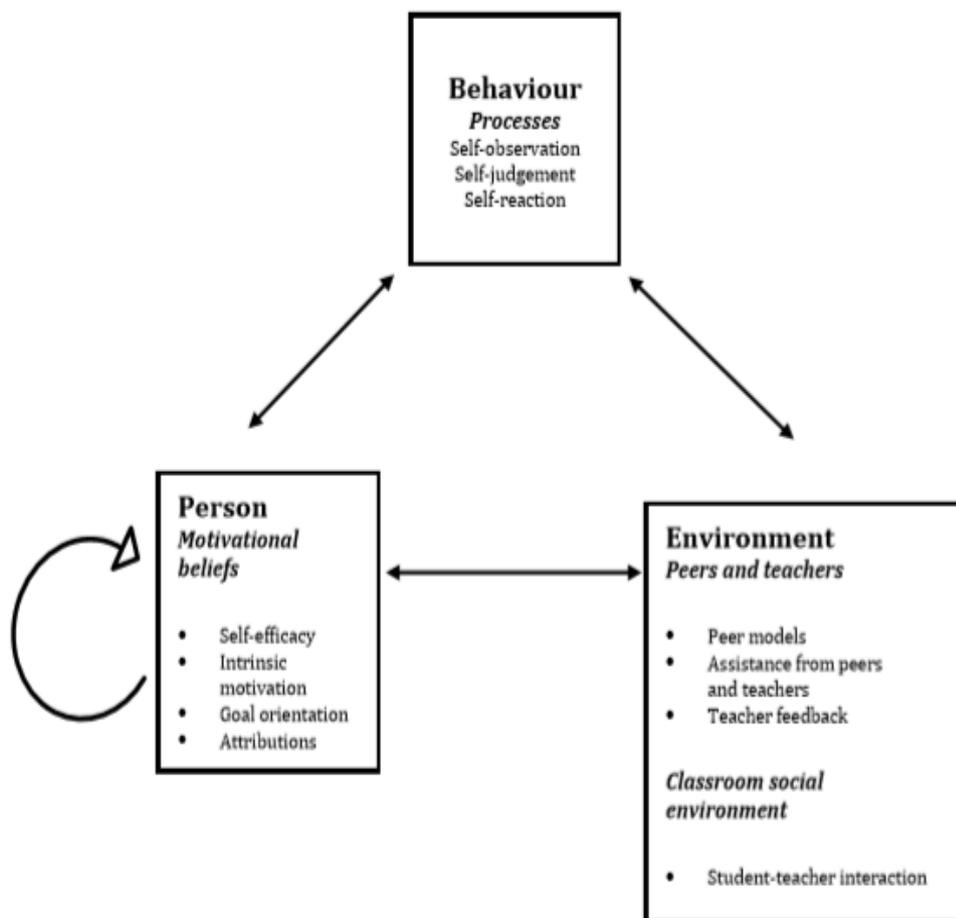
Figure 2.4 Summary of Components in the Self-regulation Zimmerman (1989*)*

1.5.1 Behavioural components

We need to use three main process to be self-regulated: self-observation, self-judgement, and self-reaction (Bandura, 1986). Self-observation causes self-evaluation that leads to personal and behavioural self-response, and resulting the cognitive judgement (Schunk, 2009). According to Zimmerman and Schunk (2004), Self-reaction is the result of evaluate the reaction of judgement.

Thus, self-regulation learning needs self-observation. The evaluation of self-observation has a vital role in this process. Self-judgement aims to compare between learner's achievements with a specific goal. (Zimmerman, 1989b, cited by Zahid, 2012)

1.5.2 Environmental components

Learning environmental considers as a source of receiving information, for example, from peers models, and assistance from agent, classmates or teachers (Schunk, Pintrich, & Meece, 2008) In addition, Dörnye (2009) asserts that both of learner's characteristics and the learning's environment has an effective interaction. Furthermore, Turner and Waugh (2007, p.128) show the impact of learning environment on learners' learning:

Within academic settings and events, each student may be thought of as a self-organizing system that acts and reacts to both external and internal informational signals. These processes may explain the unique, individual facets of students' learning-related cognitions, emotions, motivations, and behaviours.

