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Submitted by :

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INVESTIGATING THE ROLE OF CORRECTIVE FEEDBACK AS A TECHNIQUE TO IMPROVE EFL LEARNERS ' ESSAY WRITING

The Case of Master One English Students at Mohamed Khider

University of Biskra

Board of Examiners

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Dedication

On the road to success there is always **" We"** not **" Me" .** Do not think that you alone can achieve things. However, there is always another person who is standing behind you and supporting you. I want to recognize those people in my life who literally without them I could not reach this level .

I dedicate this work to my **beloved Mother, Father , Brothers , and younger**

Sisters whose their support , inspiration,and love has sustained me throughout

the realization of this work.

And to you **dear reader**

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Abstract

At the university learners are required to write essays .However, their written productions are very often poor and teachers always complain about their weak performance.This may result from lack of reading , practice , and insuffecient feedback from the teachers.The aim of this study is to investigate the role of corrective feedback in developing EFL learners' essay writing.Therefore, we hypothesize that if corrective feedback is properly done , it will assist EFL learners to improve their writing and produce a good essays . To test the validity of our hypothesis , a descriptive study is conducted to collect , analyze ,and interpret data.These latter were gathered through the administration of a questionnaire to five (5) teachers of written expression and another questionnaire to thirty (30) first year Master EFL students of sciences of the language at Biskra University. In fact , the study' s findings showed that both teachers and students agreed upon the positive role of corrective feedback and how it helps the learners ameliorate the way they write.They also showed the importance of developing the competence of essay writing .Hence, the findings confirmed the validity of our hypothesis .Our findings also indicate the necessity for teachers to intensify the provision of feedback by adopting the modern ways which integrate technology to meet learners needs with different leanring styles as , screen cast feedback and the multi-model feedback.

Key words : Essays, writing, feedback , corrective feedback. Technology.

List of abbreviations

EFL : English Foreign Language

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General Introduction

1-Background of the Study

Foreign language learning comprises a veriety of skills to be mastered. It includes listening, speaking, reading, and writing. Learning to write in the foreign language appears to be challenging for the majority of EFL students. Harsyaf et al (as cited in Rhomawati , 2018a,p. 2) acknowledge that writing is a complex skill to be learned this because a writer does not only have to be litrate about the subject matter ,but also needs to possess certain abilities in grammar , diction, mechanism , and organazational skills in order to communicate the message effectively and meaningfully. Due to the complexity of essay writing skill which requires more competencies than other skills EFL teaches' role is essential in helping students to improve their essays by providing effective and relevant feedback.

2-Statement of the Problem

Learning a foreign language is a difficult process which requires efforts from both teachers and learners .Master One Students of Sciences of the Language at Biskra University are incapable to write adequate academic essays. They repeatedly encounter abstacles in many areas such as, grammar , spelling , the use of punctuation marks , overuse of long sentences ,and no respect to the writing format , and content.

Since essays are used as a form of assessment in many academic desciplines, this led many scholars to look for methods and techniques which would contribute in overcoming the difficulties and therefore stimulating them to improve their essay writing. One of these effecient techniques is corrective feedback. Writing a high quality essays is one of the demanded tasks students encounter and it is hard without teacher's corrective feedback .Moreover, it is believed that it is interesting to investigate teachers and students'

attitudes regarding this type of feedback as a tool to improve the essay writing and see its efficiency .

3-Research Question

The present study is an attempt to answer the following :

RQ1 : Does corrective feedback contribute in the development of EFL students'

esays writing ?

4-Research Hypothesis

In this study , we seek to verify the following hypothesis :

we hypothesize that if corrective feedback is used properly,it will facilitate EFL learners' to improve their writing and produce good essays .

5-Aims of the Study

The aim of the present study is to :

1. To show the role teachers' corrective feedback play on students'essay writing.
2. To determine the different factors which prevent teachers from giving effective feedback .

6-Research Methodology for this Study

Taking into account the nature and the aim of this study , the method that will be adopted is descriptive (qualitative).

Research design

This study opts for case study because the results will not be generalized.The research design is based on the use of two questionnaires for both teachers and students in which open ended questions are asked to obtain a considerable information.

Data Gathering Tools

In order to give answers to the research questions stated above and to meet the aims of the present study , the data gathering tools we will use are the following . First , a questionnaire administered for five teachers .Second, we use another questionnaire which was administred to 35 students.

Population and Sample

The sample of this reasearch is restricted to Master one Students of English and teachers of written expression at Biskra University .Due to time constraints and the huge number of the students, it is very hard to deal with all the population .For this reason , we decided to work with 35 students out of the total population and they will be selected randomly.The reason behind choosing this sample in particular is that at this year students are requested to write essays where they face difficulties in many aspects.

7-Significance of the Study

This research is meant to show the impact of corrective feedback and its role on first year Master students'essay writing at Biskra University.Our other aim is to attract EFL teachers' attention to such tool in order to promote and upgrade students writing essay . In fact, writing a unified , coherent, and cohesive essay is deemed to be a great challenge for the majority.For this reason, this study will try to examine the role of this strategy through investigating teachers and students 'viewpoints and perceptions .

8-Structure of the Study

The present thesis is divided into three main chapters . The first two chapters represent the theoratical background of the study , and the third chapter is devoted to the fieldwork. The initial part of the first chapter deals with a general overview about the feedback : its definitions , characteristics, focus, and types. The rest of the chapter sheds light on other related forms of feedback on students' papers , to name few : peer feedback , the multimodel feedback , writing conference, written and taped comments, teachers roles when correcting students' essays , and the factores behind failing to give feedback.

The second chapter provides an overview about writing as a skill : its definitions, importance, difficulty, key issues linked to it, and approaches. Then it highlights some points regarding essays : definitions, structure, organizational method, features of good essays, types , and important consideration in essay development. Eventually, the last chapter presents the analysis and interpretation of results; in addition to the discussion and interpretation of the obtainedfindings.

Chapter One

Corrective Feedback

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Introduction

Promoting students learning has become a major concern for many English foreign language teachers. They are enthusiastically looking for methods that would contribute in underpinning their students in becoming skillful at the target language. Feedback is one of the most invaluabe tools implemented by teachers in order to guide students throughout their learning experience. It is deemed to be crucial in learning as it pushes students improve their weaknesses and perform better.For instance, at higher education, teachers tend to give comments on students answers and remarks on their writings , this is seen as central feature of feedback, particularly corrective feedack.

On the whole , this introductory chapter sheds light on the concept of feedback ; its definitions , strategies , and a model on how to give effective feedback .Then, it shifts to corrective feedback , its forms, and other kinds of feedback that can be used to correct students' written drafts.Eventually, this chapter presents the different roles of the teacher play when correcting students ' papers, tips for giving better feedback , and the challenges that face teachers to give corrective feedback.

1.1 General Overview of Feedback

Indeed, teachers are spontaneously providing their learners with a sort of comments throughout their learning . By refering to Longman dictionary of language teaching and applied linguistics (2002) , feedback means : " comments or other information , that learners receive concerning their success on learning tasks or tests , either from the teacher or other persons" (as cited in Kamberi ,2012,p.1687).In other words , it is to get judgments about a particular outcome from mentors or collegues.

In addition,Sadler (1989a as cited in Tolboom,2012,p.11) maintains that mastering a particular   skill demands practice and beside it there must be a feedback . Hence ; practice and feedback go in parallel. Another definition is given by Veloski et all (2006 as cited in Yusoff 2013, p.6) report "feedback is to communicate an individual status in relation to a standard of behavior or proffessional practice " . That is to say that feedback means to tell about learners level i,e.,how he /she is doing and acting in a certain task .

Furthermore, feedback is envisioned by Sadler(1989b) as information offered to the learner during the task for the pupose of bridging the gap between what is learned and what is aimed and desired to be learned (as cited in Hattie and Timperley 2007,p.82) . Another definition is provided by Winne and Butler (1994, 5740 as cited in Hattie and Timperley claime that :

> Feedback is an information with which a learner can confirm ,add   to,   overwrite , tune ,   or   restructure information in memory wether that information is domain knowledge , meta- cognitive knowledge, beliefs about self and tasks ,or cognitive tactics and strategies . (p.82)

In this respect, ,this information is imployed by the learner and it could be related to the task ,motivational expressions , strategies to solve a problem , and directions to pursue something,,,etc.

Moreover, Kepner(1991) singles out that feedback is :" Any procedure used to inform a learner whether an instructional response is right or wrong". He means that feedback is given to praise or to criticise the learner about his work (as cited in abdollahzadeh, 2016).

Last but not least, Hattie and Timperly(2007,p.81) acknowledge that feedback could be recieved from diffrent sources . For example, teachers can correct information,parents through motivation, books via clarifying ideas , peers can suggest tactics .Thus, feedback is the result of a performed task.

As a conclusion, the important summary that is taken from these definitions is that feedback is a response to learner's production.It has a vital effect when it is within a learning context.It should aim to develop students learning and echievement and meeting teacher's goals and expectations.

1.2 Feedback Strategies

Brookhart(2008) points out four strategies of feedback which can vary in multiple aspects : timing,amount,mode , audience.

1.2.1 Feedback Timing

It simply implies the issue of immediate and delayed feedback. Immediate feedback means the early provision of information i.e. it occurs right after the learner completes the task. However , delayed feedback is defined as taking long period of times , it could be minutes and weeks after the learner responds to an instruction or has done a certain performance (Shute ,2007,p.15) .Therefore , Teachers should be causious about the good timing of giving feedback. The purpose is to be helpful and allow students use it while they are still mindful about the work and still have time to work on them.For example , returning the assignment the next day is a good feedback timing.

1.2.2 Feedback Amount

Teachers' role is to solve problems and make the learning process work effectively.Deciding on the amount of feedback to be provided seem to be the most

difficult task to handle.According to Brookhart (2008) This judgment requires considering many elements which are : first, the topic and the learning goals .Second,the typical developmental progression on those topics and targets.Third, The individual students .As a As a consequence, Instructors should regard the three factors simultaneously.

That is, Teachers should give an amount of information that is clear and usable so that learners manage to move to the next level easily .Moreover, to know what should come next, they should dig deeply into the topic i.e. they have to be knowledgable about the subject.In addition to that, they should have a background knowledge about their students; from the novice and expert learner. Brookhart mentions that it is necessary to the follow the principle of Goldilocks, which says " Not too much, not too little, but just right".Teachers have to provide students with enough and right information to understand what to do and not so much that the task has been done for them.

1.2.3 Feedback Mode

Feedback is probably presented in different ways .There is written, oral feedback and demonstration.The kind to be used depends on teachers goals and the capacities of his learners.For instance, bad feedback mode is writing to students who do not read well(Brookhart).

1.2.4 Feedback Audience

Many authors highlight that when feedback has a strong sense of the audience, works effectively . If it is about the specifics of individual work ,feedback is better addressed to the individual learner.if communicating a message would benefit a group of students then providing feedback for the whole class would save more time.Consequently, the teacher should know whom he is addressing and communicate with them.

1.3 Characteristics of Effective Feedback

They are manifested in the framework which is proposed by Hattie and Timperley (2007). It is claimed that the major aim of feedback is to bridge the gap between the actual level of the learner and the level he or she is meant to be .This model proposes that this aim can be realized by attending to three questions which are the following:

1.3.1 The Three Major Questions

They are complementray and are integrated in one another during the feedback process .These questions are :where am I going, how am I doing, where to next.

1.3.1.1 Where am I Going

it considers the necessity for defining the learning goals clearly from the very beginning ,so that learners are probably to increase effort and will be more committed and engaged in the learningtasks. As a consequence, feedback would serve the purpose of enhancing learning.

1.3.1.2 How am I Doing

Teachers ' feedback is expected to give information on how learners are working and strategies to help them proceed.

1.3.1.3 Where to Next

It refers to the information that leads to greater learning ,such as through providing challenging activities that promote knowledge and skills , communicating what is known and not known , and allowing them to self direct themselves in the learning process.

1.3.2 Focus of Feedback

The focus of feedback is significant .The writer reports four levels of feedback at which these questions may be answered , that is, at which feedback can be framed namely,task process, self-regulation ,and self.They are explained as follows :

1.3.2.1 Feedback about the Task

This kind of feedback is often called knowledge of results .It refers to how the task has been accomplished, like diffrenciating correct forms from incorrect answers.The information is usually given in classroom , such as through communicating comments and asking questions.

1.3.2.2 Feedback about the Process

It refers to the process, the method, the strategy ,or the direction that the learner apply and take to finsh the task .As an illustration ,a teacher can say, " I recommand you to follow the writing stages in order to end up with a fully developed piece of writing.Balzer et all (1989) evaluatethat :" feedback at process level appears to be more effective than the task levelfor enhancing deeper learning"(as cited in Hattie and timperley).

1.3.2.3 Feedback about Self-regulation

It involves the way learner regulates and direct actions toward the learning goal.It is to be capable to self-assess, to increase effort to deal with feedback information,the confidence about the correctness of the answer ,and seeking support .Overall , it is the ability of a learner to manage their own learning.

1.3.2.4 Feedback about Self as a Person

Such type of feedback is welcomed by learners. It expresses positive evaluation and effect about the learner ; For instance, teacher might say to someone " good job" for

good work .It is the least effective due to feedback is unrelated to the completion of the work.
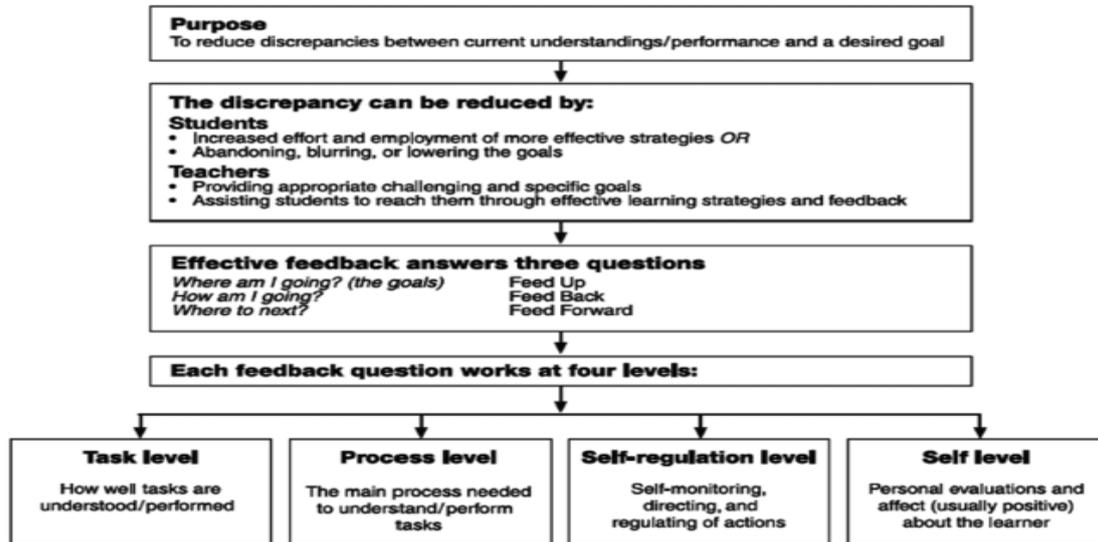
Figure 1. 1: A model of Feedback to enhance learning (Hattie and Timperley, 2007)

1.4 Types of Feedback

When students commit mistakes , teachers in response have to fix anything they notice to help them improve via giving feedback .It is typically delieverd in two main modalities whether orally or through writing.

