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Faculty of Letters and Languages  
Department of english and literature



## MASTER THESIS

Letters and Foreign Languages  
English Language  
Applied Linguistics

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### **The Impact of Teacher's Feedback on Students Writing Skill Proficiency : case study of second year English students at University of Mohamed Kheider Biskra**

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## **Declaration**

**I AOUN GARMIA** declare that this work is conducted by myself and it is made by my own efforts. I do also confirm that all the information included in this content are from my own product except the references are mentioned, and it is never been submitted by any person or university. This work was attested and completed at Mohamed khider university of biskra.

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## **Dedication**

As always, first thanks to ALLAH for giving me the chance for better education.

I would like to dedicate this modest work to:

My lovely parents

My sisters and brothers

All teachers at Mohamed khieder university of Biskra, especially my supervisor, **Mrs.**

**AICHAOUI Theldja** for her patient guidance, encouragement, and advice throughout the whole

work.

All the extended family and friends

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Whom I respect, and the one who has seriously helped me to complete my work.

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## **Abstract**

Writing is one of the most significant skills to acquire knowledge in the fields, and its importance in improving vocabulary knowledge should not be neglected because without an adequate number of words, their meanings, grammar rules and self-expression will be hardly interpreted. Moreover, students' lack in writing skill is due to lack of written corrective feedback. The present dissertation aims at investigating “The Impact of Teacher’s Written Corrective Feedback on Students Writing Skill Proficiency»to second-year LMD students of English at Biskra University. The purpose of this study shows the importance of teachers’ written corrective feedback which helps students to enhance their academic writings. To confirm this hypothesis relied on the descriptive method in order to find the relationship between the dependent and independent variables which are mentioned above. The questionnaire is the data gathering tool of this research and it is addressed for both students and teachers who are going to be a part from this research. The obtained results are found to be highly significant since the results of the analysis of the student’s and teacher’s questionnaire have asserted that there is a serious gap on second year students of English with writing competence. Also teachers of written expression have claimed that their learners are exposed making errors while writing. As a result of this, teacher’s written corrective feedback in the foreign language seems as an important element for second year LMD students to follow for the aim to correct their errors. This leads us to confirm that written corrective feedback is a useful strategy as stated in the hypothesis, students may have positive attitude towards the writing skill. Accordingly, teacher’s written corrective feedback has significant role in improving students’ writing skill.

## **List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language

**LMD:** License Master Doctorate

**M,K,U:** Mohammed Kheider University

**FL:** Foreign Language

**L1:** First Language

**L2:** Second Language

**Q:** Question

**%:** Percentage

## List of tables

Table 01: Students' Needs.....	44
Table 02: Learning style.....	44
Table 03: Students' gender.....	72
Table04: The Students' consideration of their level in English.....	73
Table 05: Students' choices for learning English.....	74
Table 06: Students' attitude towards writing.....	74
Table 07: Students opinion about when they prefer their errors to be corrected .....	75
Table 08: Students preferring kind of teacher's written correction .....	76
Table09: The importance of the teachers' intervention in correcting written errors.....	77
Table10: Frequency of teachers' written corrective feedback .....	78
Table11: Students' emotion when they being corrected by the teacher .....	79
Table 12: The students' opinion about effectiveness of teachers written feedback.....	80
Table 13: Students opinion about how much they like writing skill.....	81
Table 14: Emphasis the frequency of students writing in English.....	81
Table15: Writing sessions .....	82
Table16: Students evaluation of the written expression module .....	83
Table 17: Students' satisfaction about their level in writing.....	84
Table18: The Students motivation towards written expression .....	85
Table19: The Students amount of written expression time .....	86
Table20: The Students view about the written activities.....	87
Table 21: The kind of students' difficulties in writing .....	88
Table 22: Teachers' gender.....	90
Table23: teachers academic degree.....	91
Table 24: The Teaching experience of the Written Expression course.....	92

Table 25: Teachers’ type of feedback use in teaching process.....	92
Table 26: Teachers asking the students to write .....	93
Table 27: Teachers’ given feedback on the students’ drafts .....	94
Table 28: Teachers’ methods in giving feedback .....	95
Table 29: Type of feedback that benefits the students.....	95
Table 30: Teachers frequency of giving feedback.....	96
Table 31: The teachers’ attitudes towards the written corrective feedback .....	97
Table 32: The teachers’ opinion about the respond of the students from their feedback.....	97
Table 33: Teachers’ strategies in giving feedback.....	98
Table34: Teachers’ knowledge about students’ improvement after the feedback .....	99
Table35: Teachers’ encouragement to students to write.....	100
Table36: Teachers’ opinion about introducing writing session .....	100
Table 37: Teachers’ evaluation of students’ level of writing skill .....	101
Table 38: Teachers’ view about students’ failure in writing .....	102
Table 39: Teachers’ approach in teaching writing skill .....	103
Table 40: Teachers’ opinion about the common problem of students writing.....	103

## List of figures

Figure 01: Students' gender.....	72
Figure02: The Students' consideration of their level in English.....	73
Figure 03: Students' Choices for studying English.....	74
Figure 04: Students' attitude towards writing .....	75
Figure 05: Students opinion about when they prefer their errors to be corrected .....	76
Figure 06: Students preferring kind of teacher's written correction .....	77
Figure 07: The importance of the teachers' intervention in correcting written errors.....	78
Figure 08: Frequency of teachers' written corrective feedback.....	78
Figure 09: Students' emotion when they being corrected by the teacher .....	79
Figure 10: The students' opinion about effectiveness of teachers written feedback.....	80
Figure 11: Students opinion about how much they like writing skill.....	81
Figure 12: Emphasis the frequency of students writing in English.....	82
Figure 13: Writing sessions .....	83
Figure14: Students evaluation of the written expression module .....	84
Figure 15: Students' satisfaction about their level in writing.....	84
Figure16: The Students motivation towards written expression .....	85
Figure 17: The Students amount of written expression time .....	86
Figure 18: The Students view about the written activities.....	87
Figure19: The kind of students' difficulties in writing .....	88
Figure 20: Teachers' gender.....	91
Figure21: teacher's academic degree.....	91
Figure 22: The Teaching experience of the Written Expression course.....	92
Figure 23: Teachers' type of feedback use in teaching process.....	93
Figure 24: Teachers asking the students to write .....	94

Figure25: Teachers' given feedback on the students' drafts .....	94
Figure26: Teachers' methods in giving feedback .....	95
Figure 27: Type of feedback that benefits the students.....	96
Figure28: Teachers frequency of giving feedback.....	96
Figure 29: The teachers' attitudes towards the written corrective feedback .....	97
Figure 30: The teachers' opinion about the respond of the students from their feedback.....	98
Figure31: Teachers' strategies in giving feedback.....	99
Figure32: Teachers' knowledge about students' improvement after the feedback .....	99
Figure33: Teachers' encouragement to students to write.....	100
Figure34: Teachers' opinion about introducing writing session .....	101
Figure35: Teachers' evaluation of students' level of writing skill .....	101
Figure36: Teachers' view about students' failure in writing .....	102
Figure37: Teachers' approach in teaching writing skill.....	103
Figure 38: Teachers' opinion about the common problem of students writing.....	104

## List of Content

Declaration.....	II
Dedication.....	III
Acknowledgments.....	IV
Abstract.....	V
List of Abbreviations and Acronyms.....	VI
List of Tables.....	VII
List of Figures.....	VIII
Table of Content.....	IX
<b>General Introduction.....</b>	<b>14</b>
2. Statement of the problem.....	16
3. Significance of the study.....	17
4. Aims of the study.....	18
5. Research questions.....	18
6.Hypothesis.....	19
7. Research methodology .....	19
8. Structure of the dissertation .....	20
 <b>Chapter one: General Overview on the Teachers Written Corrective Feedback</b>	
Introduction.....	23
1.1. Definition of feedback.....	23
1.1.1. Teacher' feedback.....	24
1.1.2. Corrective feedback.....	25
1.2. The importance of an effective corrective feedback in writing skill.....	27
1.3. Types of corrective feedback.....	29

1.4. Written corrective feedback ( WCF).....	30
1.4.1. Types of written corrective feedback and their Effects on Learners.....	32
1.4.1.1. Recasts, elicitations and meta-linguistic, written corrective feedback.....	33
1.4.1.2. Direct and indirect written corrective feedback (Implicit or Explicit).....	34
1.4.1.3. Focused and unfocused written corrective feedback.....	35
1.4.1.4. Electronic Corrective Feedback.....	36
1.4.2. Errors vs mistakes.....	37
1.5. Objectives behind written corrective feedback .....	40
1.6. Teachers strategies on written corrective feedback.....	41
1.7. The role of EFL teachers in the classroom....	42
1.8. Regarding students needs and styles in written corrective feedback .....	43
Conclusion .....	46

## **Chapter Two: Writing Skill in Second Language**

Introduction.....	48
2.1. Definition of writing .....	48
2.2. Writing skill in second or foreign language classroom .....	50
2.3. The importance of writing skill .....	52
2.4. The main characteristics of effective writing .....	54
2.4.1. Organization .....	55
2.4.2. Clarity .....	55
2.4.3. Cohesion and Coherence .....	56
2.4.4. Word Choice .....	57
2.4.5. Mechanics .....	57
2.5. Teaching writing skill under a set of approaches .....	58
2.5.1. The Product Approach .....	58



2.5.2. The process Approach .....	59
2.5.3. The Genre Approach.....	62
2.6. Writing skill and affective factors.....	63
2.6.1. Mother tongue interference.....	63
2.6.2. Poor grammar.....	64
2.6.3. Lack of vocabulary.....	65
2.6.4. Lack of self confidence .....	65
2.7. The Contribution of written corrective feedback in enhancing writing skill.....	66
Conclusion .....	67

### **Chapter Three: Field work and data analysis**

Introduction.....	69
3.1. Review of research methodology .....	69
3.1.1. Research method .....	69
3.1.2. Approach .....	69
3.1.3. Sample and population of the study.....	69
3.1.4. Data gathering tools .....	70
3.1.5. Data procedures analysis .....	70
3.2. Students questionnaire .....	70
3.2.1 Aims of the questionnaire .....	70
3.2.2 Description of the questionnaire.....	70
3.2.3 Administration the questionnaire.....	71
3.2.4. Piloting of the Questionnaire .....	71
3.2.5. Analysis of the results.....	72
3.3. Teachers questionnaire .....	90
3.3.1. Aims of the questionnaire .....	90

3.3.2. Description of the questionnaire .....	90
3.3.3 Administration the questionnaire.....	91
3.3.4. Piloting of the Questionnaire .....	91
3.3.3. Analysis of the questionnaire.....	91
Findings.....	106
Conclusion.....	106
General conclusion.....	109
Recommendations .....	110
Reference list.....	111
Appendices	
Appendix A: Students' questionnaire	
Appendix B: Teachers' questionnaire	
ملخص العربية	

***General  
Introduction***

## **General Introduction**

We do believe that writing is a very significant skill to learn; it opens the door of knowledge and enriches people with a wide range of information. Generally, people write to gain information that serves their need. In other words, writing skill is an essential part of learning; it enables students to improve their language proficiency in general, and expands their cultural features of their community in particular. A lot of studies have been done in the field of writing's benefits and propose many criteria to enhance it one of these criteria is the role that teachers' written corrective feedback plays for better students' writing proficiency.