Teacher's feedback influence student's self-regulation (Nicol &Macfarlane-Dick, 2006) Also, teacher's feedback has a main impact in developing learner's self- regulation strategies and on their learning. (Zimmerman & Schunk, 2001)

1.5.3 Personal components

Personal components divided into three main personal components of self-regulation principles as on the previous figure (6):

Self-efficacy, intrinsic motivation, goal orientation and attribution. Self-efficacy refers to the learners ability to achieve skill through organize and using actions for their specific tasks (Bandura, 1986). Students who use much effective SRL strategies are much high self-efficacy than others.

On the other hand, Zimmerman (2006) argues that not only the self-efficacy has an essential role in SR but also other motivational believes. Therefore, Intensive motivation

appears from, as a reaction of behaviourism that considers as the main direction within psychological science. (Ryan & Deci, 2000)

Goal orientation describes as three main goal's properties (Schunk, 2001). First, the specific goals property that is more effective than general once. Specific goals facilitate the learning measurement. Secondly, the specific performance property that is developing SR and raising the self-evaluation. Specific performance distinguish the required efforts to success and improve self-efficacy by provide a clear standard in order to determine this process. Proximal property is the last goals' property that achieves in a shorter time than long-term goals. Proximal property results high self-motivation and develop self-regulation. It provides a clear self-evaluation of that progress.

Conclusion

The current chapter attempted to provide a thorough overview on the concept of SR, and its strategies, models, components, and the impact of feedback on this learning process. SRL is very important for EFL learners to regulate themselves before, during and after their university's tasks. Thus, teachers should use various strategies to enhance their student's self-regulation and helping them to accomplish their learning outcomes.

Chapter Three:

Field Work

Introduction

After the theoretical part that includes two chapters completed which related feedback, writing and self-regulation. The current chapter is devoted to the analysis of data gathered with the help of the research tools: student's questionnaire and teacher's interview. Therefore, the main aim of this study is to find answers for the raised research questions and to check the credibility of the hypothesis.

Third years' LMD students at the Department of Foreign Languages were asked to answer this present questionnaire in order to discover whether teacher's feedback improves their writing self-regulated. The students who responded to the questionnaire were chosen randomly among the total number of the third year LMD student population (the sampling number: 374) in the English Division, University of Biskra. We choose the descriptive research method because it is appropriate to our study.

3.1 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. This questionnaire consists of three sections with 17 questions. The first section focuses on the students' writing skill, includes their levels, view towards writing skill and some difficulties that students may face when writing and the reasons that cause these difficulties. The second section is entitled the role of teacher's feedback, it is about the student's view among the importance of their teacher's feedback and how teacher of written expression corrects their learner's written production. The last section is about self-regulation, it includes student's view and level of self-regulation, and how teachers help their students to be self-regulated learners. The questions are either closed questions where by respondents answer with "yes" or "no" answers, or to pick out

the appropriate choice from a number of options, open questions are also included to give an explanation.

3.1.1. Analysis of the Questionnaire

Section One: Writing Skill

Q1: How do you consider your level of writing?

Options	Good	Average	Poor	Total
Responses	13	17	0	30
Percentage	43.3%	56.7%	0%	100%

Table 3.1 Students' Perception about Their Level in Writing

Concerning the number of third-year students, table (4) reveals that (56.7%) of the sample evaluated their level in writing as being average, whereas (43.3%) of students claimed that their level in writing is good. In the other hand, 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, learners' level of writing skill needs improvement.

Q2. Do you think that writing is an important skill?

Options	Yes	No	Total
Responses	30	0	0
Percentage	**100%**	0%	0%

Table 3.2 Students' opinion towards the importance of writing skill

From the students' answers, we observed that all of responding (100%) said that writing is an important skill. While no one (0%) consider that writing skill as unimportant skill.

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If yes, please justify

(27) of students from those who regarded writing an important skill advocated their choices as follows:

(14) of students regarded writing as very important skill for their academic achievement, (6) of them asserted that writing skill is a mean through which they can express their thoughts and ideas ,(5) of them said it is necessary in both educational or occupational contexts. While (2) of them claimed that writing is like any others skill that we need it in our learning progress.