1.4.1 Oral Feedback

As the name suggests , this kind of feedback is given orally .It occurs via an interaction between the teacher and the learner (Rezazadeh, Ashraf,Foozunfar, 2018).Ongphet(2013) writes that verbal feedback is given immediately after the learner responds correctly or incorrectly to something.

1.4.2 Written Feedback

As the name implies, this form of feedback is provided for evaluating written drafts.It is about noting remarks and symbols on learners' papers to improve their writing.

Lee(2009) postultes that written feedback is abound with error correction and written comments (as cited in Tharani,Lakhani,Rizvi,Ali, 2016 ,p.10) . It is aiming at determing learners' weaknesses and strengths (Iqbal, Gul, Lakhani,Rizvi, 2014 as cited inGul). Moreover,Keh (1990) defines written feedback as :" Input from a reader to a writer with the effect of providing reader's information , points of view, and comments to the writer for improving their written texts ".

1.4.2.1 Written Feedback Focus

Teachers of written expression should focus on two types of correction .The first type is form or local errors which deals with the linguistic accuracy of the learners production , such as grammar, word usage and punctuation. The second type is content or global errors which involves how well the text is organised and how the meaning is convied (Ferris et all (1997) as cited in Alkhatib,2015,p.42) .In a similar line, Bitchener et all (2010 as cited in Alkhatib) has provided the following table for more understanding :

Type of error	Definition
Content	The ideas provided in the essay, including the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).
Language form	The correct use of grammar, spelling, punctuation, and capitalization.
Organisation	Following the basic guidelines for the essay structure: the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).

Figure 1. 2 : The focus in essay writing (Bitchner et all as cited in Alkhatib ,2010)

1.4.3 Peer Feedback

Liu and Hansen (2002, p. 531) identify that the term can be coined peer review, peer response , and peer evaluation (as cited in Yastibas and Yastibas2015).They define peer feedbck as :

> Use of learners as source of information and interactants for each other is such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each others drafts in both written and oral formats in the process of writing.

In this regard, peer feedback is a collaborative activity where students are informants who read and evaluate one another' s writings by written and oral feedback provision.

Alnasser (2018,p.1653) also found that the process of peer feedback gives students the chance to recieve positive and negative comments which in return assist them to enhance a fully developed piece of writing.For example, when students finish writing the first draft of thier essays , they are more likely to share their works with each other to review them and fetch for weaknesses and suggest solutions for the aim of improving the quality of writing .

Finally, Liu and Carless (2006 ,p.208)conclude that : "peer feedback is a communication process through which learners enter into dialogues related to performance and standards " . In this respect the outhors added that when students are paired to review their writings , they are dialoguing with each other about their products.

1.4.4 Constructive feedback

Hamid and Mahmood (as cited in AbdulAzeem and Elnibras, 2017,p.45) perceived:" Where there are agreed standards of behaviour and performance , and two-way communication about what has gone right as well as what has gone wrong, there is feedback that we define as constructive feedback " . To put it clear, this kind of feedback consolidates good performance and gives plans for poor one too.It is depicted as relevant , accurate, helpful , specific , balanced, and suggests plans for improvement.

1.4.5 The Multimodal Feedback

Some researcheres showed the potential of integrating technology into the classroom to make learning more meaningful and fun . In effect, teachers are given the opportunity to leverage technology to offer feedback in the writing course that satisfies learners with different learning styles.

1.4.5.1 Definition

Bennett defines the multimodal system as :" A system that supports the communication with the user through different modalities such as voice, gesture, and typing " .So, multimodal feedback refers to the combinations of several modes to deliever an information.

It is recommended that using screencasting is one of the tools to incorporate multimodel feedback .This technique allows instructors to use screen-capture videos enclosed by audio comments to guide learners (as cited in Zhang , 2018,p. 22).Stannard (2006) defines screencast feedback as :" Combination of audio comments with on-screen actions to guide students in revisions that they will make in their writing" (as cited in Bakla,2018, 322).

To put it differently, to give feedback, teachers open a learner's paper and start the screencastingprogram.Next, they start wrapping around the paper , speaking loudly their thoughts , and highlighting sentences and words .After that they save everything they have done and farward it to learners via emails (Madson and Michael, 2017).

Some of the benefits of screencasting for leaners as stated by Wakeman(2013) is that it is :" particularly useful where step-by-step are being explained and students can watch ,pause and assimulate as they progress through the production" (as cited in Zhang).That is , it is advantegeous as it makes learners monitor their learning.In line with its strengths , it makes learners comfortable due to it is given privately(O'Malley as cited in Zhang).This shows the advantage that screencasting is more personalized and more conversational.

1.5 Forms of Feedback in Writing

There are different ways to use in order to correct students written drafts in order to assist them to build a good writing skills .They are as follows :

1.5.1Corrective Feedback

Feedback can be a correction of learneres' mistakes and errors.

1.5.1.1Definition

Lightbown and spada (1999 as cited in Abadikaf and Ashoorip,2012 , p.119) define the term corrective feedbak as information that highlights that there is incorrectness in using the target language. So corrective feedback is a response signals the learner production is done uncorrectly.

In addition, Lyster and Ranta's define corrective feedback as a task that : " contains either comments , information, or questions related to the well-formedness of student's utterance, without explicitly providing the correct form"(as cited in Malharin,2015.para ,5). Meaning that the information recieved by the learner triggers him to reformulate his answer in the correct way.

Last but not least,Chaudron (1977) asserts that corrective feedback is :" any reaction of the teacher which clearly transforms, disapprovingly refers to , or demands improvement of the learner utterance" (as cited in Mohammadi , 2009 , p.229) . This means that when the teacher reacts by giving feedback to students on their responses, he is seeking for enhancement and betterment .

1.5.1.2 Types of Corrective Feedback

Ellis (2009 as cited in Wahyuni,2017) classified corrective feedback into six categories involving , direct   indirect , metalinguistic, electronic ,and reformulation corrective feedback .They are explained seperately in the following paragraphs.

1.5.1.2.1 Direct Corrective Feedback

It is to give the correct form of an error explicitely .This kind of feedback may take two different explanations coined , the meta-linguistic explanation which refers to the remarks in grammar rules and examples by the teacher below the student's writing by refering to the locations in which the error has occured in the text .The second explanation is termed the oral meta-linguistic which means the oral conferences or discussions between the teacher and learner or group of students where the rules and examples are explained and practiced (Bitchner, 2008 as cited in Wahyuni).

1.5.1.2.2 Indirect Corrective Feedback

It is a written feedback where the teacher indicates the occurance of an error , and the learner in return is supposed to self correct it .The teacher presents this form of feedback via providing one of the four indicators .Ferris and Roberts(2001) reveal that these indictors could be a marginal comments where the teacher presents the error in a given line . Also , it might be through codes which show where the error occured and the type of the error .Lastly, it could be through underlining or circling the error.

1.5.1.2.3 Metalinguistic Corrective Feedback

It is the information that carries a linguistic clue for a perticularerror.This feedback can be a grammatical explanation or error code. Lyster and ranta (1997) find that using such mode of feedback aims to point out : "the nature of the error but attempt to elicit the information from the student "(as cited in Malharin,2015).

Similarly,, Harmer (2004) states that using correction symbols refers to the identification of the mistake and its type by assigning codes or symbols next or obove the location of the problem . It helpslearners self-edittheirmistakes.

Symbol	Meaning	Example error
S	A spelling error	The _asnwer_ is obvious
WO	A mistake in word order	I _like very much_ it.
G	A grammar mistake	I am going to buy some furniture_s_.
T	Wrong verb tense	I _have seen him_ yesterday.
C	Concord mistake (e.g. the subject and verb agreement)	People _is_ angry.
⋌	Something has been left out.	He told ⋌ that he was sorry.
WW	Wrong word	I am interested _on_ jazz music.
{ }	Something is not necessary.	He was not {too} strong enough.
?M	The meaning is unclear.	That is a _very excited photograph_.
P	A punctuation mistake.	Do you like _l_ondon.
F/I	Too formal or informal.	_Hi_ Mr Franklin, Thank you for your letter …

Figure 1. 3: The correction symbols (Harmer ,2004)

1.5.1.2.4 Focused and Unfocused Corrective Feedback

The first type emphasizes a limited forms to be corrected such as tenses or adjectives only .Whereas, the second one is the provision of feedback on a wide range of errors.Theses two types of feedback can be refered to by using selective and comprehensive corrective feedback.Hillocks (1986) concludes that :" Focused feedback can have an effect on a certain aspects of writing" (as cited in Kroll , 1990).

1.5.1.2.5 Electronic Corrective Feedback

Ellis (2008) explains that electronic corrective feedback is used through computer based means for the purpose of putting emphasis on written errors.It delievers evaluative feedback on students'writing. Warschauer et all (1996) assert that computer-mediated communication is a strategy where learners ask questions and take part in discussion and hence it makes students engaged and depend more on themselves in getting feedback .(as cited in hyland and hyland 2006 ,p.8)

Moreover, e-mails are one of the ideal ways for giving electronic feedback. While students are working on their computers , they can incorporate their teachers' e-mailing comments on their drafts (Harmer, 2004 ,p.114).He adds, teachers can opt for text editing packages , such as " track changes"to make comments and corrections on a word-processed document.

1.5.1.2.6 Formulation

This way of correction is important during the drafting stage.It rests on the fact that teachers illustrate the correct formulation of the ill- constructred sentences, rather than asking learners to do them by themselves.Thus, they would learn through making comparison between the correct and incorrect versions (Harmer, 2004,p.111).

1.5.2 Written and Taped Comments

Hyland (2004) explains that written commentary is used by the teacher to supply feedback to learners on their papers.Teacher tends to write remarks and observations about how well the text is composed and suggestions for imrovement.In addition , teacher's response does not only take the form of end comments ; but he can also opt for marginal comments.

Finally, Ferris (2007) notes :

> Teachers need to remember that written commentary, rather than being a tedious burden, is a critical instructional opportunity for both teacher and student.Reading a student paper and giving feedback that meets the student's needs allows the instructor to make a personal investment in each student's progress and to provide or reinforce instruction given in class.Bearing this in mind, the instructor needs to see the process of reading the paper, identifying and selecting key feedback points, and constructing comments in ways that communicate clearly and helpfully to the student as a dynamic , creative , cognitively demanding process.

Ferris (1997) reveals that teacher's written comments are classified into two categories. Firstly, the aim of the comment which could be asking for or giving information, making suggestion or request. Also, writing comments about grammar and mechanics and highlighting positive work . Secondly, the linguistic feature of the

comment.Meaning that a comment can be in a form of a question , imperative and exclamative statements (as cited in Jamon,2016,p.47).

As an alternative, Hyland (2004)suggests that teachers might also consider recording their feedback and explain what the comments refer to via using taped records . Bond (2009) used the term audio feedback to refer to recorded spoken feedback. He identifies that using audio fedback over written comments is better due to it communicates clear and detailed explanation . it is advantageous as it can emphasize important points.At the end , This has the advantage of saving time and developing students listening skills(Hyland).

Finally, Merry and Orsmond(as cited inCampbell and Feldmann, 2017,p.4) state that a study has been done in 2008 in which a undergraduate sciences students were given audio feedback ,one of the students responded: "…with written feedback it is just a circle with a question mark and you are thinking ' what's wrong with that ,' but audio feedback they(tutors) tell you exactly what it was, if it was spelt wrong or if the wrong word had been used , or just it didn't make sense".

Respectively,audio feedback supplies more information than written comments alone.

1.5.3 Rubrics

Hyland(2004) asserts that rubrics are considered as documents or checklist scoring which sets out creteria to assess students' performance .Thus , learners productions are judged based on those creteria .

1.5.4Writing Conferences

It is another way of giving feedback for enhancing learnes'writing.Hyland and Hyland (2006 ,p.5) portray this term as :" An approach loaded 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" .It is ,then ,an interaction in which the meaning is discussed .

Writing conference is mainly between learner and teacher .The essence of this strategy is to teach a learner the skills and strategies of writing and help them become better writers.This interaction occur meanwhile the rest of students are busy doing their independent writing (TeacherVision Staff ,2007, para. 1) .This way of discussion is labelled individual conference . Keh (1999, p.299) describes it as a strategy which takes from 10 to 15 minutes .In individual conferences students are provided with questions to prepare in advance for example :

- What is the main elements of your essay ?

- How have you organised your points ?

- Who is your audience ? or who are you writing to ?

- What is your desired aim ?

- What specific area do you want the teacher to check ?

- Are there anything that seems to you wrong ?

On the other hand , there is the group conferences which invloves two to three learners in each group.It lasts approximately 20 to 30 minutes where they are given a form of an outline to inform them how the process will work.As an illustration , who will speak firstly , what questions will be asked and how .

The aim behind planning for applying the writing conference in classrooms is to scaffold learners and coach them to write appropriately.Thus , EFL teachers are demanded to know the three essential elements of a writing conference.Each element contains one or more conferring shifts where the language to be used is specific.