Since the writing skill is an intellectual and creative process, students try to boost their writing ability. In addition, writing purpose is to convey different messages within a certain community, learners achieve their writing ability by receiving their teacher's feedback. Although there have been changing opinions on the effectiveness and the effective way of giving students feedback and Feedback in writing can involve different areas of writing, such as composition skills, style, organization, content and so on. In addition, students have a big problem in whether the thing that they have written correct or incorrect, so that students attempt to master the basic rules of writing skill and benefit from teacher's feedback to express their ideas appropriately via sentences and paragraphs. Furthermore, developing students writing ability is one of the major challenges faced by teachers. Thus, teachers need to detect those errors by using different techniques to elicit their source of errors and gives the remedy that suits their type of error in order to enhance student's performance by providing the efficient written corrective feedback.

## **2. Statement Of The Problem**

In Algeria, English is considered as the foreign language. When learning English language there are four skills that must be mastered by learners listening, speaking, reading and writing. This latter is very important in learning process; therefore, written corrective feedback has a prominent role in developing student's Writing skill. Nevertheless, students still lack writing

ability which may create problems during their learning process; they still need teachers' feedback to develop their writing production. Learners are supposed to use their teacher's WCF to enhance their writing. This research tackles the errors that make students unable to learn writing skill and teacher's use of various methods to correct their errors and to obtain better results. They help them increasing the possibility of learning this skill to be fulfilled in their target language as well as teacher's role in providing written correction feedback and its usefulness on student's writing skill proficiency.

This research is based on a study which identifies the errors that hinder students in their writing production as well as teacher's intervention in providing student's written corrective feedback to confirm the effectiveness and the usefulness of their feedback through the student's adoption of teacher's correction in the classroom. This study aims to spot the light on the main problems that students encounter in acquiring writing skill proficiency and the impact of teachers written corrective feedback on students writing production and the way students perceive teacher's feedback. Practically, this present study investigates the problems that face second year EFL students in written expression module at Mohamed Khieder university of Biskra.

### **3. Significance of the study**

Writing skill is one of the skills that the learner needs to develop in order to reach a certain level of proficiency as it becomes widely demanded across the world so that they could communicate. This research is an interesting topic, which focuses on the importance of teachers written corrective feedback in enhancing student's writing performance. Also it shed the light on solving the problems that teachers face inside the class in written expression module, and how teachers introduce their capacities on written corrective feedback which reduces the difficulties that students face when improving their writing skill and how to create the useful tools to help students to interact together and learn from their errors in writing. This study is designed to examine if teachers written corrective feedback as a supplementary strategy promote the performance of students in writing skill and student's in the written expression module.

Since writing is prominent skill, teachers are the core of heading students to the correct method and the prominent strategies to get the final of writing skill proficiency. It is clear that teachers written corrective feedback make students more aware about the mistakes they done in their writings and they will be motivated in learning English and memorize the steps of effective writing skill easily.

#### **4. Aims of the study**

This study is meant to contribute to the improvement of learner's poor writing performance in English through teacher's written corrective feedback in the EFL classroom. Thus, the main aim is to contribute to understand how and to what extent teacher's written corrective feedback could help the second year LMD students at Mohamed Kheider University of Biskra to activate their writing performance. In addition, presenting new strategies and methods which would be useful for English teachers and productive for students. Also, we identified which strategies are the most effective in the English class and can be applied by English teacher in Algerian classrooms. The main goals of this study are:

- 1-To find out writing errors that teachers observe in students' writings.
- 2-To figure out the different methods that are used by teachers in correcting their errors.
- 3-To illustrate written corrective feedback types and sources that affect their writings activities as viewed by teachers.
- 4-To examine students' attitudes toward teacher's written corrective feedback and its effectiveness

#### **5. Research hypothesis**

The classroom is the context in which students learn English and it gives a lot of opportunities for natural language use. It enables the students to show their abilities in writing skill, thus teachers should provide the role of corrective feedback in the written expression module. This leads us to hypothesize that:

**H1**-If teachers could detect the source of the error and find the remedy for it, they will provide

more constructive feedback.

**H2-** If students take their teachers WCF into consideration; they may overcome their writings problems and achieve better results.

**H3-** If teachers provide EFL students with an adequate feedback, they will enhance their writing productivity.

## **6. Research questions**

Throughout this research we will attempt to investigate teacher's written corrective feedback inside the classroom and how they can help learners to progress in their writing skill. We propose three main questions that summarize the aims of developing the topic. This research study attempts to find answers to the following research questions:

Q1-What is the source of the errors students make during their writing process?

Q2-What is the type of WCF that is given to the student?

Q3-What are the students' attitudes towards teacher's WCF?

## **7. Research methodology**

In fact, the type of the research methodology that will be used in this study is descriptive. In addition to this research, we indicate the most useful method we propose, that is to say the quantitative method is regarded as the basis for investigating on the percentage of students that can support the required information concerning students' problems and inhibitions they encounter in their learning as well as their attitudes towards teacher's WCF and the way students perceive it. Also, the effectiveness of their feedback on student's writing skill in EFL classroom.

### **7.1. Data gathering Tools**

In order to ensure the validity of the research, the questionnaire was chosen according to the nature of the study, questionnaires for learners and teachers. The questionnaire will be administered to the 2<sup>nd</sup> year students at the English division in order to provide us with a clear

answers about their attitudes towards their teacher's WCF and to what extent their feedback was workable and the second questionnaire is dedicated for teachers of written expression module at the English division to figure out the errors students make during their writing process. The data will be collected through teachers' and students' questionnaires.

## **7.2. Population**

Since the aim of this study is to confirm the importance and the efficiency of teacher's written corrective feedback in helping the EFL learners to develop their writing skill, so here both students and teachers of English department are concerned by this study.

It is defined that the population of the research is all the members of research will be a part of this study. The population will be the 2<sup>nd</sup> year LMD students of English at Biskra University. We will deal with forty (40) students out of the total population which is about (300) we choose them randomly to give the right answers about their teacher's error correction feedback as they have been chosen randomly. Since Students have learned writing basics (simple sentences, complex sentences and subject-verb agreement.) they can pass to the next level and write comprehensive paragraph in the second year as they do have writing basics, so that they experience writing.

In addition, teachers of written expression are chosen because they experience students' errors in their writings. This sample of study has already been introduced to the course of written expression and has an experience with its nature. In addition, the teachers of written expression, we will deal with the sample of eight (08) teachers of written expression, they are chosen to answer the questions concerning their teaching experience to figure out the errors that are made by their students in their writings and the problems they face during their learning process.

## **8. Structure of the dissertation**

The study consists of three chapters. The two chapters are theoretical and the third chapter is practical. The first chapter presents different definitions of feedback, its types and its importance for student's performance. The second chapter tackles the main challenges that



hinder students to acquire writing skill effectively by mentioning the sources of errors. After that, stating the attitudes of students on their teacher's feedback. Additionally, the last chapter concerns the analysis of the collected data by means of both teachers' and students' questionnaires to gain the results of the analyzed data about the errors of the students and the solutions for them, besides, the use of teacher's feedback in order to enhance their writing.

# **Chapter one**

**General Overview on the Teachers  
written corrective feedback**

## **Introduction**

Teaching English as a foreign language (TEFL) requires learner's exposure to what is called the foreign language skills especially the writing skill, this latter need more concern and focus from the teachers written corrective feedback, so written feedback is an essential system of effective writing. It helps people to write correct speech and well-organised ideas and express their abilities during the course. In addition, the concept 'feedback' means giving information and guides to the students about their written performance of certain tasks that aimed to improve or revise the performance.

The present chapter highlights the definition of feedback, then speaks about teacher's written corrective feedback, the importance of an effective corrective feedback in writing skill in addition to types of corrective feedback, which includes types of written corrective feedback and their effects on learners such as : recasts, elicitations and meta-linguistic written corrective feedback, direct and indirect written corrective feedback (implicit or explicit), focused and unfocused written corrective feedback, and electronic corrective feedback. Then it moves to errors vs. mistakes, followed by the objectives behind written corrective feedback and teachers strategies on written corrective feedback. The last two points to be discussed in this chapter are the role of EFL teachers in the classroom and regarding students' needs and styles in written corrective feedback and finishing by a conclusion.

### **1.1. Definition of feedback**

The concept of feedback plays an important role in learning a foreign language, thus feedback is a fundamental element for teachers in teaching process. Accordingly, teachers play the role of a corrector to students' errors in order to avoid making these errors and develop their writing proficiency. In addition, the term feedback refers to the information given by the teachers to the students in order to elicit a certain error and indicate what can be done in order to improve the performance.

According to the researcher Sadler (cited in Taras, 2013), "Feedback is information about the

gap between the actual level and reference level of a system parameter which is used to alter the gap in some way". From the above definition, it is clear that feedback is an important part of responsible and responsive remarks in teaching and learning process and without it; this would be similar to learning without a teacher. Thus, feedback is an important aspect of classroom training.

In the same context, "Feedback requires knowledge of the standards or goal, skills in making multi-criterion comparisons, and the development of ways and means for reducing the discrepancy between what is produced and what aimed for". ( Aslam and Khan, 2020, p. 26).

Moreover, Hattie, J. (2009) says that feedback is a compelling influence on learner achievement, when teachers seek or at least are open to what learners know, what they understand, where they make errors, when they have misconceptions, when they are not engaged- then teaching and learning can be synchronized and powerful feedback to teachers makes teach visible learning.

According to (Hattie and Timperley p. 81), feedback is defined as information on one's performance or knowledge delivered by an agent (e.g, instructor, peer, book, parent, self, experience). A teacher or parent can provide corrected information, a peer can provide an alternate technique, a book can supply information to explain ideas, a parent can offer encouragement, and a student can look up the answers to see whether or not a response is accurate. As a result, feedback is a "consequence" of performance. (Hattie and Timperley as cited in Aicha, 2016).

### **1.1.1. Teacher's Feedback**

Teachers' Feedback is an essential in the educational syllabus , because without teachers correction and feedback, learners will not be able to improve their awareness toward the errors and mistakes they make during the learning process, so teachers feedback is a facilitating strategy for both teacher's competence and student's performance in the course .

Ferris et al. (2011, p. 56) claimed that through teachers feedback, the learners can have a

chance to review, revise, correct and judge their performance according to the teachers evaluation of the work they perform.

It is clear that teachers' feedback is a challenging strategy that pushes EFL students to use their abilities and show progression. In addition, this feedback gives condition and opportunities to achieve better through a clear instruction that suit students comprehension of the given task or work.

In other words, we can distinguish four types of teacher's feedback in the lesson during a writing task as following:

**1. Evaluative Feedback:** this type of feedback is essential in learning; the teachers can give their feedback by evaluating their students' performance, so the teacher feedback will be in a form of grades or brief comments such as, good, well done, its correct. However, the teacher here did not give detailed information about the task.

**2. Descriptive Feedback :** this type of feedback is the important one, teachers will provide their students with detailed, specific information as feedback in order to improve their learning, in a way the teacher gives a clear instructions about what the students should do and how to do to improve and correct their mistakes.

**3. Feedback During Writing:** most of the time, the teacher gives her/his students specific feedback during the writing process. This can be an effective step, which allows them to take notes and deduce errors. In addition, students will try to realize improvement during their writing process; this could be effective and productive for them to perform better.

**4. Feedback after Writing:** it is a well-known type of feedback after writing. Teachers give students feedback in order to provide them with instructions after writing that help them avoid errors in writing and be aware of some kind of mistakes they have done in the draft. However, for brilliant students, this kind of feedback is beneficial, while for weak students it is difficult.