Q3. Writing is an easy task to learn?

Options	Yes	No	Total
Responses	8	22	30
Percentage	26.7%	**73%**	**100%**

Table 3.3 Students' opinion about writing skill

As it is shown in table (6), .The majority of students (73%) claimed that writing is not an easy task, whereas (26.7%) said that writing is an easy task.

Justification

The majority of students who regarded writing as difficult task justified their answer as follows:

(12) of students asserted that writing is a mental process which need much time, practice and efforts,(10) of them said that it requires various of language aspects as grammar, vocabulary and punctuation. While (4) students claimed that writing is not difficult skill it requires a deep desire to master, and (3) of them said it is an easy task whether you practice, read and use rules

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well. From the previous justification, we can say that the majority of students consider writing as a difficult skill because it requires much time and efforts several of language's aspects.

Q4. Which of this difficulties do you face in writing your task?

Option	Responses	Percentage
a)Grammar	2	6%
b)Vocabulary	5	17%
c)Spelling	2	6%
d)Punctuation	5	17%
e)More than one option	**14**	48%
f)All of them	2	6%
Total	**30**	**100%**

Table 3.4 Students' Difficulties in Writing

We notice from the table 7above, the majority of students 'with (48%) were choose more than one option, whereas 17% of participant affirmed that they have punctuation difficulties , similar 17% represent vocabulary difficulties .Therefore , 2% of students represent all of difficulties, grammar and spelling .Thus, learners facing many various difficulties during their writing process and they should improve their level.

Q5. Are these difficulties due to?

Options	Responses	Percentage
a)Lack of writing aspects	7	23.3%
b) Teachers do not provide you with enough feedback	7	23.3%
c) You don't like to write tasks in English.	2	6.7%
d)Lack of self-regulation (planning, setting goals, time management)	14	**46.7%**
Total	30	**100%**

Table 3.5 Reasons of Writing Difficulties

We notice from the table above (8), that the majority of participants (46.7%) claimed that their writing difficulties due to the lack of self-regulation, whereas (6%) of them said that it is due to their lack of writing desire .Moreover, (23.3%) consider as an equal percentage between those who asserted it is due to both of the lack of teacher's feedback and language aspects. (2) of them justify their answers as the main reasons is the lack of practice , (1) argued that the teacher's method is boring ,and one claimed that his/her teachers do not correct his/her writing products.

Section Two: Teachers' Feedback

Q6. Do you prefer to correct your mistakes individually?

Options	Yes	No	Total
Responses	11	19	30
Percentage	36.7%	**63.3%**	**100%**

Table 3.6 How Learners Correct their Mistakes

As it is shown in table above, (63.3%) of students are not interested in correcting their mistakes individually, whether 36.7% of them are interested in correcting their mistakes by themselves.

Justification

Out of (30) participants, (26) of them justify their answers, (24) students asserted that they prefer teacher's correction because it is more reliable, while (7) of them claimed that their self-correction is more effective to remember their mistakes and do not repeat it again, and the last one said that he prefer self-correction because he is an introvert learner.

Thus, teachers' feedback has a vital role in improve learners' writing skill.

Q7. Do your teacher of written expression corrects your written production?

Options	Always	Sometimes	Never	Total
Responses	3	24	3	30
Percentage	10%	63.3%	10%	100%

Table 3.7 Frequency of providing Written Feedback

According to the table (7), most of students (63.3%) affirmed that they sometimes receiving feedback. While, the rest rate (10%) of students said that they always receiving feedback, similar to (10%) who said that their teachers never provide them feedback

Q.8. When correcting, on which mistakes does your teacher focus more?

Options	Responses	Percentage
a)All the types of mistakes	17	**58.6%**
b) Concentrate on the serious and repeated mistakes	7	24.1.%
c) Grammatical mistakes	1	3.4%
d) Spelling mistakes	4	3.8%
Total	**29**	**100%**

Table3.8 Teachers' Focus on writing correction

Regarding the results mention in the table (11), only (29) students who answered our questions, the majority of the participants (58.6%) argued that their teachers correct all the type of their mistakes. Therefore, (24.1%) of participants said that their teachers Concentrate on the serious and repeated mistakes, whereas spelling mistakes represents (3.8%) of the participants, and (3.4%) of them represents grammatical mistakes. Thus, we can say that teachers do actually provide their learners with all correction's type.