As an illustration, when the teacher initiates the conference by asking the question "
how is it going ? " , this indicates that the relationship between the teacher and his learner
is close that a learner will feel at ease to negotiate and express himself as a writer better.As
a summary, the writing conference creates a comfortable atmosphere in which it makes
the teacher get to know his   students as learners and writers and also it is positive for
learners since it encourages them to learn (George,2018,para.3-4).
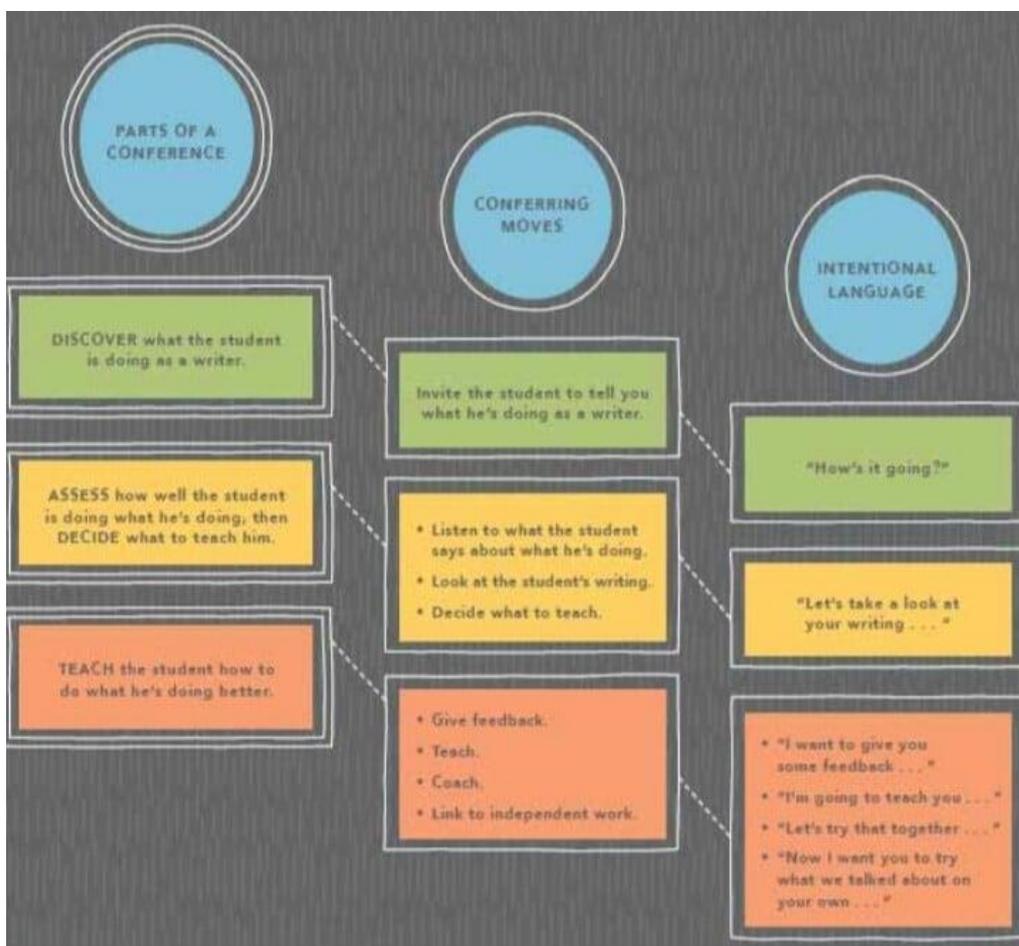
Figure 1. 4: The main parts of conferencing Retrieved from : Https://
blog.Heinemann.com/what -is-a-writing-conference .

In line with the previous template, it is understood that the main objective behind
dealing with learners in form of conferences is to help them understand how to do things as

they required to be done.It is deduced that the intial step is that teacher will request the learner to inform him about the topic under discussion .After that , he will scrutinise the writing draft by himself and give comments and information simultaneously.This way , he is propably to coach , explain and clarify for him different points related to his piece of writing.Finally , the teacher will ask him to self- apply what he has taught him on his own work.

1.5.5 Multiple-Draft Revisions

Purnawarman (2011) writes that This process implies the idea of frequent revisions of learners' drafts by the teacher.Ferris(2003) agrees that during the distinctive phases of the writing process,teachers are meant to supply learners with feedback.This is regarded important and effective in writing (as cited in purnawarman).

Also, Zamel(1982 as cited in purnawarman) proves that via writing multiple drafts learners are likely to receive formmative feedback on different levels which would precize and clarify for them the issue they intend to address.The process focuses on revisions ,so students are evaluated on their final products and that the errors committed during the intermediate steps of drafting are not regarded.

1.6 The Roles of Teachers in Providing Feedback on Student Writing

Keh (1990) suggests three roles teachers play when reading their learners' papers. First of all, as readers, or as interactants with the content of the writer.Forinstance,while reading, they may say   " good point " .Second of all , as a writing teachers . In this role, they still act as readers , nevertheless, they show considerations into a confusing and illogical parts of the text.They assist learners with strategies for problem solving .Third of all,asgrammarians,that is, they refer to the grammatical mistake and the rule.They are propably to mention the causes behind the unappropriate use of certain grammatical forms

, such as tenses and prepositions.As cited in Purnawarman (2011) the forth role is role of evaluator or judge whose main job is to evaluate and grade leraners' final drafts (Arndt,1992).

1.7 Tips and Tricks for better Feedback

Taylor(2008) lists an ample of suggestions to think of when providing any feedback. They are as follow :

1. **The sooner you provide feedback , the more effective it is :**it is better to provide early feedback in order to guarantee a positive change in students learning.Harvardassesmentseminare ended up that feedback is supposed to be given earlier and in detailed manner.

2. **Do not neglect the benefits of generalized feedback :** this emphasise the issue of generic feedback.learners favors the information that is delievered to the whole class orally , such as during lectures and tutorial sessions after the learner hands his assignement.

3. **Try to give feedback that students can use later in the same course :** it is important to give precise, direct, relevant and most importantly immediate comments and information in order to guide your learners to success.

4. **Give feedback when learners do good things too , not just when they get things wrong :**it is essential to accompany positive comments with negative ones.It is considered to be a key for encouraging students to learn more.

5. **Do not over assess :**as far as assessment is concerned, it is better not to put your students into presure by ascribing a plenty of tasks and assignments so that they will not get frustrated and confused.

6. **Never give only a grade or mark :** it does certainly have value .yet, teachers's reactions and opinions are worth giving and are more appreciated by learners.a grade is just a number which does not define the real capacity of a leraner.

7. **Focus on the work , not the student , and try to be positive :** It stresses the idea of excluding judgments about the learner himself.it is demanded to put attention on learners works and never the vice verca.Also, being able to give praising comments about partial acceptable performance is crucial .

8. **Focus on generic skills :**it sheds the light on making students reveal their intelligence and real competences.it is about eliciting the best in students.

9. **Have an assessment plan for each unit and use it to help you focus on your teaching goals :** it highlights the fact of designing a collection of tasks to ensure if the teaching goals set right from the beginning are realised or not.it could be via writing an essay about a given topic in which the certain creteria and aspects tackled should be there.

1.8 Challenges of success of Teacher's Corrective Feedback

Semke and College(1984) claim that correcting learners' written assignments affects negatively their attitudes in writing.In other words, when the teacher returns back the paper to his learners , the moment they take a look on them, they become discouraged, stressed and disappointed.This reaction would make the teacher wonders if they are going to read the correction.

Truscott(1996) in his article asserts that :" Error correction is necessarily inefective and potentially harmful" . According to him, providing corrective feedback for L2 learners output is not only ineffective, but also counterproductive.He gave two arguments to support his point of view.Theoratically, his stance relies on the claim that corrective

feedback neglects that the interlanguage development is a complex process.From the practical side, he questions if teachers are capable of providing adequate and consistent feedback and ,if so, he doubts whether learners are strong-willed to use feedback effectively to improve their performance(as cited in Beuningen, Jony, and Kuiken,2012,p.2).

Furthermore, he releases that corrective feedback is a time consuming and tiring task .To explain, using this type of feedback takes time and requires efforts and attention at the part of the teacher.

Conclusion

To conclude, learners need to be given feedback during the variety of tasks they conduct in classrooms, such as writing activities and oral presentations.It is refered to as information or opinion about someone's performance which is meant to be clear, specific, informative , accurate ,and relevant.Through feedback , learners are expected to recieve a message regarding the problems and weaknesses they have whilst they write essays and are supposed to develop them.This message could be a correction of a mistake done by a learner or a comment of how to modify it. Consequently , it helps to improve learning and making progress.

In addition, it can be positive.This kind of feedback is giving when learners do well in a certain task for the aim of encouraging him/her to perform better. Another point is that feedback can be giving not only by teachers but also by peers and sometimes learners themselves.Any kind of feedback is significant as it aims at improving student's profeciency.However, teachers may fail to give feedback due to time limitation, students'great number, and the amount of mistakes committed by them   .

Chapter Two
Essay Writing

Table of Contents

Introduction

The teaching of writing has become an area of increased interest and importance for teacher of second and foreign languages . It is one of the essential skills to be mastered by foreign language learners . At higher educational institutions, learners are assessed mainly on their writing .Essays are one of the writing forms that is required.They, however, find it a very challenging task as it needs multiple abilities.This chapter will provide you withdefintion of writing, its importance , how it is difficult, key terms in it, and approaches of writing .Then, it presents the second part which is about essays, the structure, , process of writing essays, foundation for success(features of good essays) , types, and the main points to be regarded when elaborating essays.

2.1 Definition of writing

Writing is one of the communication ways used to discuss a particular subject.It is described by Rogers (2005) as :" The use of graphic marks to represent a specific linguistic utterance " P.2. He views the written form of a languge as manifestation of symbols and signs to form a word or a sentence.

Hyland (2003,p.3) sees writing as :" Marks on a page or a screen , a coherent arrangement of words, clauses, and sentences structured according to a system of rule" . In this respect , the outhor added another remark that writing is the formulation of sentences based on specific rules.Those marks could be read via soft sources or hard copies.

In addition, Nunan (as cited in Durga and Roa ,2018) asserts that :

Writing is an extremly complex cognitive activity in which

the writer is required to demonstrate control of variables

simultaneously.At the sentence level, these include control

of contents , format, sentence structure, vocabulary,

spelling and letter formation.Beyond the sentence , the

writer must be able to structure and integrate information

into cohesive and coherent paragraph and text.

To clarify, the writer lays stress on the mental activities involved in the process of

writing, such as retrieving information.Writers are thought to devote a considerable energy

in composing a piece of writing that is united and coherent.He should also regared

different kinds of knowledge .For example, knowledge about the topic, knowledge about

forms of written texts and the linguistic information.

2.2 The Importance of Writing

Through writing a learner is allowed to reflect his inner ideas and thoughts as he

wishes.It is believed that writing is one of the most measurment skills used by teachers to

evaluate their students.Hence, it is crucial to learn to write academically to acheive success

Tan(2011 As cited in Safa , 2018).

Harmer, also, attractes our attention into the the significance of writing . He poinst

out that : " the reason for teaching writing to students of english as a foreign language

include reinforcement, language development, learning styles , and most importantly ,

writing as a skill in its own right" (as cited in Durga and Roa).His stand is centered around

the idea that being a good writer is a result of practicing writing.

Emig portrays the writing activity as :" A unique mode of learning" In the process

of writing , a person's mental capacities are activated . As a result, this activity develops

the thinking skills of the person .Moreover, Walsh (2010) asserts that academically,

writing is demanded at higher education.Therefore, students should build good writing skills to communicate their knowledge properly.Professionaly, also, writing is one of the requirements .As an illustration, one will be asked to write proposals, reports , and emails. Therefore , it is important to master writing (as cited in Kalimova , 1991 ,p.9) .

Last but not least, writing is lasted ; one can refer to any book or story he /she likes whenever they want ,so it can be read and reread ,Brown (1994 as cited in Weigle ,2002,p.15).

2.3 The Difficulty of Writing

Byrne (1988) believes that writing in the foreign language is very complex task . This is due to linguistic, cognitive and psychological factors.From the linguistic aspect, language learner should work on their own to communicate the meaning fully by considering the selection of sentence structure and connection of sentences to one another.

The cognitive side is centred around learning the linguistic formula that is acceptable in writing , such as words and expressions for addressing effectively the message . It also refers to the ability to arrange the ideas in a way that makes the message seem meaningful and logical to the reader.

Regarding the psychological aspect, the formulation of the meaning in the absence of feedback presents a challenge to the learner.Writing is categorized as being solitary activity that is why it is considered as achallenging activity for learners.

2.4 Key Issues in Writing

There are principle issues which help understanding and composing a written work.They are namely, context, literacy, culture, and technology.

2.4.1 Writing and Context

To show the importance of context in writing Hyland (2002,p.44) reveals

> The ways we understand writing have developed through
> increasingly sophisticated understandings of context. We
> recognise that meaning is not something that resides in the
> words we write and send to someone else, but is created in
> the interaction between a writer and reader as they make
> sense of these words in different ways, each trying to guess
> the intentions of the other.

In this regard, context is a significant element to understand the work of writing. Moreover, the interpretation of the intended meaning depends more on how the reader analyses it rather than the surface meaning the words indicate.He , additionally, predicts that the selection of perticular linguistic structures is dependent on the situation .

2.4.2 Literacy and Expertise

According to Williams (2003, as cited in Blankenship and Margarella ,2014,p.146) literacy means : " The ability to decode a system of symbols to create meaning " . To put it differently , it is to write down the words on the paper to establish meaning.The notion of literacy conceptualizes writing as a social activity rather than as an abstract skill (Hyland).He mentions that Scribner and Cole (1981) depict this term as the ability to internalize the knowledege of reading and writing in a certain social situation for fullfilling a specific objectives.

2.4.3 Writing and Culture

Taga (1999) contends that culture is what distinguishes societies from each other.It comprises a boundless of components, such as knowledge, norms, customs, values, social

conventions and so on . All these elements are reflected and carried via language (as cited in Ali,Kaemian,Mahar ,2015,p.2) . Also, language and learning are integral parts of culture .From this view, culture makes it possible for the utilization of certain conventions to manipulate and organize perceptions to be applied in writing.

2.4.4 Writing and Technology

It is important for students to write with advancement and precision.Technology has become a developed and fundemental aspect of life today.Warschauer(2010, as cited in Kutlu,2012,p.286) shows that technology is useful for teaching writing.

Along with the use of technology Liaw (1998) investigated a study in which learner have acknowledged that they have applied the process of drafting , editing and revising for email writing.The study illustrated that using emails improved learners level of proficiency.

In a similar vein, Hyland (2002) claims that the positive sides of using electronic devices on writing .Some of these are, first,the availabilty of information for writers to use in their writings.Second,thecombinition of the audio-visual versions of written works, that is, one can simultaneously read and listen to the script.Third,providing teachers with opportunities of how to deal with classroom practices.

Along with this , Hyland identifies that computer-based means facilitates the process of writing , meaning that learners are able to copy and paste new information, to delete unnecessary sentences and to check spelling and grammar.

2.4.5 Writing and Genre

The word genre is a French word meaning type or form.Thoreau (2006, as cited in Dirgeyasa ,2016,p.45) recognizes that genre in writing is to write different types of

writings taking into consideration the style , the language, the audience and the objective of writing.According to Derewianka (1990) there are six genres of writing : narrative , descriptive, informative, instructional,explanatory , and expository.Each kind has its specific purpose .In other words, in explanatory texts, the writer' s goal could be to explain why and how something has occured (as cited in Luu, 2011, p.122).

2.4.6 Writing and Identity

The word identity refers to self, or position of a person (Ivanic ,1999 as cited in Kuhi and Rahimivand ,2011).In Banwell and Stokoe's general definition of identity is the representation of the self to others.It affects the way people write. Ivanic (1998 as cited in Park,2.13,p.1) declares :

> All our writing is influenced by our life histories.Each word we write   represents an encounter, possibly a strugle, between our multiple past experience and the demands of new context .Writing is not some neutral activity which we just learn like a physical skill, but it implicates every fiber of the writer's multifaceted being.

That is, writing is considered as a reflective miror of the writer's past experiences and life.Hylland (2002) stresses that writing makes the identity of the writer shifts from privacy into publicity.To put it clear, writing provides the readers with a clear insights into the writer's history and knowledge.

2.5 Approaches for Teaching Writing

Because of the complexity of writing skill, teachers should direct and teach students the different approaches that they can use in their academic writing.They are basically three :

2.5.1 The product Approach

Gabrielatos(2002) is one of the authors who provided a very simple descrition of the product approach.Hepercieves that this approach allows learners to mimic a model text(as cited in Nabhan,2016).