(cited in Ferris et al. 2011, p. 57)

### **1.1.2. Corrective Feedback**

Generally, corrective feedback is a type of performance, which is given to students in order to help them improve their performance during lessons. In addition, teachers provide students feedback to reinforce expectations and correct mistakes.

More than seven meta-analyses completed since 1980 support the idea that feedback is the single most powerful strategy available for increasing students' performance. Every day, classroom teachers use corrective feedback as a teaching strategy. Giving praise, returning assignments the next day, correcting student misconceptions immediately, or as part of active students' response are all examples of feedback. (Wing Institute news section, 2021)

Furthermore, other helpful ways for increasing feedback include peer review or self-assessment. Thus, feedback must match these four characteristics for the best results as following:

- 1) It is objective, dependable, measureable, and specific.
- 2) It offers information about what went well, what needs to be improved, and how to improve.
- 3) It is provided frequently and soon after performance.
- 4) It is focused on performance rather than personal traits.

(Available at: <https://www.education.vic.gov.au/feedback>.)

From what the previous point discussed, it is clear that corrective feedback happens electronically by using a word processing system or through sharing a task with instructions via technological means; also it could occur in a written or verbal manner as offered by a teacher, tutor or peer.

According to Bitchener et al (2005) claimed that, "When the teacher identifies the error and gives the correct form of the task. Corrective feedback refers to situations when the teacher indicates an error or mistake has been made by their students and give the correction, thereby leaving the student to correct it" (p. 193).

Similarly, Ferris et al. (2011) affirmed that, in assessing second language writing tasks, teacher's role is to focus on major written inconsistencies while overlooking minor grammatical

errors”. So, corrective feedback aided EFL students writing composition to be corrected and giving remarks due to the teachers’ corrective feedback that lead them to recognize their errors.

According to Hartshorn et al. (2010) show that, in practicing writing tasks must be frequent and authentic, this help the students to attain competency and teachers have to give feedback on their students written work on the other hand, students have to receive corrective feedback and reviewed corrective feedback and learned from errors to have a professionals written language.

EFL students have a chance from teachers' corrective feedback in order to understand the reason behind this error and correct it. To support this point, Min (2013) in his research “how to give feedback that aligned with a teacher's beliefs”, explains that teachers and students share similar expectations about corrective feedback, thus students expected instructors to point out surface and content errors, and teachers expected to give correction.

Student’s job should take into consideration the corrective feedback in order to correct and revise all the errors they do in the task, this can help them to deduce their difficulties and be more aware for better achievement.

## **1.2. The Importance of an Effective Corrective Feedback in Writing Skill**

Feedback is essential in learning process in general and in writing in particular. It helps students to perform better the tasks of the learning purpose. Feedback is a method, which aid students to be motivated, have a self-confidence and self-awareness in writing activities.

In this light Turnitin website mentions discuss the importance of an effective feedback through ways which help the learner to improve writing during the lesson:

- Feedback helps students know their aims, so they can evaluate their progression and how they should be aware to reach their aims.
- Through Feedback, students can measure their performance.
- Feedback helps learners to achieve better through asking questions in order to understand the comments to get some ambiguity points.
- Feedback gives the learners to focus on the most important feedback that let writing be clearer

and better understood.

-Feedback helps students to practice more, so they can reach specific skills.

-Feedback helps learners to control and skim their work in order to improve their skills in writing process.

From the above, feedback is importance that aided students to comprehend causes behind their errors, this helps them to limit and minimize the number of errors marked by the teachers. The aim of corrective feedback is to motivate students to make necessary changes and become good writers, not to add stress to an already difficult task.

Since the 1970s, there has been a debate on the importance of error correction, which has caused a rift in the field of ESL teaching, learning and writing. Specifically, it is uncertain whether error correction is useful, with varying positions taken on its effectiveness (Amrhein and Nasaji, 2010).

Although feedback has virtual role to be supported in many studies, the types of corrective feedback found to be the most beneficial to learners are still unclear in regards to language features, written feedback directs the writers to recognize their weakness points when writing, thus they can avoid their mistakes and errors that could hamper their written progress.

According to Ferris (1999, p. 77) supports that feedback is important in learning process, thus the integration of corrective feedback is essential, in addition feedback varied from teacher to teacher, it alerted students to content, structural or grammatical errors”.

In the same context, Heift (2010) claimed that: “the lack of feedback had the potential to lead to anxiety, lack of motivation and lack of confidence in the teacher, so learners have fossilized and make little progress in language learning without corrective feedback; this latter is important for the learners to be engaged in academic writing opportunities.”

Moreover, Tai et al (2015) articulated the importance of written corrective feedback by saying that it played an “irreplaceable role as a medium between teacher and learners” (p. 285).

From the above statements, it is clear that corrective feedback is important; it focuses on the



weaknesses of students in writing tasks. In addition, it motivates students to keep and improve writing despite the difficulties encountered in writing in a second language.

Another point discussed by Ferris (1999) "Instead of completely negating all error correction, instructors should make their corrections "selective, prioritized and clear" (p. 4). Therefore, students concern more on instruction given by the teacher because it is useful and resulted in improved writing. Thus, corrective feedback should be an essential part that has to be continuing in second language writing classrooms.

### **1.3. Types of Corrective Feedback**

Depending on the nature of corrective feedback, feedback provides a clear evaluation by the teachers, consequently become more motivational for the students desired to identify their errors and make corrections. Corrective feedback can be classifies in three types:

**1) Oral Feedback:** For students to improve their spoken proficiency, the effectiveness of oral feedback is critical. Teachers use questioning and dialogue with students to provide oral effective feedback; this allows them to identify students' weaknesses and work with them to strengthen them. Oral feedback happens mostly through spoken form, according to (Frey and Fisher 77-78 as cited in Aicha, 2016). So, oral feedback should be characterized by the structure, context, and tone for favorable results of learners during the learning process.

**2) Peer Feedback:** Peer feedback occurs when students give each other suggestions on their work and correct each other's works. Peer feedback is widely regarded as a powerful tool for improving the writing learning process. It is thought to be a social activity. Peer feedback in writing classes, according to some studies, is beneficial since it offers cognitive and social benefits (Bijami, Kashef, and Najad 91as cited in cited in Aicha, 2016).

Furthermore, students should make observations on their peer brainstorming and outlines of their ideas before doing the draft task, to be aware of their writing strategies and to develop their written product. Thus, the peer feedback is provided by incorporating learners into each other brain storming and by incorporating learners' into each other first drafting through

commenting on them (Hyland 200 quoted in Bouraya 38 as cited in Aicha, 2016).

**3) Written Feedback:** Written feedback is meant to assist learners in improving their language skills. During the learning process in second language classrooms, oral feedback is inadequate without written feedback. Unlike oral feedback, which is readily forgotten, written feedback has a favourable impact on the development of learners' level of proficiency.

“Written feedback can be a powerful tool for helping students to move forward in their learning ....Written feedback has the advantage that students can refer to it over and over again.”(Written feedback: Improving students learning”).

#### **1.4. Written Corrective Feedback (WCF)**

There are many studies, which presented different meaning of written corrective feedback, this latter is important for EFL students to practice the writing in the classroom. In addition, teachers use WCF as a tool in order to assist their students to be aware of their writing errors and correct the grammatical errors to enhance their overall writing abilities.

WCF, refers to the numerous ways in which a reader might reply to a second language writer by pointing out that some of the writing does not follow the target language's norms(Sun,2013).

In particular, in this kind of feedback, teachers should indicate and mention the students written errors in order to enhance their writing production that suits the target language rules. Besides, according to Murpky and Larios (2010, p. 4) affirm that, “Feedback on language forms with the goal of boosting the writer's language acquisition and thereby improving text quality. Written corrective feedback seeks to develop learners' language acquisition, writing proficiency through indicating then correcting their errors”.

Providing WCF on student writing is one of the pedagogical practices of second language teachers who hope that this practice will assist the students in improving their writing skills and grammatical accuracy, in addition feedback as “any procedure used to inform a learner whether an instructional response is right or wrong” (Al-Bakri, 2015).

According to Min (2013), “Written corrections can come from a variety of sources, including "a random reader of the writing," the writer's peers, and so on, or even the professor. In L2 classrooms, however, the instructor is in control. A teacher who is responsible for providing WCF to students L2.

WCF is widely believed by teachers and scholars to be crucial in developing their writing. Not only that, but error correction is also an essential factor in student progress in learning a second language. (Wan Mohd Y, 2020)

According to Bitchener and Ferris (2012), “written corrective comments can be classified as grammar/error correction. It can be direct (the incorrect word is crossed out and the proper word is given), indirect (an explanation, an example, or a clue is given but not the correction itself), focused (just one or a few errors are fixed), or unfocused (all errors are corrected). In the next section of this article, we'll go through it in greater depth”.

Due to the relationship between written corrective feedback and language improvement, WCF is a key for helping students to enhance their writing in second language learning. In other words, written corrective feedback develop the individual written errors by teachers written corrective feedback about the errors, this help the students to be training in writing process in the classroom.

Min (2013) affirmed that, written corrective feedback addressed errors, understood student intentions, identified problems, and clearly explained grammatical shortcomings by making appropriate suggestions.

It is clear that WCF influences student’s writing styles through mentioning written errors, Meanwhile written corrective feedback (WCF) refers to “... any feedback provided to a learner, from any source, that contains evidence of learner error of language form” (Russell and Spada, 2006, p. 134).

In other words, WCF can be as impactful of quantity and quality instruction given by the teacher to the learner in order to understand the linguistic errors or language performance. This

motivates learners and ensures their errors. In other words, teacher provides information about students' errors in their written performance in order to improve their writing experience and correct their grammar error.

#### **1.4.1. Types of Written Corrective Feedback and Their Effects on Learners**

Written corrective feedback becomes an essential element in the progression of student's learning process, thus there are different types of WCF that must be the concern of both teachers and students. In addition, EFL teachers use several ways to deliver feedback and correct the errors of their students.

Wicaksono (2017, p. 22) affirms that in writing, there are a variety of written CF as following:

##### **1.4.1.1. Positive or Negative Written Corrective Feedback**

According to Ellis (2009), there are two types of feedback: Positive feedback shows that a student's response to a task is correct. It could indicate whether the content of a learner's utterance is correct or whether the utterance is linguistically correct".

Therefore, it is clear that, positive feedback is considered crucial in pedagogical theory because it gives affective support to the student and develops motivation to continue learning. In addition, positive feedback has received little attention in SLA, partly because discourse analytical studies of classroom interaction have revealed that the teacher's positive feedback is frequently ambiguous, as the teacher's approval of what the student has said does not always imply that they are correct. It is occasionally followed by a paraphrasing of the students' words.

On the other hand, Ellis (2009, p. 66) explained also the negative feedback as 'it indicates that the learner's utterance is incorrect or linguistically aberrant in some way. In other words, it is intended to be remedial. Although, both SLA researchers and language educators have paid close attention to corrective feedback (CF), they have repeatedly argued over whether to correct errors, which errors to correct, how to correct them, and when to correct them'.

From this, it is clear that negative feedback is corrective feedback, which takes the form of

a response to a linguistic blunder in a learner's utterance. The response is a new repair that may include sign that an error was made, the proper form of what was created, meta-linguistic data on why something should be utilized, or a combination of some of the situations (Ellis, et al 2006, p. 66). Furthermore, the teacher first seeks clarification of a student's utterance containing an error and then recasts it resulting in a second student up taking the correction.