Q9. How does your teacher correct your written productions?

Options	Responses	Percentage
a)Rewrite the sentence, the phrase or the word correctly	3	10%
b)Show the error is and gives a hint about how to correct it	10	**53.3%**
c)Shows only where is the error	6	20%
d)Uses some correction codes	5	16.7%
Total	**24**	**100%**

Table 3.9 Strategies Using by Teachers

The result shows that (24) participants who answer this question, the majority of them (53.3%) claimed that their teachers show the error is and gives a hint about how to correct it, whereas (20%) of participants asserted that their teachers shows only where is the error, therefore, (16.7 %) of them said that teachers uses some correction codes. and only (10%) of participants revealed that teachers rewrite the sentence, the phrase or the word correctly. So, based on these claims, we may say that teachers used several strategies to help students overcome their writing difficulties.

Q10. In your opinion, why should teachers provide feedback on their students' academic writing productions?

This open-ended question was developed in order to know how third year students think about receiving teachers' feedback in their writing productions.

Out of (30) students, (25) of them answered this question and (5) students did not provide us with an answer .The majority of participants (12) said that teacher's feedback helping their students to improve their writing level because it is very important in their learning process, while (10) of participants claimed that teachers should provide them feedback in order to correct their mistakes an enhance their level, (2) of them asserted that teachers dong their role as their professional duty, and the last one argued that teachers should encourage and motivate learning to write via their feedback.

From the obtained results we can deduce that learners really aware about the role of the teacher's feedback in enhancing their writing product.

Q11. What form(s) of feedback do you usually receive?

Options	Oral Feedback	Written Feedback	Both	Total
Responses	9	8	13	30
Percentage	30%	26.7%	43.3%	100%

Table 3.10 Forms of Teachers' Feedback

The results indicated the majority of participants (43.3%) asserted that teachers provide multiple forms of feedback, whereas (30%) of them represents the use of oral feedback, and (26.7%) of participants represent the lowest rate that is the written feedback.

Q12. How do you feel when your teacher corrects your mistakes?

Options	Motivated	Embarrassed	Demotivated	Total
Responses	23	3	4	30
Percentage	**76.7%**	10%	13.3%	100%

Table 3.11 Learners' Reaction after Teacher's Correction

As it shown in the table above, (76.7%) of learners asserted their teacher's correction improve their motivation in order to make them work hard and achieve their goals, whereas (13.3%) of students they claimed they felt demotivated, and (10%) of them asserted they felt embarrassed. It can be deduced that the majority of students have a positive reaction after receiving feedback (correction) from their teachers, where it motivate them to make a lot efforts to enhance their writing skill.

Section Three: Self-Regulation

Q13. How do you consider your level of Self-regulation?

Options	High	Low	Total
Responses	15	15	30
Percentage	50%	50%	100%

Table 3.12 Learners' Consideration about their SR level

According to the table above, we notice that we got equal results. (50%) of students stated that they have a high level of self-regulation, similar (50%) of participants claimed that they have a low level of self-regulation. From this results we can indicate that learners should develop their self-regulation in order to improve their learning achievement.

Q14. Do you think that self-regulation is an important in improving your writing skill?

Options	Yes	No	Total
Responses	30	0	30
Percentage	100%	0%	100%

Table 3.13 Students' Opinion about the importance of SR in Writing

Concerning the number of third-year students, table (16) reveals that (100%) of the sample aware about the effectiveness of their SR in improving their writing skill, we can understand that all participants share the same opinion. Thus, self-regulation has a vital role in enhancing and regulating learners' writing process.

Q15. Are your teachers provide you with various strategies of self-regulation learning?

Options	Yes	No	Total
Responses	6	24	30
Percentage	20%	80%	100%

Table 3.14 Teachers' Self-Regulation Strategies for the Learners

From table (14) we noticed that the most of students (80%) declared that they do not receive any self-regulation learning's strategies from their teachers, whereas (20%) of them stated that their teachers provide strategies to enhance their SR learning. Thus, teachers should provide various strategies to develop their learners SR.