According to Badger and White (2000) ,using the product approach requires individuales to go through four major steps.Familiarization refers to the student's knowledge of the most appropriate features to be used in a specific text.Afterwards, controlled writing suggests that teachers should supply their learners with activities on related vocabulary and grammatical elements.The following step is guided writing which involves writing a text that is identical to the model one.The last stage is freewriting.It is to ask learners to freely write another similar text(as cited in Ghufron,2016).

Therefore,writing through using the product approach is a question of knowing the linguistic information to be used for a perticular text.

2.5.2 The Process Approach

In contrast with the product approach ,the process approach depends on all stages of the writing operation . The objective of this approach is to make students alert about the procedure of writing which to be implemented in order to ende up with creative and effective piece of writing .

Tripple (1996 as cited in Badger and White) thinks that the process approaches emphasizes :" …writing activities which move learners from the generation of ideas and collection of data through the publication of finished text" .He provides a standard model for producing a piece of writing which includes for steps a writer to follow :prewriting,composing(drafting), editing ,and revising.

To sum up, the process approach seems to be time consuming but it is important as it helps learners to get their final drafts right .

2.5.3 The Genre Approach

It is believed that the genre approach is producing a written work after analysing a text of various genres.

Cope and Kalantzis(1993) state that the genre approach to teaching writing coveres three main stages.They point out : " This wheel has three phases-modelling the target genre, where learners are expected to examples of the genre they have to produce ;the construction of the text by learners and teachers , and finally the independent construction of the text by learners" (as cited in Dirgeyasa,2016, p.48).

Regarding the two abovementioned outhors' description of the genre approach, in the first step students are given text linked to a specific genre to study it carefully. This is for the aim of spotting its distinctive features , suchas word usage , grammatical patterns, style ,and the purpose .After that , the so called the construction stage, learners are guided by the teacher to manipulate a text in which Teachers are likely to ask students to memorize information about the features of a given genre.Finally, students are ordered to write independent drafts using their prior understanding and knowledge.

Cosequently, Genre-based writing has its distinctive characteristics, that is , each type of text should follow a certain creteria in terms of words, grammar, style, organization and so on.

2.6 Definition of the Essay

Writing an essay is a vital skill to develop for being successful at university.Essay is derived from a french term meaning to attempt or to try (Zemach and Yilmaz, 2008,p.6). In addition, Chin,Koizumi,Reid,WrayandYamazaki define essay as a writing that tackles a single topic and central idea in depth.It comprises of group of paragraphs (p.38).Moreover, essay is used for evaluating students progress and understanding.

2.6.1 The Essay Format

According to Zewach and Yilmaz there is a specific lay-out for essay writing to apply. Some of the guidlines are as follows .First, a learner should give personal information about himself/herself , such as the name , group number and the date.Second, the title of an essay is centered and follow a specific writing conventions.Third,the paragraphs are double-spaced and indented.Fourth, when the essay is typed , the learner should leave margins around 1 to 2.55 centimeters for all sides and the size of character is 12 piont.The whole essay should be left-justified.

2.7 The Five – Paragraph Essay (The sections)

It is the common lenght of an essay for academic witing. Davis and Liss mention that the five-paragraph essays :" have a greater elaboration , which may include examples, statistics , questions ,definitions , quotations , and anecdotes . And they are more anlytical in nature" .In essence, it is used to anlayse a perspective and elicit learners' perceptions and understanding.

They , additinally , present the pattern of how to write the common five- paragraph essay.The below format can help the learner to illustrate his information clearly and logically.

2.7.1 The Introduction

It is generally the initial section which states the purpose of the writing.it has three elements.The first component , the hook which is the beginning statement and it must be interesting and attractive to the reader.The second aspect is the background information or a general overview about the subject matter.The third element is the thesis statement which is the last statement that gives insight about the entire topic of the essay.It comprises the topic and the controlling ideas to be discussed in the comming paragraphs

2.7.2 The Body

The number of paragraphs of an essay are typically three.This section comes between the introduction and conclusion.Each body paragraph consists of a topic sentence that defines the content of the paragraph .It almost discusses one supporting single point presented in the thesis statement.Along with, the writer needs to develop and explain his standpoint or topic fully via providing supporting details, examples, experts opinions, statistics , and definitions.Following , the concluding sentence which paves the way for the the next paragraph' s theme. It is worth mentioning that when the writer shifts into new paragraph , he should use transitions.

2.7.3 The Conclusion

 It is the time to wrap up the entire essay.The function of the conclusion is to reformulate the introduction with a frech and deeper understanding.To put it simply, it is to write something identical with different wording .The conclusion might provide the reader

with a sense of closure on the topic, for example, discoveries the writer have accomplished, or it could be an advice,or a summary to the whole essay.

Introduction	
	General statement Thesis statement Outline of main ideas you will discuss
Body of essay	
	Paragraph A Topic sentence Supporting evidence Supporting evidence Supporting evidence Concluding sentence
	Paragraph B Topic Sentence Supporting evidence Supporting evidence Supporting evidence Concluding sentence
	Paragraph C Topic Sentence Supporting evidence Supporting evidence Supporting evidence Concluding sentence
Conclusion	
	Summary of main points; final comment. (paraphrase what is in the introduction).

Figure 2. 1: Academic essay structure .Adopted from : Booklet for Australian center for indigenous knowledge and eductaion , p.10)

To put it in a simple words, students are assigned to write essays in a given subject for the aim of expressing their stances using academic language. The standard structure of the essays contains the opening which is the introduction , the developments paragraphs which is termed the body and the concluding part or the conclusion.

2.8 The Organizational Methods for Essay Writing

Shiach (2007) introduces :

> My belief is that the basic essay-writing skills are not that
>
> difficult to acquire.The reason why so many students fail to

acquire these skills is that not enough attention has been

paid to teaching them. It is inevitable that schools, colleges

and universities spend most of their time teaching the core

subject-matter of a course, but hardly any time in advising

students how to put their ideas down on paper in the form

of an essay. Yet, these skills are neither obscure nor too

complex for the average students to learn.

That is, the skill of writing an essay is crucial for all levels.In order to build and acquire this skill, learners should be taught how to put down their ideas to write an essay. Starkey (2004) indicates that whether a learner is ascribed to write an essay in class for any purpose, it is essential to focus on the directions of writing process.This organizational method helps to arrange thoughts and ideas .Eventually, it leads the writer to create a successful and adequate writing.

2.8.1 Prewriting

It is the first step to be applied by any writer .The prewriting is crucial due to it helps to generate ideas and shape thoughts .There are six different prewriting strategies that might be used.

2.8.1.1 Frewriting

Another term can be given to this technique which is flow writing. It is to keep writing and jotting down ideas constantly for a preditermined period of time regardless of the spelling and grammar.Starkey lists some keys to consider in order to end up with a significant freewriting :

- Resist the temptation to look back at what you have written during the process.

If you can not stay on topic , keep writing anything to maintain the flow.

- Do not censor yourself ; your freewriting is not doing to be seen by others, so commit every thought to paper.

- Follow your ideas wherever they lead you.

- When you finish read your freewriting with a highligher, noting the most interesting and strongest ideas.

- Try the process again after you have focused your topic ; more ideas may be generated.

2.8.1.2 Brainstorming / Listing

This strategy means creating a list for writing the ideas and any information that come into your mind .Moreover, when the list is finished , it is the time for the leraner to revise it carefully for the purpose of omitting irrelevant and useless ideas.

2.8.1.3 Concept mapping / Webbing

On one hand , concept mapping are described as graphic organizers used to explore and show the development of the ideas.To illustrate, drawing a circle in the middle of the paper with the topic written in it and adding related ideas around it.

On the other hand, concept webbing is a process which is designed for detecting complex topics.To make one, writing a subject in a circle.Next, drawing a secondary circle linked to the main one.Then, drawing small bubles connected to these secondary circles by a line.

2.8.1.4 Taking stock with the 5 Ws

This teaching technique involves asking the wh questions, who, what,where,when,and why. To develop the necessary and the right information about the

subject for writing impersonal essay, seven questions are suggested ; nevertheless, they can not be applied to all types of essays.

1. Who : Who is involved ? At what level ? Whoisaffected ?

2. What : What is your topic ? What is its significance ? What is at stake ? What are the issues ?

3. Where : Where does your subject occur ? Whatisits source ?

4. When : When does your topic occur ? When did it begin and end ?

5. Why : Why is it a subject of interest ? Why did it develop as it did ? Whyshouldothersbeinterseted in your topic ?

2.8.2 Outlining

Once the information are collected , a learner is expected to arrange his ideas logically and in an organized manner by using an outline.It starts with the association of related ideas collectively.After that ,the indication of headings and subheadings.Next, the ordering of major points which are the headings accordingly and the determination of supporting details and examples for each main point.Finally , it is important to set your optimal goal of your essay and consider it (Strakey).

Vos (2019) estimates that :" An essay outline is a plan of your academic paper , where you scrutinize it and organize the main points into paragraphs so it would be easier for you to write an essay" .Meaning that the outline comprises of all the components of the the essay structure.Starkey suggests that an outline plan could be with roman numbers and letters or the use of pyramids.

It is pointed out that outlining gives the writer a clear and complete overview of what the writer will write.Another positive side is that it helps to take control over the time effeciently and it will help not to miss anything .(Student learning support, 2016,p.1).

2.8.3 Drafting

while the writer have a ready manuscript , it is time to begin writing the first draft .At this stage , the writer 's most attention will be on the content rather than grammar , spelling and punctuation(Galko,2001, p.49). He regards that the first version is refered to as a rough draft since it is not the final paper to be published

2.8.4 Revising

No text should be submitted without rereading it .The word to revise means to look at and to examine the essay from the beginning to the end closely and effectively.The aim is to improve the quality of your writing.Any writer revises an essay should go through the following guidlines :

1. Reading through the essay twice and thrice with fresh eyes and active mind.
2. Checking if the essay addresses the following:

    - If it presents the topic

    - If it is interesting

    - If it matches the writer's goal

    - If the introduction contains the thesis statement

    - If each body paragraph discusses the major points of the thesis statement and if they are supported by explanaion , examples and supporting details

    - If the conclusion ismeaningful

3. Modifying and removing unnecessary and unworkable writing for example, adjusting vague expressions, abbreviations, slangs…etc.

Langan (1942) singles out four creteria for evaluating and revising an essay to acheive certain bases . Theyare presented in the box below :

Four Steps	→	Four Bases
1	If you advance a single point and stick to that point,	your paper will have *unity.*
2	If you support the point with specific evidence,	your paper will have *support.*
3	If you organize and connect the specific evidence,	your paper will have *coherence.*
4	If you write clear, error-free sentences,	your paper will demonstrate effective *sentence skills.*
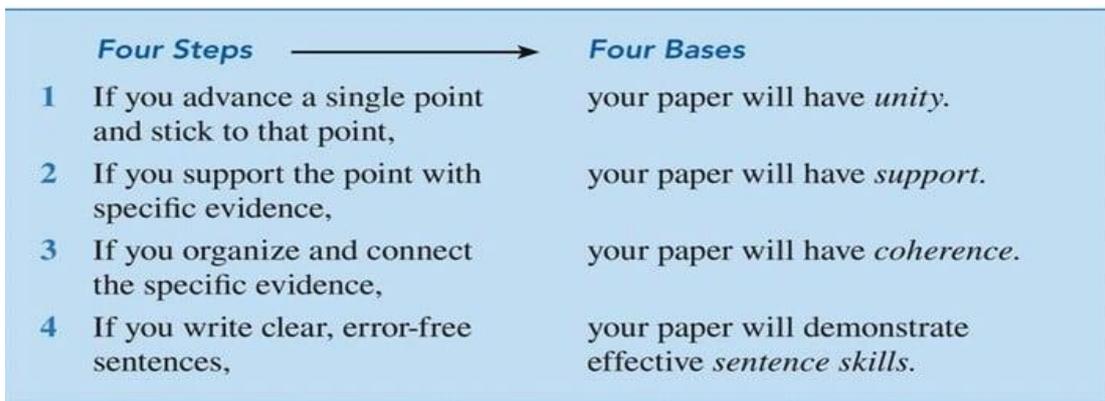
Figure 2. 2: Creteria for essay revision (Langan, 1942)

2.8.5 Editing

Unlike revising, editing is a word by word and sentence by sentence task.It is to read carefully through the essay for few times and to highlight the areas that need improvement.For instance , if you have used a word too much, it is better to try to substitute it with its synonyms.The objective is to ensure that your essay works well on the sentence and word level(starkey).When reading for editing, a learner should focus on answering these three questions :

1. Is there repitions of words and phrases ?

2. Is there suffecient details ?

3. Is there a veriety of sentence structure

2.8.6 Proofreading

Once final draft is ready , it is important to proofread it before you submit it . According to Mccombes(2019), proofreading is the last step in the writing process.It is to ensure that your work is free of errors. The writer goes through this step to fix any misspelling words, missplaced punctuation marks, formatting issues ,and grammmar.This task could be done by the writer himself or by someone else.

2.9 The Foundation for Success

Forsyth and Connelly(2012,p21) admit that :" the language can make an essay that is good in content shine"   . To put it differently, the need for correct and academic language is vital contribution for writing a high-quality essays.They recommend the following features to describe an essay that is good :

2.9.1 Understandable

The writer should avoid using vague , umbigious, and obscure language which may confuse the reader to interpret the message as it is intended .To examplify, using direct and simple language and neglecting slangs and idioms.

2.9.2Readable

This element encompasses a multiple dimensions to regard.To explain, a learner should set a formal and appropriate tone of writing.Besides, the stucture of the essay should go in accordance with the goal of writing.

Also, readeability refers to the logical connection of the main points presented in the entire essay to each other . This second element can be called the coherence or unity of the the text(Suwandi, 2016,p.255).

Finally, the writer should use discourse markers to show to the reader the transition and relationship between ideas.Cohesive devices plays a great role in composing a text (Ting, 2003 as cited in Sadeghi and Heydari,2003) they can be grammatical , such as conjunctions, references, substitutions and lexical devices are repitions, synonyms, antonyms ,and collocations(Halliday and Hassan as cited in Sadeghi and Heydari).

2.9.3 Straight forward

One of the requirements for writing an essay in academic context is simplicity and precision.The lexis is simple and direct ,such as using short sentences and phrases .Instead of writing "at this moment in time" , a writer can use " now. " A learner should avoid , First, personal style, clichés, and tabloid language .Second, exagerartion, abbreviations, idioms, and slangs. Third, complex and unexplained jargon.

2.9.4 Spelling

Writing words in their accurate and correct forms is critically regarded.It gives positive impression about the learner that he is abled at the language.Using dictionary is helpful tool to learn how to get words right.

2.9.5 Punctuation

The right placement of punctuation marks is likely to make the text more understandable and far from ambiguity.For example, using period, commas, exclamation marks.