#### **1.4.1.2. Recasts, Elicitations and Meta-linguistic, Written Corrective Feedback**

Furthermore, the usage of recasts is one of the approaches, recasting is defined as the instructor rephrasing a portion or the entirety of what the student has spoken, removing the incorrect portion (Reiko M, 2011, p. 3).

In the same path, Lightbown and Spada (2006), recasting is the process of appropriately paraphrasing a student's inaccurate utterance while keeping the utterance's fundamental meaning.

On the one hand, Elicitation is another approach of error correction that has received a lot of attention. This approach, the teacher is attempting to have the pupil self-correct rather than merely providing the correct form.

In this type, meta-linguistic CF the teachers provides their learners with some form of explicit remarks and comments in which he / she explains the nature of the errors they have done in their writing as they are coded, encoded or grammatically explained.

This type is to supply pupils with meta-linguistic information about the error; for example, to provide further information about the error. This approach, the teacher is attempting to have the learner self-correct rather than merely providing the correct form. Meta-linguistic is superior to direct feedback. (Bitchener, 2005)

Ellis (2009) defined coded feedback the teachers show exact location of the error which done by the learner, whereas encoded feedback the teachers show the approximate location of the error for students to identify and correct the mistake”.

From this point, it is clear that, the encoded feedback correction is indicated as indirect meta-

linguistic feedback.

On the one hand, the grammatical explanation, the teacher gives descriptions to their students in relation to the error they have done. Therefore, Meta-linguistic feedback is function in both written and oral. In other words, written corrective feedback the teacher provides the full explanation on the student's production whereas oral corrective feedback is giving small details of a short lecture to the whole students (Bitchener et al. 2005).

Meta-linguistic corrective feedback facilitate to the learners to recognize the errors they performed and control their written to make the necessary correction as well as achieve better.

#### **1.4.1.3. Direct and Indirect Written Corrective Feedback (Implicit or Explicit)**

Direct Corrective Feedback (CF) entails providing the right form of an incorrect section near the fault. In addition, indirect corrective feedback, on the other hand is what indicates that an error has occurred. This type does not have any explicit elaborations or even a number written on it. Several researches have looked into the impact of different types of direct written feedback on students' accuracy development. The relative efficiency of various types of indirect feedback was studied in studies by Ferris and Roberts (2001, p. 15), "Direct CF is when the teacher marks the error and provides the student with the correct form; the teacher provides feedback on the correct linguistic form or structure to the student above the linguistic error. This form of CF is particularly preferred by learners with low language proficiency as they find it difficult to correct their language errors".

It is clear that, direct feedback focuses on mentioning the error to the writer and provides the correct version of the error they have done, the teacher writes the correct spelling above the error of their students.

On the other hand, Indirect feedback is similar to direct feedback; the teachers indicates where their student make the error but he /she does not give them the correct of the error, leaving it up to the learning to work out what the correction should be.

In addition, written corrective feedback the teachers indicate the wrong language use to the

learner, the student has made an error, without providing the correct form or without providing correction, leaving it up to the student (Ellis, 2009).

The form of indirect CF may vary based on explicitness (e.g., coding or underlining errors). Although indirect corrective feedback can help learners improve accuracy in their writing, reducing confusion further and providing students with the information to solve complex errors with more immediate results may be more helpful. For this reason, direct CF might be more useful for learners at lower proficiency levels, as they have fairly limited linguistic knowledge (Bitchener, 2012).

To conclude, WCF contributes to the students' their grammatical error corrections in their written performance such as articles, tenses and prepositions, thus EFL teachers always use direct written corrective feedback because of students' preference.

#### **1.4.1.4. Focused and Unfocused Written Corrective Feedback**

In contrast, one of Truscott's (1996) main criticisms of feedback giving was that different classifications of errors are handled equally by teachers, despite the fact that they are meant to be addressed differently because the processes of their acquisition are completely different. This notion is also supported by the findings of past research studies in this field.

Different sorts of errors should not be treated, according to Ferris, B. Roberts, (2001, p. 166), considering different types of errors require different treatments, academics have recently shifted their focus away from broad error correction (also known as "comprehensive" error correction) and toward specialized error correction, particularly problems in the usage of definite and indefinite articles. Teachers generated more triumphant student advancements in the majority of situations after providing comments on specific groups of faults.

It is clear that, the error correction is not focused but rather comprehensive, pupils are likely to receive a significant amount of correction on a huge piece of work and will not be able to check all of their errors. Karimi and Fotovatnia (2010) found that written corrective feedback has broad educational benefit, and that both concentrated and unfocused CF can contribute similarly

to grammatical accuracy in L2 writing. In terms of teaching, another study conducted by Farrokhi (2011) found that concentrated CF was more successful than unfocused CF in improving students' grammatical accuracy.

Moreover, focused feedback corrects errors the teacher relay on predetermined and targeted type of errors and errors outside of this focus are left uncorrected, thus sometimes the teacher concern only on punctuation to be marked whereas spelling, grammar, and other kind of errors will be left unmarked.

“Unfocused feedback is just the opposite, it provides error correction on all or most errors found, regardless of their error category For example, marking spelling, grammar, punctuation, and sentence structure all at once would be considered unfocused feedback. (Ellis, 2009,p. 45).

To conclude focused corrective feedback, the teacher mentioned only few error types to be corrected by the student but ignored other errors. However, unfocused corrective feedback the teacher mentioned many or all error types and correct them within the learners’ written work, focused CF is useful to students of low level of proficiency, these students would be more likely to notice and understand corrections targeted at a few categories, while learners with higher level of proficiency find unfocused CF more useful as it pivots on a larger range of linguistic concerns this help them to perform better.

#### **1.4.1.5. Electronic Corrective Feedback**

Technology plays a major role in the occurrence in education and it a preferred method of studying by EFL students and teachers for L2 writing.

According to Hyland (2010, p. 22) claimed that “ an increasing number of teachers require students to submit their work online and provide electronic feedback (e-feedback) either through chat rooms, forums or by using word-processing software online. The teacher might indicate the error by providing a hyperlink to a concordance file that provides correct usage”

So it is clear that, electronic corrective feedback can be effective to lead for better writing performance, writing and working on large chunks of information, and macro revision, so these



new technologies used in the classroom by the teacher can be a motivational strategy for students to learn more and progress in learning process .

According to Tafazoli et al (2014) claimed that, “the effectiveness of feedback on the grammatical accuracy of English for Specific Purposes (ESP) students’ writing, focusing on comparing teacher impact in print and electronic mode. It was found that online mode students made specific, local changes and that more revisions were made through online feedback as opposed to the conventional print form”.

#### **1.4.2. Errors vs Mistakes**

An error is different from a mistake, so we should be careful to differentiate it. According to Brown, “an error is a notable deviation from the adult grammar of a native speaker that reflects the inter-linguistic competence of the student. And a failure is a performance failure that is a random guess or a "slip"; H. an error when using a known system correctly” (1980, p. 55).

From the previous definition, it follows that an error is just a slip in which the student forgets the correct form, while a mistake is a deviation that the student commits because he does not know the rule and repeats it.

Similarly, according to Lennon (1991, p. 20), the term error refers to: “a linguistic form or combination of forms that, in the same context and under similar production conditions”. In other words, errors generally produced by students of the target language, not by native students of the language.

Mistakes are common when learning a language, especially among second language learners writing performance. It is natural for them to make mistakes when learning a language that is markedly different from their mother tongue. Furthermore, when learning a foreign language, especially English, students will surely learn new information outside of their prior knowledge of their mother tongue. The error is an imperfection of a student in learning the language, whether it is spoken or written, as part of a conversation and composition for deviations to occur (Dulay, 1982).

From the above statement, it can be concluded that errors can occur in written language. Also, it is due to the lack of teachers' written corrective feedback of second language learners. So students still incorporate knowledge of the first language rule system to analyze student errors, we must compare two key terms that confuse students: "error" and "error."

Error and error are different things. Some experts have defined between "error" and "error". To prove this, Corder mentions in his book (1967) that error is a systematic deviation of the student from which we can reorganize the student's writing skills. While Brown (2007) finds errors to be an obvious deviation from native speakers, the student's proficiency levels demonstrate this.

Furthermore, Corder (1967) pointed out that error have an unsystematic characteristic that indicates errors in the written performance of second language students and native students. Brown (2007) gives another similar definition of error by explaining that errors refer to the native and second language learners' imperfection of the production of the language, because they do not know the system adequately and are related to the errors of apprentice performance (Cited in Lennon, 1991, p. 30).

From the above explanation, an error is a lack of competence and an error is a performance phenomenon. (Dwi Warry, O, 2019). This means that errors are something that we cannot correct; it is something we need to study further for better understanding, while mistakes can be corrected like knowledge that has already been learned, especially for second language learners. Therefore, a good part of the learning process can be essential to improve the understanding of students as they learn the second language, is through teachers written corrective feedback (Dwi Warry,O ,2019).

In summary, students of English as a foreign language make errors in both comprehension and production, the former being poorly studied. All students make mistakes that have different names depending on the group that made the mistake. The errors are systematic, according to Lyster & Ranta (1997: 278-280, cited in Park, 2010, p. 7) distinguish three main categories of

errors for the correction of the written performance at the classroom. They are: lexical errors (vocabulary), syntactic errors (grammar), and pragmatic errors (not knowing the rules of writing a composition).

Furthermore, the foundation of language learning theory lies in behaviourism and the belief that learning is a matter of habit formation. The behaviourist believed that by learning a new habit, the old habits would have some influence on the learning process. The study of the effects of one habit on the learning of another is called transference research in psychology. Two short transfers are important for language learning (Dwi Warry O, 2019, p. 49).

Most English learners make serious mistakes in the above points, in addition to pragmatic, lexical and writing mistakes. Students are not even aware of writing errors.

Although, the concepts error and mistake may be used as the same, they differ in multiple points. To begin with, Allati (2014) stated that Errors occur as a result of a lack of learning. That is, lack of language knowledge may lead to an error. Also, Errors may result from the complexity of the English or interference system itself (Lee, 1990). In fact, the errors are systematic, so they are repeated several times by the same student in the same text without the consciousness of the student (Allati, 2014). On the other hand, mistakes are those that are made by students who speak or writing are due to lack of attention, fatigue and negligence (Allati, 2014). According to Corder 1993 (as cited in Boudraa, 2015) A mistake is an error made as a slip that students can correct themselves. Therefore, the students are able to correct and determine the mistakes easily. In conclusion, the learners can commit mistakes and errors which are two different aspects, thus EFL students are in a which dire to teachers' written corrective feedback.

EFL learners face multiple issues concerning committing errors, which sometimes seem semantically or grammatically right. For that reason, they should distinguish between covert and overt errors.

“Covert error is one that is grammatically correct at the sentence level but is uninterpretable in the context of communication; it is also referred to as a discourse error”. (Brown, 2006)

That is to say, this kind of an error cannot be suitable in the context event ought it is grammatically right. While at the sentence level, overt errors are unquestionably grammatical (Erdoğan, 2005). On the other side, to say “am fine thank you” is a correct sentence, yet it is an overt error when offered as an answer to the question "How old are you?" ( Erdoğan, 2005).

To sum up, a correct sentence composes of words which should be both contextually and grammatically well formed, otherwise, it leads to an overt or cover error.