Q16. Which of this factors effect on your self-regulation learning?

Options	Responses	Percentage	Total
Personal factors	6	24	30
Environment learning (teacher's feedback, peers…etc.)	20%	**80%**	**100%**

Table 3.15 The Main Factors that Effect on Learners' SR

As illustrated in the table (18), most of surveyed students (80%) claimed that their personal factors effect on their self-regulation learning, whereas (20%) of students asserted that environment learning has an impact on their self-regulation. So, we can say that learners need to neglect their personal factors in order to develop their learning and to become self-regulated learner.

Q17. Do you think that teacher's feedback can help students' develop their self-regulated learning?

Options	Yes	No	Total
Responses	25	5	30
Percentage	83.3%	16.5%	100%

Table 3.16 Students' Opinion about the Impact of Feedback on SR

Table (17) indicates that the majority of participants (83.3%) asserted that feedback is a helpful for improving their self-regulation, while (16.5%) of participants declared that it is not helpful. From the previous responses, it is clear that all the respondents aware about the importance of the teacher's feedback.

3.1.2 Discussion of the Students' Questionnaire

After we analysed the questionnaire addressed to the students of first year LMD in the department of English at Biskra University, we observed that the majority of the participants have a good level in writing skill. Furthermore, the collected answers affirmed that there is an agreement about the importance of writing skill.in which 100% agreed that writing is very important for their academic achievement.

Based on the data we infer from the student's questionnaire, we declare that the majority of participants 73% consider writing skill as a difficult task that requires much time, efforts and practice, 48% of participants argued that they facing several difficulties in their writing. However, we notice that the majority of students 46.7% faced difficulties which due to the lack of self-regulation. According to student's answers the majority demonstrated that they prefer teacher's correction because it is more reliable.

Whereby the majority of participants argued that their teachers sometimes corrected their writing productions, In Q11 learners were asked to determine the focus of teachers in correcting their writing mistakes and if they using various strategies to correct it, the most of students asserted that their teachers focus on all the types of mistakes, and show directly the error. Furthermore, the majority of students agree that teacher's feedback enhancing their writing level. 25% asserted that teachers provide multiple forms of feedback to develop their level, whereas the majority of them argued that teacher's feedback motivate them to work hard for the next.

50% of students have a high level of SR, whereas the other halve 50% have a low level, from the previous results we remark that all of students 100% asserted that SR is very important for their writing achievement, as the result of Q15 we can say that teachers do not provide enough SR learning's strategies for their learners. Most of surveyed students 80% argued that their personal factors effect on their self-regulated learning, and the majority of participants aware about the effectiveness of feedback in developing their self-regulated learning. This questionnaire is an opportunity for Third year students to express their opinion about teacher's feedback and to discuss various issues that effect on their writing self-regulated.

3.2. Teachers' Interview

This research adopts interview for English teachers at Biskra University. This directed to teachers who have been teaching different modules in the department of foreign languages, section of English at Biskra University.

The interview was supposed to be online written by the six (06) teachers as the total number of the whole population: (03) males and (03) females. This interview composed of (09) questions, (03) personal information and (06) open-ended questions. The aim behind teachers' interview is to have tangible evidence and teachers' opinion concerning their learners' writing skill.

We design a semi-structured interview. First, we asked our interviewees about background information that contains the degree they hold and years that they have been teaching at university and their specialities. It includes (6) main questions.

3.2.1 General information about the interviewees

Respondents	Degree teacher held	Module responsible to teach	Years of teaching
Teacher1	Master/Magister	Written expression	12Years
Teacher2	Master/Magister	Written expression/Lit	10Years
Teacher3	Master/Magister	Linguistic/phonetics	5Years
Teacher4	Master/Magister	Written/phonetics	5Years
Teacher5	Master/Magister	Written /Metho/Lit	5 Years
Teacher6	Master/Magister	Linguistics/Oral expression	2 Years

Table 3.17 General information about Teachers

We notice from the table above, that all of the interviewees are enrolled in Master/ Magister degree. While, the teachers' answers were different concerning years they have been teaching at university it was between (2) to (12) years.