2.9.6 Making up the page

The outhors think that there is no exact length for a paragraph .Yet, not too short paragraphs are to be used than overlong ones in order to make a piece of writing easy to read and understand.The essay is composed of a group of paragraphs.Each paragraph in the body section should discuss one main central idea.When the idea moves on, the writer has to start a new pargraph. They mention tow ways in order to check if a paragarapg is not getting too long.First, counting the number of words per paragraph.Second, paraphrasing too long ideas .

2.9.7 Grammar

Instances in grammar to be eliminated, double negatives , tautology which means unnecessary repitition(Starkey). Duigu (2002 , p.42) appraises :

> Now matter how good your ideas or your outlining skills are, if you do not have sufficient control of correct English you can not communicate your brilliance.As we said at the beginning, the basic criterion for assessment is your command of English , not the contents.Grammar is the infastructure of your witing , and if that is weak, then a celver superstructure of ideas will simply make the whole essay collaps.

As a consequence, grammar is essential factor for delivering the message effectively.And it is one of aspects of assessment.He contends that any learner should have a command of grammar in respect of tenses, clauses, passive voice,and parts of speech.

2.10 Types of Essays

Zemach and Yilmaz express that Essays can be written for realizing a specific purposes. They include some kinds of essays writingwhich are explained below .

2.10.1 Explanatory essays

It is derived from the verb to explain or to clarify. The writer's aims to examine a topic and give information about it to the readers.It is also imporatnat that the topic should be known to the writer so that he can bring valid and strong opinions.Next, the topic should be interseting that can attract readers's attention and broad for the purpose of finding too much to write.

2.10.2 Problem solution essays

In problem solution essay , a learner writes about a problem and then suggests an achievable solution(s) to it . The organization of ideas depend on the number of solutions proposed.The problem is introduced in the introduction.In case of one solution the writer devotes the first body paragraph for the description of the solution and the other two paragraphs for providing extra information about it.

On the contrary, if the writer displays different solutions, each solution should be presented in each paragraph.As far as conclusion is concerned, the writer restates the problem and summarizes the solusion(s) mentioned in the body section.He is probably to end the conclusion with a sentence that shows the extence to which the solution(s) is /are reasonable.

2.10.3 Comparison-Contrast essays

In this type of essays , the writer usually highlights the similarities and dissimilarities between two things.The objective is to get the reader convinced and attracted to something.There are connectors to be used to show likeness and difference.

2.10.4 Persuasive essays

The main purpose is to convince others about something and make them take an action or change their minds about certain issue.The topic under persuasive essay has to be interesting and debatable.when learners write persuasive essays, they are expected to defend their arguments with valid evidences , for example, expert opinions , examples, statistical facts.the writer will be likely to use linking words which expresses contrast and concession, such as moreover,although however , it is true that , and while.

2.10.5 Responding to a reading

It is about assigning articles for learners to be read and then asking them to respond by giving their opinions about the article's content .It is vital that learners can discuss the meaning togather .Responding to a reading involves praphrasing and taking ideas from the article to support one's opinions.

2.11 Important Considerations in Essay Development

Langan(1942) claims that for elaborating any type of an essay , different points need to be regarded.

2.11.1 Understanding the nature and length of an essay

The teacher is often the one who asks the learner to write an essay about a given subject.It is essentail that he reads the instruction several times to understand the nature of an essay.In case the learner is confused and can not get the gist of the topic he expected to write about , he should consult the teacher to explain for him .Another important isssue to be paid attention is the length of an essay.knowing the length will assist the learner to restrict his ideas and develop them carefully.

2.11.2 Knowing your subject

Allowing leraners to write about subjects of their interests is indispensible factor for making them perform their abilities better.Otherwise,when they are asked by the teacher to write about a topic in which they do not have any experience or knowledge, it is recommended to do a research to gain the needed and releveantinfformation.

2.11.3 Knowing your purpose and audience

It is necessary for the writer to define whether he is going to inform, to explain, to narrate , to argue for adopting the write structure and language.Inaddition,Writer are

thought to have knowledge about the audience to whom the message of the essay will be directed is helpful for establishing the appropriate tone of writing.

2.11.4 Determining your point of view

There are three point of views to be used when writing including, first person,second person, and third person.For the first person approach , the writer reports evidences baesd on his personal experiences.This approach fits best the narrative essays where the pronoun "I" is involved.

Regarding the second person point of view , it is to communicate the discourse to the reader.That is, when someone reads it , he feels like the writer is directing the subject to him.Second person approach is most common for gining instructions and explanation.For instance, writing process essay.

From the third-person point of view side, the writer outhor does not indicate any clue that what is reporting is personal or it is directed to specific readers.Nevertheless, thekowledge about the topic could be realized through reading thinking and observation.to be noted the last approach is most used in acedemic writing.

Conculsion

This chapter was an attempt to review the essentials of writing and essay.It was devided into two sections : through the initial section , an overview about writing definition, importance, difficulty, key issues, and approaches of writing.The second part, traced the basics of essay definition, format, organizational process, the charcteristics of goodessay,types,andimportantconsiderationsinessaydevelopment.

Chapter Three

Data Analysis and

Fieldwork

Table of Contents

General Conclusion

Introduction

This final chapter deals with the field work of the study .It aims to check if corrective feedback is positive and helps learners elaborate good essays.Next, it presents a detailed interpretation and analysis of the gathered data through the qustionnaires.In addition to discussing and synthesizing the findings , it demonstrates the results to verify the validity of the suggested hypothesis.

3.1 Data Analysis and Procedures

To collect data for the present study, the researcher makes use of   questionnaires administered to both teachers and students to see their attitudes about corrective feedback and essay writing and what they answer with.

3.2 Teachers ' Questionnaire

Due to time limitation and the rough period the researcher is going through, a study questionnaire was addressed to teachers of written expression instead of an interview.It is a semi-structured questionnaire which consists of 18 item (open ended questions and some close ended).

3.2.1   Discription of the Questionnaire

This questionnaire spots light on what effective feedback means to teachers , and how and what they use to correct their learner's papers .In addition, our questions aims to gather opinions about the abstacles that prevents them from giving effective feedback.Besides, the importance of developing essay writinng skills and the type of consrtuctive feedback they use the most .Finally, we gave them the opportunity to add whatever they want (comments or suggestions).

3.2.2 Aim of the study's questionnaire

The designed questions were elaborated to make teachers free in giving more details about our theme.the purpose is to check teachers' opinions and attitudes towards corrective feedback and if it has a vital role in improving students 'essay writing.

3.2.3 Piloting and Validation

After designing the first draft of teachers's questionnaire , the researcher pre-used it to verify its validity before the final administration stage .The piloting versions were transfered to the supervisor.In fact, ,The aim was to check if teachers' questionnaire were comprehensible , repeated, precise , and concise.

The piloting stage did not took too much time and the teacher answered all questions .also, it is remarked that the the teacher did not found any ambiguity or redundency.

3.2.4 Administration

For the administration stage the questionnaire were sent to five teachers of written expression of the devision of English at Mohammed Kheider Biskra University .Additionally, all teachers gave useful answers and rich information.

3.2.5Analysis and interpretation of teachers' questionnaire

As a tool to collect data from teachers , it is designed to gather information and opinions from teachers that will be analysed , interpreted , then used to reinforce our study.

Section One : General Information

The aim of this section is to have an idea about our sample'sdegree and their teaching experience in written expression at university.

Item1 :Would you specify the degree you held ?

Table 3. 1: Teachers' Degrees

Statement	Number
Master	0
Magister	4
Doctorate	1
Total	5

From teachers' responses, it is observed that the majority of teachers (4) teachers have Magister degree while one other have Doctorate degree . However , none of them holds the Master degree.This latter is beneficial ; for the reason, that it helps us to collect data from teachers with different high degrees.

Item 02 : For how long have you been teaching written expression at university?

Table 3. 2: Teachers' careers in teaching Writing

Statement	Number
Teacher 1	Five years
Teacher 2	Seven years
Teacher 3	Six years
Teacher 4	Eight years
Teacher 5	Six years

Teachers' responses are different.Two teachers taught Written expression for six years (6) ; whereas, one teacher for eight years (8) , and another teacher for seven years (7) . In addition , one other teacher taught this course for five years (5). The variety of teachers' periods in teaching written expression at university is important for the researcher because the next responses will be collected from teachers with different experiences in teaching written expression at university level.

Item 03 : Do you think that students should develop the skill of writing essays ?

Table 3. 3: The Importance of developing Essay Writing Skill

Statement	Number
Yes	5
No	0
Total	5

All teachers answerd with "yes" .They agreed that students should develop the skills of essays' writing.To sum up teachers's justifications, teacher(1) wrote that building essays writing skills is a must .In addition, teacher (2 and 5) pointed that writing essay forms the most important part of the academic writing that students need in their college success.

Additionally,Teacher (2) added that students have to master organizing their answers into different parts in a coherent and well developed essay . This appeals them to think critically and express themselves logically andcreatively. Not only for exams but also students will be asked to write essays for competitions , official / international tests. Moreover, students should develop their essay writing skill to simply practice writing, improve their grammar and master vocabulary.When the main objective is to obtain good grades , this concerns students' future education in more advanced levels if they have to work on more complicated assignments like research papers, dissertations, articles n and book reports.Finally, developing such skill teaches the students to use references , citations, paraphrasing , and avoid plagiarism.

Furthermore, teacher (3) said that essay writing is a fundemental productive skill . Last but not least, teacher (4) stated tha writing is necessary because it is the best form to show learners competence at all levels.

Item 04 : Are you satisfied with your students' level at essay writing ?

Table 3. 4: Teachers' Opinions concerning their Students' Level at Essay Writing

Statement	Number
Yes	1
No	4
Total	5

It is clearly observed that four teachers revealed that they are not satisfied with the performance of their students when it comes to write essays.While only one teacher responded with yes. Then we asked them to explain their opinions.

Teacher 01 : They have average levels

Teacher 02 : she is satisfied because students show some creativity andoriginality

in their writing .There is a good thesis statement and all the parts are relevant and

related .However, many students have difficulties with   organizing their works as

well as with respecting their all steps of writing. In fact, many neglect revising and

editing their productions and rather give only a draft to their teachers. There is also

a problem of grammar and word choice.

Teacher 03 : They have the average or below the average mostly.

Teacher 04 : Students do not practice a lot and thus their writing is for most

of them awful.

Teacher 05 : Many of students lack linguistic competence (Grammar and

Vocabulary) .In addition to a shortage of ideas and lack of organization.

Item 05 : Do you think that the content of written expression syllabus you are teaching is suffecient for helping learners improve their essays writing ?

Table 3. 5: Teachers' Perceptions about the Efficacy of The Syllabus Content in Developing Students' Essay Writing Abilities

Statement	Number
Yes	5
No	0
Total	5

As it is illustrated above, all teachers think that the content of the syllabus is suffecient for improving the way students compose essays.

Teachers' justifications of their answers

Teacher 01 : It should be systematized since first year to give results

Teacher 02 : The syllabus is designed to teach the form and structure of an

essay .It also includes how to link paragraphs and avoid certain errors .

However, the time allocated to the course is not enough to practice

and provide effective feedback.

Teacher 03 : it is suffecient but we need to intensify practice

Teacher 04 : what is needed is practice

Teacher 05 : The content in the syllabus covers almost every thing related to

Essay writing : components , types, and patterns of development.

Consequently, teachers believe that the content tackles many elements which helps students develop their skills .They claimed that practice is important and has to be added extensively.

Item 06 : Which approach do you implement to teach writing ?

Table 3. 6: Approaches of Teaching Writing

Statement	Number
The product approach	1
The process approach	1
The genre approach	0
All of them	3
Total	5

The above answers showed that three teachers (3) acknowledged that they implement all the approaches presented in the list .Meanwhile, only one teacher (1) follow the product approach to teach writing and another teacher (1) uses the process approach.

Item 07 : According to you , which of the following characterise(s) a good essay ?

Table 3. 7: The Charatcteristics of Good Essay

Statement	Number
Good ideas	0
Rich vocabulary	0
Correct use of language	0
Cohesion and coherence	0
Good format	0
All of them	5
Total	5

The total number of questionned teachers agreed that good ideas n rich vocabulary, correct use of language , cohesion and coherence as well as good formating are features of a good essay.There is a teacher who added that a well defined purpose of writing is among them too.

Item 08 : How many of your students face difficulties when writing essays ?

Table 3. 8: The Number of Students who Find the Writing of Essays difficult

Statement	Number
All of them	0
Most of them	4
Some of them	1
Few of them	0
Total	5

According to the table , a considerable number of teachers (4) revealed that most of students have difficulties when writing essays.However, only one teacher who pointed that they are few.Hence, writing essays is a difficult task for many students.

Item 09 : what are the types of errors / mistakes they ofen make ?

From this question, we opened door for teachers to provide us with the kinds of mistakes students commit.

Teacher 01 : Ideas generation, spelling , grammar…

Teacher 02 : Difficulty to organize ideas in a logical way. Weak thesis statement, grammar errors, mechanics problems, lack of vocabulary redundency, no enough background about the topic to write.

Teacher 03 : Sentence structure, cohesion and coherence

Teacher 04 : Spelling, grammatical , vocabulary

Teacher 05 : Grammatical and spelling mistakes and first language interference.

It is sumed up that students suffer from a serious problems which should be overcomed . They make mistakes in many aspects of the language like grammar,

vocabulary and cognitive difficulties for example unorganized representation of ideas and lack of information on a a given subject and so on.

Item 10 : What do you advise your students in order to write better essays ?

From this item , we attempted to collect teachers' opinions and recommendations of how can students develop their abilities to write a good

essays.

Teacher 01 : To read a model essay and try to imitate it first

Teacher 02 : To practice more at home (be more atonomous) and rely on written texts as models and imitate the style .Also, through doing extensive reading , using online checkers and dictionaries to revise the work.

Teacher 03 : Reading is very effective to better writing .Frequent practice of free writing can also help.

Teacher 04 : Reading and practice.

Teacher 05 : Reading a lot ,then practicing through writing .

From what teachers demonstrated above, almost all teachers ended up that reading and writing frequently are crucial for having a good writers.

Item 11 : When correcting your students' drafts, on which of the following aspects do you focus more ?(you may choose more than one answer).

Table 3. 9: The Aspects Teachers focus on when Correcting Students' Drafts

Statements	Number
The form	**0**
The content	**0**
The language	**0**
Mechanics and diction	**0**

The writing style	**0**
The organization	**0**
All of them	**4**
a,b,d,f	**1**
Total	**5**

In this question , teachers were asked to identify which aspects they put much more focus on during the correction of their students written drafts. A high number of students (4) comfirmed that that they pay attention to all the options assumed in the above list.Conversley, only one teacher who stated that he focuses on the , content, mechanics and diction , and organization.Thus, this latter clearly displays that teachers are aware of the importance of essay writing skill in the educational success of their students.

Item 12 : When correcting your students' essays, do you ? (choose more than one answer).