### **1.5. Objectives behind Written Corrective Feedback**

Both teachers and students believing that written corrective feedback plays an important part in the writing process for learning English as a second language. In other words, in L2 writing skill the main objective of written corrective feedback is to teach the rules of good writing composition of the target language and grammatical forms through correcting all the errors and mistakes that have been done by the students during and after their writing process.

Although some teachers take their students’ perception of WCF into consideration, most are fully aware of the type of WCF addressing local (e.g., grammar, spelling, punctuation) and global issues (e.g., content, organisation, ideas), paying more attention to local issues, they also adhere to their beliefs about written feedback objective in learning process. (Ferris, 2006, p. 85).

That is to say that, WCF objective is helping students to improve their linguistic accuracy and correcting errors, also, WCF has potential, it is still effective to motivate slowly students in order to build a strong language written by them, as they are better engaged. In conclusion, learners would benefit from different objective of WCF to improve their performance from low to high working abilities.

Another objective of WCF stated by (Ellis, 2008, p. 61) for both EFL teachers and students are:

-WCF not only marks where the error is, but also tells you what the proper and suitable answer for your error is.

- WCF increases student participation in EFL the classroom.
- WCF enables students to enhance linguistic control and prevents miss-correction.
- WCF provides help students to fix and analyze mistakes they make.
- Through WCF teachers know various needs of their learners.
- WCF Students believed that by seeing all their errors marked, WCF would help them learn from errors and remember corrections better.
- WCF is a helping tool to address grammatical errors and language difficulties in order to write better and more accurately.

### **1.6. Teachers Strategies on Written Corrective Feedback**

Many studies and researches give various information about which strategy used by the teacher in WCF as an effective and practical for EFL students.

According to Borg (2001), a belief is a “proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment, and serves as a guide to thought and behaviour.”

Teachers’ strategy, refer to their pedagogical individual’s errors, so their strategy in written corrective feedback always reflects what students do. In other words, Lee (2009) claimed that there are different strategies used by the teacher in order to correct their students practices :

- a) Teachers focus on language form, it is mean the development of ideas and organization written by the student.
- b) Teachers mark errors comprehensively to the students, then correct and locate errors for them.
- c) Teachers highlight the weaknesses in student’s writing performance.
- d) Teachers take control over the text addressing mistakes according to the student’s needs.

As shown above teachers play an important role in WCF for guiding their students about what is right and what is wrong on their writing, for the aim to correct them and reduce their difficulties in writing.

## 1.7. The Role of EFL Teachers in The Classroom

Teachers have a significant role to achieve students writing process through teachers written corrective feedback which motivates students to prepare a correct composition for successful learning, all these related to teachers responsibility in giving WCF during the course. Thus, teachers need to play a numbers of different roles during classroom procedures to help students in learning process according to Harmer. (2001, p. 60-61) discusses different roles of the teacher such as:

**-Prompter:** When students get lost the teachers should become a prompter so the role of teachers is to encourage the learners to think creatively, and motivate them to work effectively and engaging in any presented activity by increasing their capacities to involve with the others.

**-Controller:** Teachers as a controller is to take the responsibility of their students and classroom in teaching and learning process. Harmer (2001) suggests that teachers are responsible here to transmit knowledge to the learners. So, teachers are most responsible in giving decision about all the things that happen inside the classroom.

**Organizer:** In this case teachers have to guide learners about all the points that they are going to do in order to answer easily the activities. According to Harmer (2001) the teachers acts in the classroom where may things must be set up such as organizing pair- group work, in giving learners instruction about how will they interact and finally stopping everything when the time is over “For example, teaches group students and give them an activity to work on and then guide their steps and show them how they will work in order to have desired success and involves students in the activity.

**Assessor:** This role is so important; teachers have to evaluate their students’ progression through testing them and giving correction or praising them. Students need to know how and what they are being assessed. From these explanation we notice that students have to know how they are being assessed, by telling them their strengths and weaknesses in order to have an idea about their level of progression and how will they work.

**-Participant:** In any part of lesson teacher should participate in discussions, in this case teachers have to introduce new information to help student's involvement and create an effective atmosphere for discussion. Thus students will express their opinion in the subject.

**Resource:** Teachers in this role should answer students' questions. For example in any activity students may not understand how to work, or to answer, so the teachers help them and play the role of source to answers all questions, avoiding ambiguity and reduce problems that students may face when working on the activity.

**Observer:** Teachers use observation to evaluate the progress of the learners in the classroom learning process, and know their feedback. Harmer (2001) teachers do not observe students feedback, they also watch in order to judge the success of the different materials and activities that they take in the lesson. Another path, Sparrt et al (2005, p. 145) see that when the teachers make an observation method, they do not focus only on observing the student's progression but they also the focus on observing the validity of the equipments that have been used in supporting the course.

Classrooms are the learning world of students in which the teaching-learning process should follow an orderly disciplined set of procedures. Therefore, teachers should correct assess their student, and implement strategies that help students to enhance their writing process. In addition, teachers look for effective ways to use different type of WCF for an effective climate for learning.

### **1.8. Regarding Students Needs and Styles in Written Corrective Feedback**

Teachers should bear in mind the needs and learning styles of their students. Each learner has got weaknesses and strengths in learning process in general and writing in particular. Therefore, they target to learn some skills, and knowledge he / she felt the need to. This is why the teacher has to be intelligent in responding to what their students are eager to be corrected and guide in order to enhance their writing performance. In other words, when the students find their needs answered and their learning styles taken into consideration they will feel at ease and this

help them to perform better in the EFL classroom.

Moreover students have different needs that help them to enhance specific weakness, according to Hitomi Masuhara (2011) presented three type of learners needs

LEARNER NEEDS	
Kinds of needs	Where the needs come from
Personal needs	Age gender culture background interests educational background motivation
Learning needs	Learning styles Past language learning experience Learning gap ( i.e. gap between the present level and the target level of language proficiency and knowledge of target culture) learning goals and expectations for the course learner autonomy availability of time
Professional needs (future)	Language requirements for employment, training or education

Table 01: Students' Needs adopted from Sparrt, Pulverness and Williams (2005,p. 57)

Masuhara (2011) showed in this table that needs differ from one another, for example one it comes to personal needs learners have different needs according to their age ( adult student



differ from young students ), also those needs are differ in term of goals each one want to learn language according to their aims and be corrected and given a feedback according to their weakness. In addition to that, motivation plays a major role in students' needs, because if they are motivated, they will learn more. Moreover, teachers have to take in their consideration that they should know their students' needs to know which type of WCF is better for each student.

Also willing (1987) suggests four main learners' styles which presented in this table:

Learners' styles	Explanation
Coveragers	These are students who prefer to work individual and avoid interacting with groups. Also they trust on their own abilities.
Conormists	These are students who have competence on learning about language to use it. They prefer to work in calm and silent atmosphere.
Concrete students	These are students who prefer to learn from direct experiment and conclude results from their own experiment; they enjoy working in groups in the classroom.
Communicative students	These are students who learn from communication, they are comfortable out of the class and they have confidence on their abilities. They are interested in speaking in the class because they do not have any difficulties when they are speaking.

Table 02: Learning style based on willing (1987), (cited in Harmer 2001, p.88)

The way teachers teach the foreign language and use effective strategies and pay attention to the learner's style, in addition giving the effective WCF, and learning materials that make them concentrate and has a great impact on what they produce during writing tasks in the classroom. Teachers have to manage the learner's style according to their abilities and

motivation for a suitable progression in learning. Moreover, teachers should organize their work, considering to all characteristics and needs of students regarding the effective written corrective feedback.

## **Conclusion**

In the 1980's the English language has received the whole attention of the world as a global means of communication in which the researchers started to consider teachers corrective feedback as an essential part of learning that should be take more consideration, especially in academic settings. A lot of studies have been done to prove the effectiveness of writing for both second/foreign language learners, and to develop their abilities. Recently, a lot of teaching specialists have evidenced the importance of teacher's written corrective feedback which it provides. This chapter explains the importance of written corrective feedback and the role of teachers strategies on written corrective feedback as well as different definitions of feedback.

# **Chapter two**

**Writing Skill in Second Language**

## **Introduction**

Among the four skills, writing skill is a very significant skill to be enhanced in learning process; it helps the learners to achieve their level in language proficiency in general and learn new knowledge in particular, for that writing skill becomes an essential skill that should be learnt in the EFL classroom. Academically, writing skill takes an essential part of learning English as a foreign language; it influences students to improve their performance in general, and expands their cultural features in particular. We also believe that, the purpose of learning how to write in English has been professional and educational issue which meet different learning needs upon which the EFL learners' progress depends to be achieved.

This present chapter provides a review of the research literature, therefore we start informing the reader about the writing skill definition, including its importance and the main characteristics of effective writing such as organization, clarity, cohesion and coherence, word choice and mechanics as well as teaching writing skill under a set of approaches. This study explores writing skill and affective factors. Later, we will deal with the contribution of written corrective feedback in enhancing writing skill

### **2.1. Definition of writing**

Writing skill is one of the four macro skills which get special attention from many researchers in general and EFL teachers in particular. In addition, writing skill is considered as the most important skill to learnt and taught effectively.

Writing is an important means of communication that is probably the most needed skill in academic research. In addition, a great deal of the work carried out in the academic world is done through the medium of writing. The diversity of the writing acts that people may be engaged in during their learning process, thus different scholars define writing skill from various perspectives, according to Weigle, (2002 p. 19) claimed that "Writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its

intended audience”. So, writing skill is essential which enable learners to reach their main goals in learning process. Similarly, Indrilla and Setyowati Ciptaningrum, (2018) affirmed that, “Writing is the process through which a person expresses his or her thoughts and feelings through visual signals that are understandable not only to himself but also to others. It means that when someone writes, they may convey their ideas and thoughts by converting words into sentences, and sentences into paragraphs with meaning.”

It is clear that, writing process play an important role as a critical component in overseas language coaching and verbal exchange due to the numerous advantages that it provides in the educational sector. Another point discussed by Nalha (2002, p. 161) affirmed that “The written language is a real illustration of the best types of language and ought to be evaluated and practiced”.

Moreover, writing takes the attention of many researchers consideration, because of putting mind on paper while growing the mastery over its regulations; also it is a complicated ability that engages the writers in a bodily in addition to an intellectual attempt.

Nowadays, writing skill is considered as a best setting of one`s mind to paper as they occur. However, genuinely the usage of writing to create new expertise in learning, thus writing is not simply the activity of manufacturing a chunk of written language that is designed to be read, it is extra than being a rely of transcribing language into symbols.

In the same context, White and Arndt (1991, p. 3) claimed that, “Writing is a long way from being an easy rely of transcribing language into written symbols, it is miles a questioning technique in its very own right. It needs aware highbrow attempt which normally needs to be sustained over a substantial attempt of time”.

Also, Hyland (2003,p. 3) defines writing as “marks on a web page or a screen, a coherent association of words, clauses and sentences based in line with a machine of regulations”.

We can say from both points of view that writing skill is a composing capacities and expertise approximately texts, contexts, and readers. Therefore, writing is not as easy because it

appears to be. As Nunan (1989) claimed, the purchase of writing calls for an know-how, in addition to an intensive mastery of all of the factors, which make up writing each on the sentence and the discourse ranges.” This statement demonstrates that writing skill is an organised method that shapes conversations, words and meaningful sentences in a specific order and connected collectively in positive manners.

“writing is simply a good deal than the manufacturing of image symbols, simply as speech, it's miles extra than the manufacturing of sounds". (Byrne , 1979, p. 1).