Therefore, they have been teaching different modules such written and oral expression, linguistics, phonetics, literature and methodology that's means they have experience in teaching English as a foreign language. This fact helps us in the reliability of our research.

3.2.2 Analysis of the Interview

Question4: Which skills are difficult to be mastered by students?

With this item, two participants agree that writing and speaking skill is the most difficult, whereas, two of them consider writing, speaking and reading is the most difficult, one of the participants argue that writing is the only difficult skill , he explain that is due to the lack of reading. The last one say that writing and analysis is more difficult than the other skills. Thus, we can say the most difficult skill is writing.

Question5: Do you think that learners know about the importance of writing skills?

According to the teacher's answers we notice that the majority of them (04 teachers) argued that learners are not aware about the importance of writing. For instance, one interviewee announced, "they do not give more awareness to this important skill." Whereas, the other participant said: "Most of them focus more on Speaking and neglect reading and writing."

Indeed, one of the teachers asserted that students may be aware he announced, "It depends on each individual learner. Learners are not the same." The last one argue that learners are aware. From this results, we can sum up that learners need to be aware about the importance of writing skill.

Question 6: What are the main writing's difficulties that facing EFL students?

With regard to the question above, we intended to find the main reasons of learner's writing difficulties. The majority (04) of participants argued that students' difficulties due to the lack of practice and grammatical difficulties, all of their answers seems to be similar:

Teacher1: "Learners find difficulty in maintain cohesion and coherence. They make also grammatical mistakes. Moreover, they use 'the word by word' method to translate from Arabic to English."

Teacher2: "The correct use of grammar tenses and coherence. The lack of reading may cause shortage of Vocabulary in writing."

Teacher3: "Learners find difficulty in maintain cohesion and coherence. They make grammatical mistakes. Moreover, they translate from Arabic to English 'word by word."

Teacher4: "All kinds of difficulties. Spelling, grammar, problems of cohesion, coherence and organization, lexical choices (relevance and appropriateness)......."

Furthermore, one of the participants argue that this difficulties is due to the lack of reading, he announced that "lack of reading, absence of teck, use lack of training and practice, while the last one asserted its due to the lack of vocabulary. To sum up, the most common difficulties that facing learners in writing their tasks is the grammatical and the various aspects of language.

Quetion7: Do you use any strategies to enhance your students' writing self-regulated?

According to the teachers 'answers, we notice that the majority (4) of them using different strategies to enhance their student's self-regulation, we mentioned some of the techniques that teachers provide us with are as the following:

Teacher 1: "Imitating texts summarizing."

Teacher 2: feedback/ correction/peer review/ discussing mistakes...

Teacher 3: "You mean self-regulation? Yes, through assignments which are based on research. So, they combine all the skills together, reading, listening (maybe to some podcast or educational videos), writing (the piece of paper to be submitted) and speaking (through presenting and explaining their research findings orally to the group)."

Teacher4: Encouraging students to read extensively and to follow guided and free writing strategies.

However, (2) of the participants argue that they do not use any strategies to develop their learners SR.

Question 8: Do you always correct your students' written production?

With this item, we notice (2) of participants asserted that they always correcting their learners' written productions, Whereas, two(2) teachers argued that they do not always correcting their students written production, this due to the short experience, "(I have just a short experience with first year students)."While, two of them said they often provide

students with written correction, one announced, "I provide students almost all the time with feedback and instructions. The guidelines they need to improve their writing style"

Question 9: In case some students overlook your feedback, how would you encourage them to take into consideration your remarks?

According to the participants' answers, we notice that each one has his own way to encourage their students to take into consideration their remarks, whereas the majority of teachers (2 said that they trying to make their students feel confident, "Trying to make them feel confident by saying that their writings are acceptable; however, I insist on reminding them of the mentioned mistakes". (1) of the participants argued that "by emphasising their significance.", one of them declared he monitoring his student's progress , he announced, "Students need constant support and feedback to improve their level. The continuous monitoring of students' productions from the first stage of writing as planning to the final version of proofreading", in addition, one of the teachers declares that they discuss their mistakes with them in the classroom as an attempt to insure the importance of such remarks and the many ways they can be realized, while the last one asserted that "Pint out to exams marks practical career".