Table 3. 10: The Methods of Correction used by Teachers

Statement	Number
Highlight the error only	**0**
Use symbol codes to indicate the type of error	**0**
Give the correct form directly	**0**
Providewrittencomments	**0**
Offer oral comments	**0**
All of them	**1**
a, c, d	**1**
a, d	**1**
c, d	**1**
d, e	**1**
Total	**5**

The above answers illustrated that each teacher follows a specific techniques.For example teacher (1) uses two ways to assess students' papers which are providing written and oral comments.While teacher(2) gives the correct form directly and provides written comments . whereas, teacher (3) claims that he highlights the error and gives the correction directly .Additionally , he supplies students with written feedback. For teacher (4) ,he / she uses all the ways proposed above . Finally , teacher (5) highlights the errors and writes comments.So, teachers opt for different methods to signals students errors and help them know their weaknessess and how to improve.

Item 13 : How can you define effective feedback ?

Through this item, written expression teachers defined effective feedback .Each one expresses his/her point of view using their own wording.

Teacher 01 : Self-correction and the avoidance of making the same mistakes.

Teacher 02 : It is the one that students take benefit from. The one that

Spots their mistakes but also highlights their good points showing how they

are close to their goals.It is targeted and tangible.i.,e clear enough to be

 understood and considered by the students .It is constructive and not

demotivating .

Teacher 03 : It is the one that makes the student avoid the same mistake again

And encourages him/ her to pay more attention to the errors every time he /

she writes.

Teacher 04 : It is corrective , specific and comprehensive.

Teacher 05 : An effective feedback helps learners correct their mistakes to

Improve their writing skill.

From teachers' responses ,we deduce that effective feedback is about giving comments directed to a specific points .It is the one that makes students aware of the mistakes that should not be committed next time. Effective feedback is a matter of giving a good and corrective remarks to students to motivate them modify future performance.

Item 14 : Which approach do you use to correct your students errors ?

Table 3. 11: Approaches of Correction adopted by Teachers

Statement	Number
The selective approach	**1**
The comprehensive approach	**4**
Total	**5**

As it is noticed from the above table, four teachers out of five use the comprehensive approach to correct students'errors.they justified their responses stating that students have to know all what they failed in by trying to point to the maximum of errors for not to do again.Also, they claimed that students commit mistakes of all kinds .Nevrtheless , if the number of papers is big she / he uses the selective approach sometimes.Finally, the comprehensive approach is more beneficial to correct great number of errors than focusing on one type.In contrast with, one teacher refered to the selective approach . he / she added that this approach is concize and precise.

Item 15 : Which type of constructive feedback you use most ?

Table 3. 12: Types of Constructive Feedback followed by Teachers

Statement	Number
Negativefeedback :Corrective comments about past behaviours.It focuses on behaviour that was not successful and should not be repeated.	**0**
Positivefeedback :Affirming comments	**0**

about past behaviour.Itfoucuses on behviour that was successful and should be continued.	
Negativefeed_forward :Corrective comments about future performance.It focuses on behaviour that should be avoided in the future.	4
Positive feed-forward : Affirming comments about future behaviour .It focuses on behaviour that will improve performance in the future.	1
Total	5

As it is unveiled above ; a hugher number goes to negative feed-forward feedback which emphasize adjusting future performance through giving corrective comments. Whereas, only one teacher selected positive feed-forward .As a result, teachers focuses on providing students with corrective feedback to teach them what to avoid in the future.

Item 16 : Apart from the most used ways of correction , which of the following strategies do you apply in the classroom to make your students involved and aware of their mistakes ?

Table 3. 13: The Different Kinds of Feedback used by Teachers during the Writing Task

Statement	Number
Peer assessment and feedback	1
Writing conferences (It is a conversation between a student and his teacher for the purpose of reviewing a piece of writing).	2
The multimodel feedback system (It is the combination of several modes to give information : oral, written , audio, visual).	1
a, b	1
Total	5

It is cleraly indicated that two teachers (2) adhered writing conferences because a discussion between the teacher and the student can be very beneficial as the teacher is known as a model and reference of instruction and correction.He can tell about errors that peers can not pay attention to .Next, this feedback is very constructive , detailed and pointing.Thus , this discussion can guarantee a positive results .While, one teacher out of five contended that students can get more benefits via peer assessment and feedback.As for multimodel feedback , itwas chosen by another one teacher who maintainsthat it is more effective .Last but not least, one teacher found that both peer assessment and writing conferences are vital as they takes many forms.

Item 17 : What are the obstacles that prevent teachers from giving effective feedback on students' written works ?

Table 3. 14: Factors that hamper The Provision of Feedback

Statement	Number
Teacher's mood	0
Students'number and performance	2
Students'reactions	0
Students focus on marks rather than feedback	0
Time	0
The number of errors	0
All of them	3
Total	5

From teaachers' responses, it is infered that three (3) teachers asserted that all the above mentioned factors makes the provision of effective feedback difficult .However, two teachers (2) singled out that students' number and performance are the reasons why they can not give feedback.

Item 18 : Do your students benefit from your corrective feedback ?

Table 3. 15: Teachers' Point of Views regarding the Usefulness of Feedback

Statement	Number
Yes	5
No	0
Total	5

The total number of teachers reported that their students do benefit from the corrective feedback they supply them with.As a consequence,it is deduced that corrective feedback is beneficial in improving students written performance.

If yes, How many of them ?

Table 3. 16: Number of Students who benefit from Feedback

Statement	Number
All of them	1
Most of them	2
Some of them	2
Few of them	0
Total	5

As it is remarked above , two teachers appeared that most of students grasp their feedback regarding their written works. While, other two teacehrs determined that just some of them benefits. Finally, only one teacher who wrote that all of them take advantages from their corrective feedback.

The following item : Teachers' suggestions and comments.

Through this item , we asked teachers to comment or add any suggestion.Teacher (2) supported us and showed some admiration ; while , teacher (4) put :" I suggest teaching written expression in a form of workshops(small groups of students) many times a

week.These workshops should be followed with continous assessment".In the same pathe, teacher (5) recommended learners to read and practice more to enhance their writing.

3.2.6 Discussion and Interpretation of the Findings

The obtained data from teachers' questionnaire have provided us with wide a range of rich information that is beneficial to answer the questions that are intended to be investigated . From teachers' responses ,we have deduced that corrective feedback is crucial for the improvement of students' essay writing. More importantly, they agreed that building the competence to write essays is necessary due to the fact that it is part of students' educational success.

Additionally , all the teachers are aware of the different kinds of correction and feedback to follow in order help students be conscious of their works level and autonomous to enhance them. Moreover, they emphasized that effective feedback is corrective, comprehensive, detailed , strightforward , and motivating. However, they complained about their students' levels at writing essays .Teachers stressed that most of them do not write as they should be and that their drafts are full of mistakes and errors.Hence, they suggested students to read and practice more to be good writers.

To sum up, From data analysis and interpretations, essay writing is important and needed skill in academic context and for students achievement. it is also infered that feedback and more specifically corrective feedback is useful and should be used by teachers. Yet, EFL students have a weak level of essay writing due to lack of reading and practice ; so teachers insisted on practicing writing intensively.

3.3 The Students ' Questionnaire

Master Two students at the devision of English were demanded to answer this current questionnaire to figure out the role of corrective feedback for improving their essays writing.

3.3.1 The Description of the Study Questionnaire

This questionnaire is designed upon the main elements of the two theoratical parts. It is for Master Tow Sciences of the Language students at Biskra University. It is devided into multiple sections. The first section aimed at collecting personal information about the respondents as :students' gender and if their application for studying English was their personal choice or no.

The second section, includes questions focused on the writing course.At the beginning , the students were required to choose the skill they prefer to develop and why .Then, It attempted to collect data about if they like to write essays and why it has a great great importance .Additionally, this section attempted to know levels or capacities at essay writing by giving them options of description.Furthermore , we wanted to know students' point of views regarding the degree of difficulty of essay writing , and the teaching strategies which can be helpful to foster this abilities.

The third section, contains which focused on the reasons that makes writing essays hard .Next, it sought to abrob from students the stages of writing that are not easy to be achieved, and the elements of evaluation highlighted by the teacher from students'attitudes.As for section four , it spoted light on teachers ' interventions to students'errors.Then , it aimed to know student's preference into the correction method and why.The last section has four questions .The purpose of this part is to find out if students recieve feedback from the teacher or not and if it is vital instrument to enhance.Besides, it

focuses on collecting data about students' feelings after its provision.Finally, this section was elaborated to elecit from students their thoughts of the factors which may affect the quality and supplement of feedback.

3.3.2 The Aim of the Questionnaire

The objective of the under-investigated questionnaire was to gather data from EFL Master One Students of Sciences of the Language at Biskra University.Itaws used as a mothod for the study to figure out students' opinions the importnace of writing essays and the critical role of corrective feedback.lastly, it aimed to verfiy the role of corrective feedback for enhancing students' essay writing.

3.3.3 Piloting and validation

After finishing the first form of srudents' questionnaire, it was sent via email to the supervisor and one student to check its validity and relevance.Our supervisor noted some benefiacila remarks about some words , and his notes were taken into consideration while designing the final adminstration questionnaire.

3.3.4 Administration

The questionnaire was distributed online through " Facebook.com" .Later , the supervisor suggested to work with 30 students of First year Master of sciences of the language at Biskra University.

3.3.5 Analysis and Interpretation of Students' Questionnaire

It is the second method for this study .The purpose is to collect student' s view points , beliefs , perceptions , and attitudes to analyze and interpret them .Then , testing our yhpothesis.

Section One : Personal Information

The purpose of this section is to know our sample's gender and their opinions about learning at university .

Item 01 : Would you specify your gender please ?

Table 3. 17: Respondents Gender Distribution

Statement	Number	Percentage
Female	26	87%
Male	4	13%
Total	30	100%

The table shows the distribution of gender in ours ample.The table demonstrates the number and the percentage.It is seen that 26 respondants (87%) were females and four (4) respondants (13%) were males.This clarifies that majority of the sample are females.This latter means that females are interested in learning english .

Item 02 : Is your learning of English ?

Table 3. 18: Respondents' Choice of Learning EFL at University

Statement	Number	Percentage
Your own choice	28	94%
Your parents'choice	1	3%
Someone's advice	1	3%
An orientation	0	0%
Total	30	100%

It is illustrated that 28 respondents that is about 94% chose English as a speciality at University as their own choice . While only one respondant whose application was his / her parents' choice, and one other respondantwhose choice of studying EFL at University was someone's advice .And none of them applied for English as an orientation.This proves the great interests of learning english at university.

Section 02 : Students' Attitudes towards the Writing Course.

Item 03 : which of the following language learning skills you would like to improve most ?

Table 3. 19: Respondents' Preference of the Language Learning Skill they want to build

Statement	Number	Percentage
Reading	1	3%
Listening	1	3%
Speaking	14	47%
Writing	14	47 %
Total	30	100%

The table above revealed that 14 respondants that is about 47% prefer writing. Equally, 14 respondants which represents 47% also have the desire to master speaking .Whereas, one respondant selected reading and another respondant chosen listening .So, we can summarize that respondants are aware about the importance of of those skill in learning EFL.

Students' justifications

Each one has stated his opinion. Those who wrote that they want to improve the writing skill , they supported their view points explaining that they do not have a good

writing style and their essays are weak and poor .Also, they want to learn how to write academically because writing is the most important skill in the academic context and at the level of master degree.Eventually, Most of students have difficulties in writing especially in grammar and spelling .

Regarding students who prefer speaking skill, they pointed out that English as foreign language is usually evaluated through the level of speaking fuency and the considerable amount of vocabulary.Additionally, they identified that developing the speaking skills is important in order to be understood well and that language is firstly spoken .While, some studentes claimed that they face huge problems with English speaking due to they can not express thair thoughts correctly, and they can not find the write words to say in a specific situation or specific topics. Others proved that speaking is a needed skill socially nowadays , however ; one students asserted that he / she wants to be a translator in the future so developing the speaking skill is highly vital.

As for the reading skill, one student revealed that he /she has the desire to read fluently in frontof audience without any pauses or hesitation.Whereas, the one who selected listening implied that he encounters difficulties whether to focus on catching words or understanding their meaning.

Item 04 : Do you like writing in English ?

Table 3. 20: Respondents' Attitudes if they like to write in English

Statement	Number	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

As it is clearly shown in the above table, a great deal of respondants like to write in english.The percentage represents (80%) who answered with "yes" they them .Whereas,six students who represent (20%) of respondants said that they do not like .

Item 05 : How do you consider the writing skill ?

Table 3. 21:The Importance of Writing Skill

Statements	Number	Percentage
Very important	22	73%
Important	8	27%
Not important at all	0	0%
Total	30	100%

To sum up the above yielded data ,a noticeable percentage (73%) stressed that writing is very important ;however, (27%) considered this skill as important .Hence, it is deduced that students know the value of the writing skill .

Item 06 : Do you like writing essay ?

Table 3. 22: Respondents ' views about if they like essay writing

Statement	Number	Percentage
Yes	15	50%
No	15	50%
Total	30	100%

It is revealed in the table that half of the total sample which represent (50%) identified that they like to write essays . They justified their choices stating that they want to improve this skill to be able to show their capacities in the language in many levels like,

the style, vocabulary, and organization of ideas as well. Besides, essay writing skill is demanded in higher studies and it is a way to improve thier English .

Last but not least, writing essays helps to develop your own style , it makes you find out your mistakes , and work on.Similarly, (50%) of respondants acknowledged that do not like . they mentioned that essay writing takes time and requires effort.Also, one must be creative and follow specific steps and do a lot of thinking .

Moreover, they suggested that they are not interested in this skill and most of the given subjects are boring and and out of their interests.Furthermore, they insisted that it ie pointless to write when you know there would be no feedback.

Finally, they agreed that essays has to be objective , and they are always subjective. They always include their own thoughts , logic, and feelings which is not academic.

Item 07 :How do you evaluate your level in essay writing ?

Table 3. 23: Respondents' Evaluation of their levels at Writing Essays

Statement	Number	Percentage
Poor - I defenitely need some help	**5**	**17%**
Acceptable - I know I could improve improve	**13**	**43%**
Good – I could improve with some advanced tips	**11**	**37%**
Excellent – I do not think I couldimprovemuch	**1**	**3%**
Total	**30**	**100%**

As it is demonstrated in the table a percentage of (43%) of respondents asserted that their levels are acceptable ; yet, they know how to develop.While,11 students that represent (37%) are good at essay writing and can enhance with guidance.However, five students with the rate of (17%) think that they has poor levels and certainly need help.Finally one student from the overall sample evaluated herself/himself as excellent at essay writing.As a result , students levels are generally restricted between poor and good.

Item 08 :How do you find writing essays ?

Table 3. 24: The Difficulty of Writing Essays

Statement	Number	Percentage
Easy	5	17%
Difficult	25	83%
Very difficult	0	0%
Total	30	100%

It is observed that (83%) of respondents described that essay writing is a difficult task to do.As a contrast, five students which represent (17%) regarded as easy , and none of them found essay writing very difficult.As a consequence , the degree of complexity is limited between easy and difficult, while very difficult is excluded.

Item 09 :Do you think that essay writing is a difficult skill to master ?