Moreover, writing is a good deal extra than the manufacturing of image symbols, those symbols were organized in line with a few regulations to shape words, and to mix them to shape sentences. A collection of coherent sentences is an ok method of verbal exchange. To conclude, Collins and Gentner (1980), the learner/author ought to take into account the 4 structural ranges in writing beginning with the phrase structure, sentence structure, paragraph structure, and general textual content structure. Coordinating a majority of these factors is a stunning task this is without a doubt extra than an unmarried pastime of setting symbols collectively.

Furthermore, writing is a formal command where the EFL students enterprise framework of their ideas and thoughts in piece of written performance. Generally, writing is speaking message but in a precise use of written words.

## **2.2. Writing Skill in Second or Foreign Language Classroom**

In learning second language, writing skill is complex and unique, even within motivational psychology, due to the multifaceted nature and roles of language itself; also describing its nature and its core features requires particular care.

Some researchers focus on writing skill to be learned in second language or foreign languages, because writing is a hard ability that novices want to grasp in each local language and foreign language. It cannot be evolved in a vacuum; it needs a unique hobby from each instructors and novices.

According to Frith, (2009, p. 1) argues that “ In writing process the person involves

absolutely powerful in an highbrow organization, now no longer best in the control of ordinary affairs however, additionally in the expression of thoughts and arguments". It is clear that, overseas language novices are suffering to write down efficaciously considering that they could not explicit their thoughts efficiently without this competence.

Language teaching article seen that writing skill is an important skill in learning success. As argued those earlier teachers use writing skill through motivating learners to write as central element of teaching effectiveness.

Furthermore, writing is a primary detail in the language coaching placing as college students want to write down notes and to take written exams. Yet, over the years, it has regarded that writing has been visible as best helpful and effective device for gaining knowledge of grammar and vocabulary instead of ability in its personal proper. However, running shoes and methodologists have regarded once more at writing in the overseas language school room and stated the significance of writing as a critical ability for audio system of an overseas language as lots as for everybody the usage of their first language (Harmer, 2001).

In second language, the process of gaining knowledge is related to writing process additionally, EFL learners face problems when dealing with the act of composing sentences during the writing process. However, teachers use different strategies in order to reduce those strategies and use various methods of teaching writing in order to help students to formulate correct, coherent and well organized sentences in producing a written text.

According to Cumming (2001) stated that there are three essential elements in second language writing process : "capabilities of the texts that learners beings produce, the composing procedures that learners beings use at the same time as they write and the socio- cultural contexts wherein students beings write".

In the same was, Heaten (1975), writing is taken into consideration as an efficient ability; due to the fact now no longer everyone have the potential to apply the proper phrases to explicit thoughts. Also, due to the fact writers have sufficient information of the subject they are writing

approximately and this subject matter need to be particularly selected and addressed to positive target market. (p. 135)

Moreover, writers have a great effect on the student's writing performance, because writing competencies need more concern on the mastery grammar and rhetorical gadgets in order to provide a coherent and cohesive written composition. Writing skill is a process in which the learners observe their weaknesses in their writing and to locate a few answers of the writing problems and try to improve and learn from their errors.

### **2.3. The Importance of Writing Skill**

Because writing is an essential component of learning any language in the world, its significance should be highlighted in the case of learning English as a foreign language, especially for EFL students. These students are in a dire need to enhance their language proficiency and construct a strong base in English as much as they can in order to write effectively and communicate appropriately. For that, teachers should know the importance that writing skill play in learning. Thus, they should employ skillful learning strategies to increase writing instruction because the use of effective strategies for valuable writing lead to fruitful writing process. In addition writing skill is important as a very pleasurable learning strategy that provides positive attitude towards learning in which that large exposure of written materials in a long duration will certainly flourish their stock of knowledge concerning grammar includes sentence, structure, organization, vocabulary, language use, punctuation, accurate capitalization and paragraphing.

According to Ontario Ministry of Education and Training, (1997, p. 11) affirmed that "Writing is a complex process which involves a range of skills and activities thus, it is often used to clarify and express students' ideas and emotions, it is used primarily to communicate with others. Students need to become disciplined thinkers in order to communicate their ideas in interesting manner".



In the same path, Starkey (2004) says that, “an effective piece of writing for EFL learners is the one that is well organized, clear and coherent written with accurate language and effective word choice”.

From the above two points of view EFL learners need to learn how to select and organize their thoughts in an interesting way, in addition to that they should bear in mind the reason in which they are writing and the audience they are addressing this piece of writing.

Furthermore, writing skill needs the use of standard written forms and conventions of language. In order to develop abilities in writing process, thus students during the written expression tasks need to write in systematically way respecting the various steps of the writing skill in order to present their personal aspect, educational and professional lives.

According to Robert (1990) highlight the importance of writing skill for foreign language claimed that,

“Without a doubt, the most important aspect for students history is writing skill because it involves relatively permanent record of knowledge, points of view, beliefs, emotions, arguments, explanations and theories etc. Thus, writing enables learners to share their communication not only with our contemporaries, but also with future generations. (p. 5).

For this area, writing skill is the students’ ability to express own’s thought and feeling through presenting a piece of written words which provides them with the opportunities to share this performance of writing in meaningful and effective way.

The first factor that benefits the writing skill is to learn an adequate number of words from the written language. The importance of writing skill is acknowledged to a great extent by students and teachers in learning achievement, especially in the case of learning English as foreign/second language in the early stages. Learners who have diagnosed of written grammar capacity are certainly have problems of writing effective words, and in a dire need to write more.

Thus, writing skill is often efficient when students consider it as more than a source of information; writing skill strategy is one of the most important approaches that provide entertainment to the writing tasks.

According to Michael (2010) suggested that “writing skill is not only shows the learners write, but also improves learner’s capacities to read a text accurately, fluently, and with comprehension ‘writing can be a vehicle for enhancing both reading and speaking’” (p. 6).

To conclude, learners have to improve their abilities to write successfully because writing skill is important in our international community, and in both second and foreign language education because the writer expresses himself from writing this helps him in the future English performance in higher education and work fields.

Writing in a correct way consider as an academic success and necessary requirement especially increasing how to comprehend others written text. In addition, achieving an effective piece of writing. Therefore, there are various needs and style for writers at all levels not only to be good written communicators, but also to understand the importance of writing skills in the world globalisation.

#### **2.4. The Main Characteristics of Effective Writing**

Writing is the ability has come to play the eminent function in its all likelihood merits in overseas language coaching due to the numerous advantages it affords. In addition, writing is used to evaluate students performances. According to Harmer (2001, p. 3) affirmed that, writing must be found out as it could not be evidently received like speaking. Writing is a product that improves college students’ questioning and mastering, it affords instructors with the possibility to educate college students to prepare thoughts and increase factors logically”

EFL Learners want to recognise a way to write essays, a way to place written reviews collectively and the way the writing machine operates. They want to recognise a number of the writing’s unique conventions along with punctuation and paragraph production simply as they

want a way to pronounce language appropriately. Thus, they need to know the characteristics that help them to write in an effective ways as following:

#### **2.4.1. Organization**

In writing process, the information has to be presented to the readers in an organized and structured format. Thus, organization is important step in any presented written text through strategies that precedes the actual act of writing process. In other words, the students take attention to the organization of the written work before they engage in body act of writing. So, organization shows information to readers in a structured way.

According to Starkey (2004, p. 2) claimed that, “In the organization method in writing skill, you will guide your reader from your first to last sentence in an organised way. Thus, the reader will be able to see how the various points you make in your piece of writing work together and how they support the given topic”.

From the above point of view, it is clear that, organization refers to the order and plans the written text which shows the structure of the sentences and reflects its audience and aims of writing. So, organisation considered as an effective beginning and end that the effective writer organise ideas in a manner that follows logical sequence, connection and coherent arrangement of thoughts of the written work.

#### **2.4.2. Clarity**

Another important step in any writing work is clarity, this is an essential element that the students should be familiar with and become skilled for the aim to make his writing readable and guarantee the readers’ understanding. Also, the writer discusses his point of view using clear and simple language without being vague or ambiguous.

According to Murray and Hughes (2008, p. 86) mentions that clarity is important which simplest and facilitates the written work to be readable and accessible. Thus, clarity function as a key to be relevant to the given topic without using long sentences that make the reader misunderstand the producer work, rather than using meaningful short sentences directly show

that opinion. This step can be achieved from the writers by the constant of editing of their topic through avoiding the errors like repetitions, unnecessary words and complex vocabulary.

### **2.4.3. Cohesion and Coherence**

Both cohesion and coherence are essential elements in writing process. Thus, particularly they are crucial in academic writing; because they are related on how much the writer is succeed in writing managed ideas to the reader. Cohesion is related to the grammatical and lexical items of the written sentence or paragraphs which hold the whole text together to get the write meaning. On the other hand, coherence is related to the quality of the written text which enables the reader to read it and get the meaning. (Bussman, 1998, p. 199)

From this point we deduce that cohesion concerns more on the sentences and paragraphs form of thoughts from one to another in a logical way such as ellipsis, morphological aspects, syntactic devices, connection, tense, aspect and Dixie's relationships for the aim to reach the reader's understanding of ideas produced. While coherence is function as a result of presenting information in your writing through the connections of ideas together smoothly the writer made in their own mind are apparent to the reader in the written text.

According to Kane (2000) affirmed that "coherence has to do with arranging and linking of thoughts together in a way that the reader can guess the meaning and understood them in the writing". So, the sentences and thoughts are connected to each other which facilitate to the reader understanding the ideas in a short time.

According to Murray and Hughes (2008) show in their studies that the effective writer is the one who sticks their thoughts together as links in a chain, each thought connecting the one before it with the one after. If any thought is missing, the connections of ideas become unclear and the structure argument structure breaks down and it is difficult to guess the intentions of the writer. (p. 45)

To conclude both coherence and cohesion have a great part in any piece of writing they are directly related to the logical follow of ideas together without isolated to be easy understand from the reader.

#### **2.4.4. Word Choice**

In writing process the writer needs to choose the correct words when dealing with written tasks. Therefore, choosing the suitable and appropriate words is important to the writer's success to convey accurately their thoughts. In other words, the students have to know that each used word denotes exactly what they want to message.

According to Starkey (2004) claimed that "in word choice there are two elements of the learner have to consider when they select the words to be used in their writing are firstly denotation which refers to the literal meaning of a word, so the learners have to be familiar with the correctness words they use it, because many words make confusion they are similar in sound but differs in meaning, the other element is connotation which refers to the implied meaning of the words that provides feeling, cultural assumptions and suggestions" (p. 21).

To sum up, word choice is important element in writing process refers to the writers selection of words as related to both denotative and connotative meaning of the words that the writer presented in his writing.

#### **2.4.5. Mechanics**

In any writing production the word mechanics related to the appearance concerning spelled and arrangement of words in the text.

"The fact that the first word of a paragraph is usually has indented meaning, for example, is a matter of mechanics" (Kane, 2000).

Furthermore, mechanic is essential in composing together an effective piece of writing because it is difficult to arrange learners thoughts, if they did not express them in a clear and accurate way.

To support this point Starkey (2004) claimed that “through a successful written text the students express themselves in a clear and accurate manner which helps the reader to get a clear point and opinion about what the writer wants to convey. In addition, written mechanics is also related to grammar punctuation, spelling, and capitalization of the selected words”.