Thus, teachers use several techniques to encourage and motivate their learners to take into consideration their comments.

3.2.3 Results of the Interview

The results of the interview provided in-depth positive responses which as we give in our hypotheses and relieves many facts about the role of teachers in the development of learners' writing self-regulated. We sum up all the results as follow:

➕ The majority of EFL teachers argued that writing is the most difficult skill for their students.

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- Teachers have confirmed that students need to be aware about the importance of writing skill.
- Teachers show the most common difficulties that facing learners in writing their tasks is the grammatical and the various aspects of language.
- The majority of EFL teachers have confirmed that they use several strategies to enhance their learner's writing self-regulation.
- Teachers apply various techniques to encourage their students to follow their advices and to take into consideration their comment.

Conclusion

This chapter was devoted to the analysis and discussion of data gathered from both students' questionnaire and teacher's interview. From the analysis of the student's questionnaire and the teacher's interview 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 the importance of self-regulation. Both of them believed that teacher's feedback improve the learner's writing skill. Henceforth, the results have emphasized the stated hypotheses which indicate that students become a good self-regulated writers while teachers using a several strategies to enhance their writing self-regulation.

General conclusion

Teaching and Learning academic writing is considered to be a crucial step at the university level. For that reason, the current study conducted to explore the difficulties that facing EFL learners in their writing productions, and the effectiveness of the teacher's feedback in enhancing their writing self-regulated. Our study divided into three chapter; the first two chapter about the theoretical part whereas, the third chapter is about the practical part.

The first chapter is devoted to the literature review. Throughout the first chapter, the researcher attempts to highlight the most important elements related to the writing skill and feedback. In the second chapter, we have dealt with an overview about self-regulation and its main elements (strategies, models and the main components of SR).

The third chapter is devoted to the field work which represents the practical part of our study in which; student's questionnaires and teacher's interview have been used as data gathering tool in order to validate our research hypothesis. The student's questionnaire was designed and distributed to (30) EFL third year students from the University of Biskra. The teacher's interview was posted online to (6) teachers have been teaching different modules in the department of foreign languages, section of English at Biskra University. According to the findings of the current research, we validate our hypothesis which stated that teacher's feedback enhancing EFL learners' writing self-regulated.

Pedagogical Recommendations

The results obtained from both student's questionnaire and teacher's interview which confirmed the importance and the impact of the teachers' feedback on learners' writing self-regulated. Accordingly, we suggest some pedagogical recommendations that may be helpful in the learning and teaching process.

For Students

- Students should be aware about the importance of writing skill.
- Psychological inhibitions should be overcome by FLS.
- Students should take into consideration their teacher's remarks and try not to repeat the same mistakes.

For Teachers

- It would be better for teachers to use different types and forms of feedback to enhance learners' writing skill.
- Teachers should provide enough strategies to develop their learners' self –regulation.

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APPENDICES

Appendix A: Students' Questionnaire

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohamed Kheider Biskra

Faculty of Letters and Foreign Language

Department of Foreign Language

English Division

Students' Questionnaire

Dear students

I will be very grateful if you take few minutes to fill in this questionnaire which aims to find out the importance of **Teacher's Role in Enhancing EFL Writing Self- Regulated.** Your answers will be of a great help to us. Please tick the choice that corresponds to your answer.

Thank you for your time, effort and collaboration

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SECTION ONE: WRITING SKILL

1. How do you consider your level of writing?

        a) Good   ☐

        b) Average   ☐

        c) Poor   ☐

2. Do you think that writing is an important skill?

        a) Yes   ☐

        b) No   ☐

If yes, justify

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3. Writing is an easy task to learn?

        a) Yes   ☐

        b) No   ☐

Justify, your answer please

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4. Which of this difficulties do you face in writing your tasks? (You can choose more than

one option):

        a) Grammar

        b) Vocabulary

        c) Spelling

        d) Punctuation

5. Are these difficulties due to:

        a) Lack of writing aspects

        b) Teachers do not provide you with enough feedback

        c) You don't like to write tasks in English.

        d) Lack of self-regulation (planning, setting goals ,time management)

SECTION TWO: TEACHER'S FEEDBACK

6. Do you prefer to correct your mistakes individually?

    a) Yes

    b) No

Justify: …………………………………………………………………………….