Table 3. 25 : Respondents' Perceptions about whether the Mastery of Essay Writing is hard

Statement	Number	Percentage
Yes	28	93%
No	2	7%
Total	30	100%

The result of the table have shown that the majority of respondents believe that essay writing is important.A percentage of (93%) comfirmed that this skill is necessary and represents a high value in education.Meanwhile, (27%) claimed that it is not important.

Item 10 : Are you satisfied with the way essay writing is being taught ?

Table 3. 26: Respondents' Opinions of the way Essay Writing is taught

Respondents' opinions of the the ways essay writing is taught

Statement	Number	Percentage
Yes	12	40%
No	18	60%
Total	30	100%

From students' responses, it is deduced that a considerable persantage (60%) of respondents agreed that essays are not taught as they supposed to be .They clarified their responses arguing that teachers suggest for them very simple topics to write about ; there is no room for " real writing " they are constantly asked to write about out-of-date subjects that have been dealt with over and over again . They indicated that the way essay writing is being taught is old , and they are not provided with suffecient tips on how to write essays. All they do is throwing topics at them and expect to improve themselves at home ; nevertheless, it is not wrong but it is still not effecient since most of the students are demotivated. They agreed that teachers just give lessons and there is no opportunity of practicing the rules . However , they calimed that essay writing should be taught more practically than theoratically.They added that they do not recieve enough feedback .

Whereas, 12 students which represent (40%) pointed out with "yes" .They reported that teachers give them the most appropriate and exact steps of writing and that they are making some progress comparing with the past years.In addition , they explained that the

way essay writing is taught is acceptabe in the light of the education system situation ; yet, they prefer if this skill is emphasized and is given more attention and importance by assigning extra sessions , but they think that students need practice and someone to supervise their progress and correct their mistakes.Besides, respondents maintained that at the beginning teachers give model texts and examples which help students in their writing. Finally, it is somehow helpful and makes know the strategy.

Item 11 : According to you , which of the following teaching strategies can help you improve your writing skills ?

Table 3. 27: The Teaching Strategies for improving the writing Capacities

Statement	Number	Percentage
Writing by modelling	1	3%
Assigning free writingtasks	4	14%
Exposing students to different types of texts	1	3%
Encouraging self and peer assessment	0	0%
Using different sources , forms, and types of feedback	2	7%
All of them	16	54%
More than one answer	6	19%
Total	30	100%

To simplify what the table suggested , 16 student out of the total number determined that all the above suggested strategies can help a lot in enhancing their skills of writing essays.While , a percentage of (19%) insisted on assigning free writing tasks , and two students who represent (7%) estimated that using different sources , forms , and types of feedback can urge them to build the skills of writing essays. Moreover, one student

predicted that exposing students to different types of texts is beneficial, and other one student doubted that writing by modelling as well as is helpful . Last but not least there are six students representing (19%) remarked more than one option.

If there are Others , please specify

- Activities to write about daily life or good experiences.

- All of those strategies are helpful and can lead to feedback.

- Reading is important to develop an eye for what effective writing looks like.

- Assigining sessions to write in the classroom.

Section Three : Students' Writing Difficulties

Item 12 : Do you find any difficulties when writing essays ?

Table 3. 28: Respondents' beliefs if they face defficulties when writing essays

Statement	Number	Percentage
Yes	27	90%
No	3	10%
Total	30	100%

From the data observed in the table, most of students who proved they encounter difficulties while writing essays.They represent (90%) of respondents.Despite this , a percentage of (10%) refers to the three students who argued that they do not come through difficulties .

If yes, Are these difficulties related to

Table 3. 29 : The distinctive problems encountered by students

Statement	Number	Percentage
Word choice	2	7%

Incorrect grammar	**0**	**0%**
Sentence structure	**0**	**0%**
Lack of ideas about the topic	**2**	**7%**
Coherence and cohesion	**0**	**0%**
Time management	**1**	**3%**
All of them	**1**	**3%**
More than one answer	**24**	**80%**
Total	**30**	**100%**

Since the respondents were demanded to justify their anwers if they said yes, the table showed that a high percentage (80%) of respondents shared identical abstacles as, lack of ideas about the subject, word choice, time management, coherence and cohesion.Besides, (7%) agreed upon all the difficulties listed above.This latter means that students are uncapable to write essays.Wherease, (7%) of respondents affirmed that lack of ideas about a given subject turned to be a great problem to them.Furthermore, only one respondent revealed that word choic is what makes essay writing difficult.Finally, another student maintained thattime management forms a great problem.

Consequently, the overall data infered that writing essays is a complex task which requires competence and efforts .

If there are others, specify

- The formulation and the language
- Mentionning everything he/she knows about the topic
- Spelling difficulties
- Vocabulary

Item 13: According to you, what are the main reasons behind students' writing difficulties?

<div align="center">**Table 3. 30:** Reasons of Students' Essay Writing Difficulties</div>

Statement	Number	Percentage
Lack of reading	11	37%
Students 'negative attitudes Towards writing in English	3	10%
Poor vocabulary	4	13%
Lack of practice	3	10%
Insuffecient guidance from the teacher	1	3%
The way essay writing is being taught and assessed	1	3%
All of them	7	24%
Total	30	100%

From students'responses, it is noticed that seven students who represent (24%) explained that all of the reasons suggested above in the table should be considered as the causes which make the process of writing essays difficult.

While, a high percentage (37%) goes to lack of reading.Additionally, four students which represent (13%) discovered that poor vocabulary is a main reason behind students difficulties. However, three students viewed that because of lack of practice , students face difficulties in essay writing. Moreover, due to the negative attitudes students have towards writing in english , this latter becomes difficult for them.

Next, one students believed that insuffecient guidance from the teacher is the reason that students are disabled to write good essays, and other students percieved that

this problem is due to essays are not taught and assessed the way they should be.Thus, students characterized essay writing as being difficult due to many factors .

If there are Others, specify

- The focus is only on speaking and auditory strategies

- Lack of rereading essays and revising

- Most of students read just for exams

- Forgetting vocabulary

Item 14 : Do you follow/ respect the stages of writing process when drafting an essay ?

Table 3. 31: Respondents' reactions if they apply the EssayWriting Stages

Statement	Number	Percentage
Yes	25	83%
No	5	17%
Total	30	100%

It is shown above that (83%) of respondents said yes that follow the process writing steps.Whereas, five students with (17%) argued that they do not respect the stages.

If yes, how often

Table 3. 32: The Frequency of using the Process of Writing

Statement	Number	Percentage
Always	10	33%
Sometimes	11	37%
Rarely	9	30%
Total	30	100%

It is observable that 11 student which represent (37%) emphasized that they sometimes follow the steps ,Whereas : 10 students recognized that they always respect the phases of writing , and 9 students stressed that they rarely go through these stages.

Item 15 : Which stage(s) of the writing process you find more difficult than others ?

Table 3. 33: The stage(s) of writing which is/are most difficult

Statement	Number	Percentage
Prewriting	14	47%
Outlining	8	27%
Drafting	6	20%
Revising	1	3%
Editing	0	0%
Proofreading	1	3%
Total	30	100%

The table indicated that nearly half of students(47%) agreed that prewriting is the most difficult step, and 8 students that represent27% noted that outlining turned to be a difficult stage to them.While, 20% of respondents found out that the drafting phase is complex and requires time .Finally, only one student revealed that revising is not an easy task, and aother student put that proofreading is a hard step to be applied

Section Four : Teacher's Intervention on student writing errors

Item 16 : Does your teacher check your papers at each stage of the writing process ?

Table 3. 34: Respondents' Certitudes about if Teachers examine their Works during the

Different Stages

Statement	Number	Percentage
Yes	11	37%
No	19	63%
Total	30	100%

A vast majority of respondents representing 63% mentioned that their teachers do

not check their papers at each step.While, 37% of them revealed that they do.

Item 17 : On which aspect(s) does your teacher focus on when correcting your essays?

Table 3. 35: The Areas of Correction Teachers pay attention to

Statement	Number	Percentage
The form	1	3%
The content	2	7%
The language	8	27%
The writing style	3	10%
Organization	0	0%
All of them	16	53%
Total	30	100%

It is noticed that 53% stated that the teacher focuses on all the aspects which are

form,content,language,organization,and writing style when they correct their written

drafts.Whereas, 8 students representing 27% of the respondents asserted that the teacher

pays attention to language .However , three students representing 10% acknowledged that

the writing style is the area of evaluation for teachers.In addition , 7% of students claimed

that the teacher gives importance to the content, and only one student out of the overall sample argued that teachers focuses on the form. Consequently, teachers evaluates their students from different areas not just the content.

Item 18 : When correcting your essays , does your teacher ?

Table 3. 36: Respondents' Judgments of the the Way Teachers correct their Mistakes and Erros

Statement	Number	Percentage
Highlight the error only	9	30%
Use symbole codes to indicate the type of error	0	0%
Give the correct form directly	0	0%
Providewritten comments	4	13%
Offer oral comments	1	3%
More than one answer	16	54%
Total	30	100%

According to the data manifested above , 16 students that represent 54% of respondents agreed that the teacher do not only use one strategy to indicate students pitfalls but many and different ways are adopted them.While, 30% wrote that teachers tend to highlight the error only.Whereas, 13% pointed out that teachers usually provide written comments to help them know where they did good and bad, and one student showed that teachers offer oral comments

Item 19 : From the above list which type of correction you prefer to recieve and why?

From the data gathered, some students prefer written comments due to it is more specific and personal , and informative.They implied that through written comments, the

mistakes are no longer unclear and it could be corrected easily.Moreover, some students prefer teacher's oral comments .They identified that oral comments are better because it them discuss the errors with their teachers.

There are students who wants their teachers to highlight the error only .They added that this strategy of correction makes them involved and eager to figure out their mistakes and self-correct them in order not to repeat the mistakes again.Furthermore,those how selected symbole code as a mothod of correction acknowledged that it helps to know the type of mistake committed and to avoid it next time.

Last but not least, some students prefer the direct correction .They demonstrated that they have no problem if the teacher gives the correct answer beleiving that focusing on the mistake itself is more important than the correction .To add, a correction given by the teacher is academic and effective .

To conclude, revealing the correct answers for the student makes them memorable.

Section five : Teacher' s Corrective Feedback

Item 20 : Do you recieve any kind of Feedback after correcting your essays ?

Table 3. 37: Respondents' Convictions if they get Feedback from their teachers

Statement	Number	Percentage
Yes	28	93%
No	2	7%
Total	30	100%

The data observed in the table suggested that a vast number representing 93% of respondents answered with" yes " , and 7% of students pointed that they do not recievefeddback from their teachers.

If yes , How often

Table 3. 38: The Frequency of Feedback Provision

Statements	Number	Percentage
Always	8	26%
Sometimes	17	57%
Rarely	5	17%
Total	30	100%

The results of the table showed that 57% of students wrote that they sometimes recieve feedback , and 26% of respondents reported that their teachers always provide them comments and information.Whereas, five students that represent 17% contended they rarely recieve feedback on what they write.

Item 21 : How do you feel when you recieve corrective feedback from your teacher ?

Table 3. 39: Respondents' Feelings when they recieve Feedback

Statement	Number	Percentage
Motivated	24	80%
Disappointed	3	10%
Discouraged	2	7%
Embarrased	1	3%
Total	30	100%

This question sought to elecit from students their feeling when recievingfeedback.It is clearly displayed that a considerable percentage(80%) revealed that students get motivated during reading or listening to their teacher's comments .While, 10% of

respondents feel disappointed, 7% of students get discouraged.However , only one student (3%) feel embarrased.

Item 22 : Do you think that teacher's corrective feedback is a crucial element for improving your essay writing ?

Table 3. 40: The Effectiveness of Corrective Feedback

Statements	Number	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

The question probed whether students percieve that feedback is imporatnt or no in fostering their essay writing.The percentage denotes that all students (100%) confirmed that feedback is beneficial for the enhancement of students' written drafts.

In this question , all respondents were asked to justify their answers and this provided various justifications .To start with, some of the students highlighted that feedback is a motivational tool and it is considered vital as it signals the weakenesses of students.In addition, it helps them to adjust their works like, the teacher can spot light on the errors and demand his / her to correct them .Moreover, when the teacher gives students a positive feedback , he /she will be motivated, confident ,and will have the love to write and develop his performance.All in all , students agree that feedback is useful and that it is a source of guidance along their academic career.

Item 23 : How often does your teacher praise you when you write good essays ?

Table 3. 41: The Frequency of Teachers' Positive Feedback

Statements	Number	Percentage
Always	3	10%
Sometimes	16	53%
Rarely	9	30%

Never	2	7%
Total	30	100%

As far as this question is concerned , students were asked to reveal whether they get praised by the teacher when they write good essays.The results show that the majority of respondents (53%) are sometimes praised .The second rate reveals that 30% of respondents rarely get praised for good works, and only 10% of students stated taht they are always uplifted and praised for doing good.However, only 7% of respondents claimed that they never get praised by the teacher for their written performance

Item 24 : In your opinion , what are the main factors that may affect Teachers' feedback delivery and quality? (you may choose more than one answer).

Table 3. 42: Factors that hinder Teachers ' feedback Delivery and Quality

Statement	Number	Percentage
Teacher' s mood	2	7%
The large number of students	0	0%
Students' performance	1	3%
Students'reactions	0	0%
Time	3	10%
The large number of errors	0	0%
All of them	11	37%
More than one option	13	43%
Total	30	100%

This question was asked to respondents to give their thoughts about the factores that affect teacher's feedback delivery and quality.As the table indicated many respondents(13) that represent (43%) selected different options from the suggested ones ; however, 11

student (37%) noted that all the factors are influencial.Additionally, three students that represent (10%) accounted that time affacts the delivery and the quality of teacher' s feedback. Besides, tow respondents (7%) assumed that teachers' mood can impact the provision of feedback . Yet, only one respondent(3%) referred to student's performance.

Student' s comments and suggestions

We left this space to let student express his/her comments about the way they like to be assessed when they write essays.One student wrote that it is better if the teacher asks students to read some books before starting to write.Also, other respondent suggested that he prefers the teacher to select his mistakes and guide him to improve them.

3.3.6 Discussion and interpretation

The analysis of students ' data provides valuable information.The findings of the first section indicated that the majority of our sample are females and that their choices of learning English is personal.

In the second part, the collected data affirmed that essay writing is important skill to be develped , in which most of students agrred that through writing students can express their ideas logically and in organized manner , nevertheless ; all of them asserte that writing essays is a difficult skill to learn but there are different starategies which can assist students to foster thier performance as, using a various types, sources , and forms of feedback .Also, via assigning free writing tasks and so on. It is also deduced that practice forms a great role in helping students to acheive adequate essays .

In the third section , the results showed that most of students have problems when it comes to compose essays .As an illustration , word choice, lack of ideas, machanics, coherence and cohesion, and time management. This latter is due to many reasons like,

lack of practice, lack of reading , insuffecient guidance from the teacher , and poor lexis. While , the data obtained in the forth section determined that most of teachers focuses on different areas when they correct their students' papers as, the form , the content, the language , and organization . They acknowledged that majority of the teacher during the correction , they either highlight the error or provide written comments.In the last part , the findings showed that the majority of students demonstarted that they somtimes get feedback from their teachers after they evaluate their written drafts.Additionally, they noted that feedback is crucial since it indicates their weaknesses and mistakes and it encourages the student to keep up the good work .