That is to say that, in any writing, the reader have to understand the structure of the sentences and how they are related to one another, thus any EFL student have to be familiar with the main elements of writing such as grammar pronouns, adjectives, adverbs and prepositions, spelling words is important for writing Correctly and using capitalization in specific words and in starting sentences in order to determine meaning and clarifying intent.

## **2.5. Teaching Writing Skill under a Set of Approaches**

The process of writing has a lot of useful approaches and theories suggested by the researchers over the last twenty years in which effective writing is becoming an easy task to do. Approaches of writing are mainly ways that enable the writer to grasp the meaning of the writing materials process. In other words, these approaches are aimed to show how written texts should be written in a well-organized and corrected way. In addition, the significance of being able to write in a foreign language has become essential nowadays. Therefore, different approaches are raised in writing process such as product approach, process approach and genre approach:

### **2.5.1. The Product Approach**

The product approach is traditional one. It enables the learners to attempt and imitate the model text. Also , the main aims of the product approach is in writing error-free coherent and relevant sentences that help the learners to be more competent in the language use for effective writing productions. According to Hyland (2003, p. 3) claimed that “The product or the controlled writing approach was spread during 1960’s which related to the marriage of structural linguistics and the behaviourist learning theories of second language teaching and learning ”.

Silva (1990, p. 13) claimed that“ product approach is highlights the collection of sentences, speech and vocabulary which are the vehicle of the written production ”.

In the same path, Gabrielatos (2002, p. 5) affirms that “A product approach is important for students to be encouraged to mimic a model writing, in addition this approach presented and analyzed at an early stage of writing process”.

From the points of view, product approach focused with the result at the end of writing process and based on tasks which require from the writer to be engaged in imitating and transforming model texts. Also, Nunan (1991, p. 86) explained that “product approach is a product oriented approach, as concern on the end result of the written materials, what is expected from the students is to do as fluent user of the learning language”.

In a similar view, Steele, (2004, p. 56) claimed that “in the product approach students should follow the standard four stages to construct his piece of writing. “

**Stage One:** enables students to study texts model after that the features of the genre which is to be used like when the student reads a short story, the general focus is on the strategies used which let this story interesting, but in fact students should concern more on when and how the writer use these techniques in the story.

**Stage Two:** at this stage the student should be controlled and practice the effective features. Thus, when student is dealing a formal letter, he /she should practice the language used to formal requests.

**Stage Three:** this stage is essential one because it concerns on the organization and the structure of thoughts which controlled the language.

**Stage Four:** the last stage focuses on the result of the product in learning process, thus EFL learners are required to be fluent and competent users of the speech such as structures, vocabulary and words which produced in the product.

To conclude, the product approach is teaching the writing mechanical aspects of effective writing, which focuses on the grammatical and syntactical structures in the piece of writing. In other words, in any writing tasks learner imitates and transforms teacher modes then they focus on the steps that provided in writing a piece of work where the model text has been taken as a

beginning point.

### **2.5.2. The process Approach**

In the written language, the process approach was a reaction to the product approach, therefore, it concerns on the process of writing rather than the final product of the written passage. In other words, this approach help the students with an enough time in order to write passing ideas, thus, is linked to five aspects such as pre-writing, drafting, and revising, editing, publication.

According to Kroll (1990) claimed that “in writing process a lot of researchers highlights more the composing processes of EFL students’ written text rather than the body of written products they have been produced” (p. 8).

From this point it is clear that EFL teachers in the process approach focus more on students experience in writing and their creative in the text in order to show the meaning.

According to Hyland (2003, p. 10) affirmed that “the process approach is informing about writing emphasized. Thus, the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do in order to facilitate learners producing in writing activity”.

Moreover, teaching writing has concern more on student’s engagement of creating the written product while focusing on the final product itself. So, the focus is on fluency rather than accuracy. According to Badger and White (2000, p. 154) affirmed that “ in process approach writing skill is seen as predominantly related to linguistic aspects, such as planning and drafting, and there is much less emphasis on linguistic information concerning about grammar and text structure”.

The process approach to teaching writing focuses the writer as an independent producer of texts, but it also addresses the problem of what teachers should do to assist students in doing a writing task.

According to Richards and Renandya 2005 claimed that “the four basic writing stages of



planning, drafting (writing), revising (redrafting), and editing, as well as three additional stages imposed on students by the teacher, namely responding (sharing), evaluating, and post-writing, are all included in the process writing as a classroom activity". The process of writing will be stated in the following section: planning, drafting, revising, and editing.

**1-Planning (prewriting):** Prewriting supports students in coming up with concepts for their writing projects. The goal of prewriting is to reduce the paragraphs subject to a specific focus so that, students can write about it clearly and completely. Any activity in the classroom that encourages kids to write is referred to as pre-writing. It sparks ideas for getting started. In fact, it shifts students' attention away from staring at a blank page and toward forming tentative ideas and acquiring information for writing. The following activities give students with learning opportunities at this stage: listing, free writing, and clustering. In addition, planning is important help the students to be aware about the planning phase before starting writing. So, planning is important for the learners to generate their thoughts in the steps of the writing process.

According to Taylor, (1981, p. 10) affirmed that "the planning helps the writer to battery of the strategies like brainstorming, which is useful to make generalizations and to know the connections and relationships about what they observe, thoughts and facts". So, Planning is helping the students in their preparation of writing task with more self confidence.

**2-Drafting:** Several drafts are written and revised during the writing process. Writing is a never-ending journey of discovery. When a result, as the students write, they will come up with fresh ideas that were not on the brainstorming list or in the outline and Students can add new ideas or delete existing ones at any point during the writing process, as long as the new ideas are related to the topic.

According to Trimmer (1995, p. 54) claimed that "in drafting process the writers can determine whether the information ...discovered in planning can be shaped into successful writing or not". So, the main aim of the drafting is to take the learner's outline through developing a piece of writing.

**3-Revising:** The next step after writing the initial draft is to rewrite it. During the revising process, students make changes to their writing in order to improve it. Students examine it for topic and organisation, as well as for unity, coherence, and logic. The students can rearrange, add, or delete items in order to communicate their ideas more clearly, effectively, and interestingly.

In other words, the revising process is concern more on discovering a new vision of the writing produced in drafting. Thus, the writer corrects mechanical errors and realizes substantial changes in his writing during this stage.

According to Taylor (1981, p. 7) affirmed that “Revision ... is that crucial point in the writing process when discovery and organization come together, when writers refine and recast what they have written and shape it into coherent written statement. In addition, during the revision process, writers examine what they have been written”. So, revising stage includes related to checking errors in spelling, grammar and punctuation in addition to that check the content of final products.

**4-Editing:** Editing is final step before the students give out the final draft. Therefore, the teacher's (or peers') response to student writing is critical to the successful application of process writing. Between drafting and revising, there is a period of responding. It is the teacher's first reaction to a student's draft. After the students have completed the first draft and immediately before they proceed, they can respond either orally or in writing. Editing is done as part of the process of making communication as clear as possible to the readers, not for its own purpose.

According to Johnson (2008, p. 167) claimed that “editing means making your piece of writing clear and easy to be read it thus it function as the reader-friendly as possible by making the sentences flow in a clear way”.

To conclude editing provides a specific checking of the written text to ensure that there are no errors concerning spelling, punctuation, capitalization, word choice and word order, in order to make short appropriate corrections of the written text.

### **2.5.3. The Genre Approach**

In this approach is mainly concerned in teaching specific genres which students need it to be controlled for successful text which is produced. According to Tribble (1996, p. 49) explained the genre approach as “a class of communication events, the members of which share some set of communicative goals which is arranged and recognized by the expert member of the parent speech community and thereby constitute the rationale for the genre”.

It is clear that, the basic of ideas and thoughts are certain conventions or rules which are linked with the writer’s aims of writing. Therefore, it is focused on the social aims of writing determines the language used in the text with its words choice, expressions and structures.

According to the genre approach writing skill is “the written text attempts to communicate with readers”(Hyland,2003, p. 18). Thus, involves the learners with different experienced opportunities in elements of writing. (Harmer,2004 ,p. 295 ) says “In a genre approach concern on the study of the learners writing texts in the genre they are going to be writing before they embark on their own writing”.

To conclude, writing is considered as the students’ reproduction of written text based on the genre offered by the EFL teacher. In addition, learning process appeared through imitation and exploration of different kinds of writing models. In addition, EFL learners should collaborate, support each other for the purpose of encouraging new ways to form, construct and developing knowledge.

## **2.6. Writing Skill and Affective Factors**

Generally, writing skill is a complex and difficult skill either in mother language or in the target language because most of EFL students are not familiar about the methods, techniques, steps and stages of writing successfully; this push them to fall in doing errors in different linguistic items grammatical and syntactic errors, lexical errors ,and semantic errors. In addition, EFL learners face various difficulties in writing skill due to certain affective factors.

### **2.6.1. Mother Tongue Interference**

Most of EFL learners rely on their mother tongue inside the classroom. Therefore, when the teachers ask students to do writing activity higher than their capacities they prefer to use their mother tongue to express their thoughts, emotion, and ideas about the subject matter. Moreover, this is what makes them face many problems, when for example when they are translating sentences mentioned by the teacher into their mother tongue use. According to Baker and Westrup (2003, p. 12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.”

So, EFL learners use their mother language due to the fact that they are not more familiar with the foreign language culture as when writing in English thus, they think in their mother tongue. Thus, Weigle (2002, p. 37) says that "In order to write effective English, I had to create an English self and be that self”

That is to say that, mother language is a crucial difficulty that can hinder the learners' writing because of the learners' needs to the foreign language information because in fact students use their linguistic knowledge, grammatical, lexical, and orthographical rules of their mother language in producing a written text in the target language.

According to Lott (1983, p. 3) says that “all the errors in the learners' foreign language is traced back to the mother tongue interference”.

To sum up, writing skill needs more concern for the effects of the mother tongue interference on the learners writing performance which may reflect the coherent, correct, unified and extended of the writing.

### **2.6.2. Poor Grammar**

Another common factor that students face during their writing process is the difficulties of certain grammatical rules. Thus, grammar is an important element in learning and teaching process. So, students must know how they can enhance those grammatical rules such as, spelling, punctuation and capitalization in order to improve their writing production. Perez-liantada (2009, p. 40) sees that “knowledge of English grammar is necessary in order to write accurately,

meaningfully and appropriately.” From this point of view without grammar rules students cannot produce a complete or meaningful sentence. Also Davies and Pearse(2000, p. 82) agreed that “Many people do not like to write in English, this is especially true in a foreign language, because we may worry about producing sentences with many errors or oddities in them.”

Moreover, Ur (1988) defines grammar roughly as "the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning" (p. 4).

So, grammar is important for forming correct and meaningful sentences and write effective produced piece of writing.

### **2.6.3. Lack of Vocabulary**

Students often find difficulties when they are trying to express what they want to write they lack the appropriate vocabulary to be written. So, the lack of vocabulary is one of the most factors that makes students cannot present a piece of writing effectively in the tasks , so they feel that they cannot find the appropriate words to use them during writing process .Moreover, Ur (1996, p. 120) says that “ vocabulary is the only instrument on which we can construct a correct speech” from this point of view students will have poor vocabulary in their written production.According to Harmer (2001) any knowledge of the word classes and allows writers to perform well formed sentences.

To conclude, Writing is a complex process that needs mastery of vocabulary knowledge which helps the students to write properly, in addition vocabulary is crucial element of language that plays an important role which leads to perform meaningful written production.