…………………………………………………………………………………………..

7. Do your teacher of written expression corrects your written production?

a) **Always** ☐

b) **Sometimes** ☐

c) **Never** ☐

8. When correcting, on which mistakes does your teacher focus more?

a) All the types of mistakes ☐

b) Concentrate on the serious and repeated mistakes ☐

c) Grammatical mistakes ☐

d) Spelling mistakes ☐

9. 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 ☐

10. In your opinion, why should teachers provide feedback on their students' academic

writing productions?

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11. What form(s) of feedback do you usually receive?

a) Oral feedback ☐

b) Written feedback ☐

c) Both ☐

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

a) Motivated ☐

b) Embarrassed ☐

c) Demotivated ☐

Other,…………………………..…………………………………………………………

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SECTION THREE: SELF-REGULATION

13. How do you consider your level of Self-regulation?

a) High ☐

b) Low ☐

14. Do you think that self-regulation is an important in improving your writing skill?

a) Yes   ☐

b) No   ☐

15. Are your teachers provide you with various strategies of self-regulation learning?

a) Yes   ☐

b) No   ☐

16. Which of this factors effect on your self-regulation learning?

a) Environment learning (teacher's feedback, peers…etc.)   ☐

c) Personal factors   ☐

Thank you for your cooperation

Appendix B: Teachers' Interview

Faculty of Letters and Foreign Languages

Department of Foreign Languages

English Division

Teachers' Interview

Dear Teachers,

This interview is a part of our research. It aims to investigate the impact of teacher's feedback in improving **English Foreign Language learner's writing self-regulated** .The case study is Third year students. We would be grateful if you answer these questions to help us in our research for the Master's degree in language sciences.

Thank you in advance

1. Gender: Male ☐   Female ☐

2. Degree(s) held: BA (Licence) ☐   MA (Master / Magister) ☐ PhD (Doctorate) ☐

3. Work Experience: (Number of years): ………………………………

4. Subjects taught: ………………………………………………………………......

5. Which skills are difficult to be mastered by students? …………………………………..

6. Do you think that learners know about the importance of writing skills?

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7. What are the main writing's difficulties that facing EFL students?

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8. Do you use any strategies to enhance your students' writing self-regulated? (Like what?)

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9. Do you always correct your students' written production?

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10. When some students overlooked your feedback, how would you encourage them to take into consideration your remarks?

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Thanks you for your Collaboration

الملخص

تعد مهارة الكتابة من اهم المواضيع التي أثير حولها الجدل الكبير بين الطلاب وذلك نتيجة التاثير على جودة المحصول الدراسي فجاء هذا البحث من اجل تسليط الضوء على اهمية دور التغذية الرجعية للاستاذ (فيدباك) في تحسين وتطوير مهارة الكتابة و التنظيم الذاتي لدى طلاب اللغة الانجليزية "السنة الثالثة بجامعة محمد خيضر بسكرة." ومن أجل تحقيق صحة الفرضية المقترحة لعينة هذه الدراسة العلمية التي تنص على مدى اهمية تعدد انماط التغذية الترجعية للأ ستاذ في تطوير التنظيم الذاتي للكتابة لدى الطلاب، فلقد اخترنا البحث النوعي(الوصفي) واداتين رئيسيتين: استبيان عبر الانترنت للطلبة الى جانب مقابلة للاساتذة موجهة الى خمس أساتذة يدرسون وحدات مختلفة في جامعة محمد خيضر بسكرة. وبعد التقصي والتحليل المعمق خلال الادوات المستعملة ,أكدت النتائج صحة فرضيتنا ان استخدام انماط مختلفة للتغذية الرجعية من قبل الأستاذ يطور مهارة الكتابة لدى الطلاب ويحسن مستوى تنظيمهم الذاتي الذي ينعكس على انجازاتهم الأكاديمية.

الكلمات المفتاحية : التغذية الرجعية ،مهارة الكتابة،التتظيم الذاتي،طلاب السنة الثالثة،جامعة محمد خيضر بسكرة.