At the end, the majority think that teachers'feedback delivery and quality can be affected by many factors like, the large number of students, time, students'feelings, student's focus is on marks rather than remarks , and teacher' s mood.

3.4 Summary of the results

The aim of the study is to see the role corrective feedback has for fostering students' essay writing.Thus , for obtaining a credible and valid results the researcher used one tool distributed to tow different populations which are : a questionnaire for Written Expression Teachers and another one for Master One students in order to gather the data that feed the study .The results of both questionnaires showed that essay writing is highly demanded skill in students' career and acomplishments .Besides,corrective feedback is an essential and useful element for student' s improvement .It allows him / her to know the mistakes that should be corrected and the tips for directions.Teachers accounted that feedback should be clear, corrective, precize , detailed , and informative.

Conclusion

This chapter was devoted to the field work of the study . It consists of the data analysis , interpretation, discussion of the findings , and the summary of the results. The study results answered the research question and realized the study aim .Moreover, the research hypothesis have been comfirmed.Initially, both teachers and students highlighted the importance of essay writing skill . Furthermore, they both confirmed the great contribution corrective feedback has in enhancing student' s essays writing.

Limitation of the Study

In conducting any research , the researcher encounters some obstacles that obstruct the research process progress. In our study , we faced the following difficulties : unavailabilty of teachers as well as students.Because of this latter, the population have been changed from Third year students to Master on students Furthermore, due to the critical and sensitive period the researcher has gone through , the motivation was low.The second tool which is the interview has been replaced by a questionnaire to be two .

As a consequence, despite the aformentioned limitations ,the researcher has collected the data which helped her to confirm the validity of her hypothesis.

General Conclusion

General Conclusion

The current study attempted to spot light on improving learners ' essay writing through teachers' corrective feedback.Thus , the aim of this research is to test the hypothesis which suggested that if corrective feedback is given properly, it will help learners produce a good essays writing.

The research is devided into three chapters ; the two initial parts are theoratical ; while , the third one is practical .The first chapter is about the basic elements of feedback .To clarify, it dealt with the general overview of feedback (meaning and types) .Moreover, it presented the strategies of feedback and the characteristics of effective feedback ; Furhtermore , it highlighted the different forms of feedback in writing and the roles of teacher in providing feedback on students writing.Finally , it is concluded with tips for better feedback and challenges of success of teacher'scorrective feedback.

Secondly, the second chapter includes two sections that are about writing and essays.The first section dealt with essential points of writing : writing meaning, difficulty of writing , key issues in writing,and approaches of writing . The second section focused on essays , it presented their meaning , format, organizational method of writing, foundation for success,types, and important considerations in essay development.

Thirdly, the third chapter depicted the data analysis procedures .Then , it moved to data analysis and interpretation in addition to the discussion and summary of the findings.

The researcher used the descriptive method to collect data in order to achieve the aim of the study .She dealt with teacherand student ' s questionnaires .They were distributed to five teachers of written expression and 30 student of master one sciences of the language

To sum up, the gained results proved that teachers and students have positive impressions and perceptions towards the role of corrective feedback for enhancing students' essay writing . to put it simple, the more teachers provide students with corrective feedback , the better their essays will be . To add, when teachers correct their students ' drafts , they adopt different strategies to spot mistakes and let themknow where they did good and where they did bad , and how they can improve. Furthermore, they emhasized on the necessity of buiding the skill of essays writing sin .In addition, the results indicated that students suffer from different problems when when they write essays , so teachers recommended reading and teaching writing in the form of workshops many times a week .

Pedagogical implication

On the basis of our work we suggest some pedagogical recommendations for both teachers and students.

Suggestions for Teachers

- It is recommended that teachers focus on practice more than delievring only lessons theoretically.

- It is recommded that teachers integrate technology to give feedback. .

- Multi-model feedback is recommended because it matches students with a veriety of learning styles.

- It is recommended that teachers should all the time guide students to write better essays through intensifying the provision of feedback .

- It is recommended that teachers design a lesson upon students ' needs and lacks .

- It is recommended they motivate students to read anything related to English, such as books,stories, papers…etc.

- It is highly demanded that teachers sencitize students towards the importance of essay writing.

Suggestions for Students

- It is recommended that they should read books extensively.

- It is recommended that they should do free writing outside classrooms.

- It is recommended that they should follow their teachers'guidlines and information.

- It is recommended that students engage in peer feedback.

- It is advisable that students share their ideas and skills with the teacher.

- It is recommended that students manage their time carefully to write a well composed essays.

- It is recommended that they follow all the stages of writing process.

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Appendices

Appendix 1:Teachers' Questionnaire

Dear   teacher,

I am a second year master student, and I am conducting a research about the role of teacher's corrective feedback in improving EFL students' essay writing. Therefore, I would be so grateful if you could answer the following questionnaire. Your contribution will be of a great importance for the success of my research work. Please tick the appropriate box(es) or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time , information , and co-operation

Researcher's name

BAHLALI Sihem

Supervised by

Dr. SEGUENI Lamri

Section One: General Information

Q1. would you specify the degree you held

a) Master

b) Magister

c)   Doctorate

Q2. For How long have you been teaching written expression at university?

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Section Two: Essay Writing Skill

Q3. Do you think that students should develop the skill of writing essays? *

a) Yes   ☐

b) No   ☐

Justify your answer please

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Q4. Are you satisfied with your students' level in essay writing?

a) Yes   ☐

b) No   ☐

Whatever your answer is, please justify

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Q5. Do you think that the content of written expression syllabus you are teaching is sufficient for helping learners improve their essays writing?

a) Yes   ☐

b) No   ☐

Please explain

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Q6 Which approach do you implement to teach writing? You may choose more than one answer.

a) The productapproach

b) The process approach

c) The genre approach

d) All of them

Justify your answer please

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Q7. According to you, which of the following characterise(s) a good essay? You maychoose more than one answer.

a) Good ideas

b) Rich vocabulary

c) correct use of language

e) Cohesion and coherence

f) Good format

g) All of them

Others, please specify

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Section Three:Teachers' Corrective Feedback

Q8. How many of your students face difficulties when writing essays?

a) All of them

b) Most of them

c) Some of them

d) Few of them

Q9. What are the types of errors/mistakes they often make?

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Q10. What do you advise your students in order to write better essays?

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Q11. When correcting your students' papers, on which of the following aspects do you focus more? You maychoose more than one answer.

a) The form

b) The content

c) The language

d) Mechanics and diction

e) The writing style

f) The organization

g) All of them

Q12. When correcting your students' essays, do you (you may choose more than one answer) .

a) Highlight the erroronly

b) Use symbol codes to indicate the type of error

c) Give the correct formdirectly

d) ProvideWrittencomments

e) Offer oral comment

Others, please specify

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Q13. How can you define effective feedback?

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Q14. Which approach do you use to correct your students' errors?

a) The selective approch (it is to focus on one type of errors) ☐

b) The comprehensive approach (it is to provide feedback on a wide range of errors) ☐

Whatever your answer is, please justify

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Q15. Which type of constructive feedback you use most?

a) Negative feedback: Corrective comments about past behaviour. Focuses on behaviour that wasn't successful and shouldn't be repeated. ☐

b) Positive feedback: Affirming comments about past behaviour. Focuses on behaviour that was successful and should be continued. ☐

c) Negative feed-forward: Corrective comments about future performance. Focuses on behaviour that should be avoided in the future. ☐

d) Positive feed-forward: Affirming comments about future behaviour. Focused on behaviour that will improve performance in the future. ☐

Q16. Apart from the most used ways of correction, which of the following strategies do you apply in the classroom to make your students involved and aware of their mistakes?

a) Peer assessment and feedback ☐

b) Writing conferences (It is a conversation between a student and his teacher for the purpose of reviewing a piece of writing) ⬭

c) The multimodel feedback system (It is the combination of several modes to give information: Oral, written, audio, video, etc) ⬭

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Justify your answer please

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Q17. What are the obstacles that prevent teachers from giving effective feedback on students' written works?

a) Teacher'smood

b) Students' number and performance

c) Students' reactions

d) Students focus on marks rather than feedback

d) Time

e) The number of errors

f) All of them

Others, please specify

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Q18. Do your students benefit from your corrective feedback?

a) Yes ☐

b) No ☐

If yes, how many of them take your remarks and comments into consideration?

a) All of them ☐

b) Most of them ☐

c) Some of them ☐

d) Few of them ☐

If you have any comments or suggestions about the role of teacher's corrective feedback in foreign language learning especially for the development of students' essay writing proficiency, please feel free.

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Thank you for your time, effort and collaboration

Dear student,

You are kindly requested to answer the following questionnaire. Please tick the appropriate box(es) or make complete statements whenever necessary. Be sure thatyour responses will be anonymous and will be used for research purposes only. Your contribution will be of great help for the success and for the accomplishment of my master dissertation, which is about "The role of corrective feedback for improving students' essaywriting"

Thank you for your time, effort and collaboration

Prepared by :

BAHLALI SIHEM

Supervised by :

Dr.SEGUENI LAMRI

Section One : Personnel Information

Q1. Would you specify your sex please

a) Female

b) Male

Q2. Is your learning of English

a) Your own choice

b) Your Parents' choice

c) Someone' s advice

Section Two: Attitudes towards the Writing Course

Q3. Which of the followinglanguagelearningskillswouldyoulike to improvemost?

    a) Reading   ▭

    b) Listening   ▭

    c) Speaking   ▭

    d) Writing   ▭

Justify your answer please

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Q4. Do you like writing in English?

    a) Yes   ▭

    b) No   ▭

Justify your answer please

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Q5. How do you consider writing skill?

    a) Very important   ▭

    b) Important   ▭

    c) Not important at all   ▭

Q6. Do you like writing essays?

    a) Yes   ▭

    b) No   ▭

Justify your answer please

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Q7. How do you evaluate your level in essay writing?

    a) Poor - I definitely need some help
    b) Acceptable - but I know I couldimprove
    c) Good - I could improve with some advance and tips
    d) Excellent - I don't think I could improve much

Q8. How do youfindWritingessays?

    a) Easy
    b) Difficult
    c) Verydifficult

Q9. Do you think that essay writing is an important skill to master

    a) Yes
    b) No

Q10. Are you satisfied with the way essay writing is being taught?

    a) Yes
    b) No

Justify your answer please

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Q11. According to you, which of the following teaching strategies can help you improve

Your writing skills?

a) Writing by modelling ☐

b) Assigning free writingtasks ☐

c) Exposing students to different types of texts ☐

d) Encouraging self and peerassessment ☐

e) Using different sources, forms and types of feedback ☐

f) All of them

Others, please specify

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Section Three:Students' WritingDifficulties

Q12. Do you find any difficulties when writing essays?

a) Yes ☐

b) No ☐

If yes, are theyrelated to

c) Word choice ☐

d) Incorrect grammar ☐

e) Sentence structure ☐

f) Lack of ideas about the topic ☐

g) Coherence and cohesion ☐

h) Time management ☐

i) All of them ☐

Others, pleasespecify

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Q13. According to you, what are the main reasons behind students' writing difficulties?

a) Lack of reading ☐

b) Students' negative attitude towardswriting in English

c) Poor vocabulary

d) Lack of practice

e) Insufficient guidance from the teacher

f) The wayessaywritingisbeingtaught and assessd

g) All of them

Others, please specify

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Q14. Do you respect/follow the stages of the writing process when writing an essay?

a) Yes

b) No

If yes, how often

a) Always

b) Sometimesc)

c) Rarely

Q15. Which stage(s) of the writing process do you find more difficult tthan the others?

d) Prewriting

e) Outlining

f) Drafting

g) Revising

h) Editing

i) Proofreading

Section Four: Teacher's Intervention on Students' WritingErrors

Q16. Doesyourteacher check yourpapers at each stage of the writingprocess?

a) Yes ⬚

b) No ⬚

Q17. On which aspect(s) doesyourteacher focus on whencorrectingyouressays?

a) The form ⬚

b) The content ⬚

c) The language ⬚

d) The writing style ⬚

e) Organisation ⬚

f) All of them ⬚

Q18. When correcting your essays, does your teacher

a) Highlight the erroronly ⬚

b) Use symbol codes to indicate the type of error ⬚

c) Give the correct formdirectly ⬚

d) UsingWritten comments ⬚

e) Using oral comments ⬚

If your teacher uses written comments, how often do youunderstan dthem?

a) Always ⬚

b) Sometimes ⬚

c) Rarely ⬚

d) Never ⬚

Q19. From the list mentioned above, which type of correction youprefer to receive and why?

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Section Five: Teacher's Corrective Feedback

Q20. Do you receive any kind of from your teacher after correcting your essays?

a) Yes ☐

b) No ☐

If yes, how often?

a) Always ☐

b) Sometimes ☐

c) Rarely ☐

d) Never ☐

Q21. How do you feel when you receive corrective feedback from your teacher?

a) Motivated ☐

b) Disappointed ☐

c) Discourage ☐

d) Emmbarrassed ☐

Q22. Do you think that teacher's corrective feedback is a crucial element for improving your essay writing?

a) Yes ☐

b) No ☐

Justify your answer please

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Q23. How often does your teacher praise you when you write good essays?

a) Always ☐

b) Sometimes ☐

c) Rarely ☐

d) Never ☐

Thank you for your collaboration

الملخص

يعاني معظم طلبة الماستر في جامعة محمد خيضر من اداء كتابي سيء للمقالات . لذلك تهدف هاته الدراسة الى التحقق من فعالية ردود الفعل التصحيحية للاساتذة على الانتاج الكتابي لطلبة الاولى ماستر. بالتالي طرحنا فرضية انه اذا تم استعمال وسيلة الردود التصحيحة بشكل مناسب الطلبة بدورهم سينتجون مقالات جيدة ذات كفاءة.من اجل برهنة اطروحتنا تم اجراء دراسة وصفية من اجل جمع و تحليل المعطيات.اضافة الى ذلك لتجربة اطروحتنا اخترنا اداتين من ادوات جمع البيانات . تم تصميم استبيانتان وتسليمهما الى خمس اساتذة التعبير الكتابي و اخرى الى خمس وثلاثون طالبا من اولى ماستر من علوم اللسان بجامعة محمد خيضر في ولاية بسكرة الذين تم اختيارهم عشوائيا وذلك من اجل استحضار مواقفهم واخذ الاجوبة لهذا البحث . بناءاا على النتائج المتحصل عليها يمكن الاستنتاج ان تقنية ردود الفعل التصحيحية للاساتذة لها تاثير ايجابي وفعلا تساعد على انتاج مقالات في المستوى.وعليه هاته المتحصلات اكدت صدق الفرضية السابقة.و في الاخير تم اعطاء مجموعة من الاقتراحات والتي كانت منبثقة من النتائج المتحصل عليها.