### **2.6.4. Lack of Self Confidence**

Another affective factor that has a great impact on the learners writing skill is lack of self-confidence, this latter will make student prefer to keep their thoughts and ideas to themselves, so students hesitate to write it in his text because they are not sure about their capacities to show their abilities in the written production. According to Brown ( 2000, p. 145) “It could easily be claimed that no successful written affective activity can be carried out without

some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity.” So teachers should be aware of their student’s self-confidence by encouraging them during writing tasks.

Moreover, self-confidence is one of the important factors that help in creating a suitable atmosphere of cooperative learning in the English classroom, in addition self-confidence as a method is an excellent effect in gaining information at the fulfillment of inexperienced student. It is taken into consideration as one of the number one affective elements due to the fact language gaining knowledge of relies upon at the quantity of the learner’s mind-set and perception in his skills.

The learner does now no longer want to simply have positive skills. However; he needs to be successful to apply those skills in actual school room settings while he interacts together along with his instructor and classmates. In addition, learner have to practice the language, therefore, they need self-confidence for working in cooperation for certain tasks, the following step are essential which will constructed self-confidence of inexperienced persons to gain their gaining knowledge of and display their skills in performance :

- Appropriate instructor behaviours and appropriate courting with the students.
- A fine and supportive school room atmosphere.
- A cohesive learner organization with suitable organization norms. (Dornyei, 2001, p. 31)

Similarly Fontana (1995, p. 148) “the instructor can assist to offer kids self-confidence of their very own skills via way of means of giving them possibilities for success, via way of means of encouraging in preference to ensuring them while they are faced via way of means of failure, and via way of means of demonstrating private perception of their competence.”

## **2.7. The Contribution of Written Corrective Feedback in Enhancing Writing skill**

The ability to write in English language effectively and appropriately is difficult for many EFL learners. Therefore, writing is considered as a forms of the English language, EFL students are always facing several writing challenges during learning process such as the grammatical

difficulties, for that they need teachers written corrective feedbacks in order to correct their writing errors and learn from it to achieve good sentences and avoid doing errors.

Furthermore, written corrective feedback or error correction is the most common feedback in EFL classrooms, especially in writing skill. In addition, written corrective feedback has a great impact on the development of implicit and explicit knowledge of written language. According to Truscott (1996) affirmed that “Corrective feedback is ineffective at best and even potentially harmful to students (p. 328)

To conclude, in any writing skill EFL learners need written corrective feedback for grammatical errors, thus students might avoid using such forms of errors so that they come to use only simply-structured sentences rather than complex sentences in the written text.

## **Conclusion**

Overall, in this chapter attempted to shed some light on writing skill. As a productive skill, writing is a very important process that helps to evaluate students’ performance in the foreign language. Teachers have to follow certain aspects to teach writing for the students, since it is the skill through which people evaluate your level in the English language. Written expression course is an important module because it aims to provide for the students the best space to practice and develop their writing abilities. In fact, students have to participate and write as well as to achieve high level of proficiency in writing skill. However, many EFL students do not participate because some affective factors that we have discussed with more detail in this chapter such as poor grammar, lack of vocabulary and others.

# **Chapter Three**

**Field work and data analysis**



## **Introduction**

This chapter is designed to analyze the results obtained about the research under investigation “The Impact of Teacher’s Written Corrective Feedback on Student’s Writing Skill Proficiency”. The aim from conducting this study is to test the validity of the hypothesis. Since the teachers and learners are the main variables of this study. Their views and opinions are very significant to test the stated hypothesis and the most appropriate and useful tool to investigate that through making questionnaire with both teachers and students. For that, we have opted to work on second year LMD students of the English division at Biskra University. At the end it will be analyzed and the obtained results is to investigate the topic.

### **3.1. Review of Research Methodology**

#### **3.1.1. Research Method**

In order to undertake this study, a descriptive method is the most convenient method according to nature of the investigation of our research. For that Singh and bajpai (2008,p. 203) claimed that “a descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist”. Furthermore, we choose descriptive method because it serves our main purpose which is to describe the obtained results about “The Impact of Teacher’s Written Corrective Feedback on Students Writing Skill Proficiency”.

#### **3.1.2. Approach**

In this research, a descriptive method is used as a suitable way to explore the hypothesis. It has been chosen in order to understand the problem which is the impact of teacher’s written corrective feedback on student’s writing skill proficiency at the same time the target is to discover reasons behind the written errors in EFL classes and accordingly, to investigate strategies to minimize the errors and mistakes in the written performance of EFL students.

#### **3.1.3. Sample and Population of The Study**

From a population of 300 students, a sample of forty (40) students from second year students at the division of English in Biskra University who represent 30 % of the whole population for the academic year 2021-2022 is randomly selected in order to conduct our

research through administrating a questionnaire with them. Also eight (08) teachers of written expression module in the division of Biskra University provide with information concerning how they use written corrective feedback during the course and how they react to students' difficulties in writing performance, and the strategies they use in order to help them to achieve their writing skill and minimise errors.

#### **3.1.4. Data Gathering Tools**

The research tool used in this study is a semi-structured question. It has been handed for second year English students at the department of English at Biskra University in order to collect their opinions and attitudes about our research topic. Questioners were devoted to teachers of written expression module in the department of Biskra University to provide attitudes about the effectiveness of written corrective feedback on their students' achievement of written performance.

#### **3.1.5. Data Procedures Analysis**

In this research, the questionnaire is used as a suitable way to explore the hypothesis. This kind has been chosen to understand the problem that second year student making errors while writing in written expression module and the influence of teachers' written corrective feedback on their progress in writing skill in the classroom.

### **3.2. Students' Questionnaires**

#### **3.2.1. Aims of the Questionnaire**

The students' questionnaire is mainly designed to find out whether teachers written corrective feedback is important to help the EFL students to develop their writing performance. Second, it also attempts to investigate the actual state of learning in relation to written corrective feedback.

#### **3.2.2. Description of The Questionnaire**

This questionnaire is addressed to Second Year English students at the department of English at Biskra University for the academic year 2021-2022, the participants of this

questionnaire are 40 students from two groups, thus they are chosen randomly to explore the efficiency of written corrective feedback on students' improvement of writing skill. It also consists of 22 of questions which are arranged in a logical way. They involve two type of questions "Closed questions" and "open-ended questions". Closed questions required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, and open questions demand the students to give their personal opinions about the subject or to explain their choices. The questionnaire is divided into three sections:

#### **Section One:** General information

This section is about students' background information. It contains five items, the students' Gender; their age, their choice to study the English language, students' consideration of their level in English, and students are asked how they find writing in English.

#### **Section Two:** Students attitudes on teacher's written corrective feedback

This section consists eight (8) items (item6-to item 13) which seeks information about teacher's written corrective feedback as an important factor in this research and more specifically, the impact of teacher's written corrective feedback on student's writing skill proficiency.

#### **Section Three:** Students experience with writing skill

This part is composed of nine (9) items (item14- to item22) attempting to obtain information about the students' attitudes towards writing skill and its relationship to written corrective feedback.

### **3.2.3. Administration the Questionnaire**

This questionnaire was administrated to second year students of two groups by the end of the written expression session, in addition around 27 students were present in each group and questionnaires were rendered back at the same place after they finished answering it.

We received a good amount of participation with the questionnaires.

### **3.2.4. Piloting of the Questionnaire**

It should be noted that this questionnaire was piloted with 10 students before to its administration; we did not change the questions because it was not ambiguous. In addition, the students answer the questionnaire and they confirm that all the questions suit our research.

### 3.2.5. Analysis of The Results

The procedure of analyzing data from the questionnaire is as follows:

- Statement of the questionnaires as they appear.
- The results of the questions are presented in the form of tables and figures.

#### Section One: Background information

##### Q1. Students 'Gender

Gender	Number	Percentage
Male	12	30%
Female	28	70%
Total	40	100%

Table 03: Students' gender

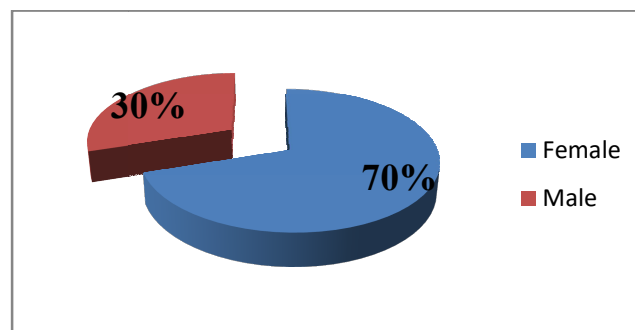


Figure 01: Students' gender

The results displayed in the table above show that the majority of students are girls (70%) who study English as a foreign Language in the second year LMD, and only (30%) that represent boys from the rest. Also as shown in the table, females (28) are about three times the number of males (12).

##### Q2. Students' Age

From the resulted we obtained, students' age is varying from 20 to 24 and more years old. It shows that the majority (57%) is 22 years old. The second part (25%) represents the students at

the age 20. The third one (13%) shows the learners who might repeat one or two years, they are 24 years old. Finally (5%) represents the aged students who may be repeat more than twice, changed their field of study or they get their Baccalaureate later on or they study English as additional diploma (24 and more)

**Q3.How do you consider your level in English?**

Options	Number	Percentage
Very good	8	20%
Good	20	50%
Average	7	17%
Poor	5	13%
Total	40	100%

Table04: The Students’ consideration of their level in English

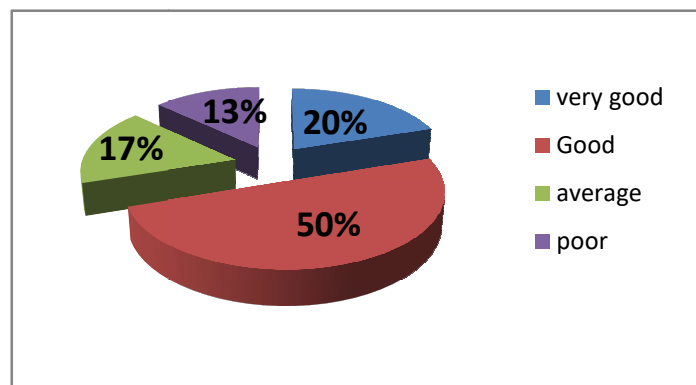


Figure02: The Students’ consideration of their level in English

We can notice from the table above that the highest percentage of students (50%) claim that their level in English is good. Others (20%) show that they are very good in English. Some of them (17%) say that they are average in English. The least percentage (13%) of students shows that they have a poor level in English.

**Q4. Was your choice to study English?**

Options	Number	Percentage
Personal	29	73%
Imposed	11	27%
Total	40	100%

Table 05: Students' Choices for studying English

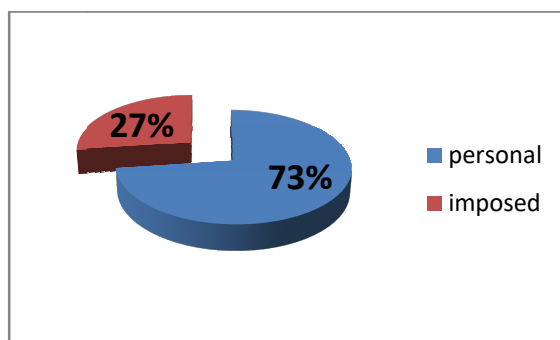


Figure 03: Students' Choices for studying English

From the above table, we can see clearly the choice to study the English language was the choice of the vast majority of students (29) making up (73%) say that it is personal choice. This means that they found the good atmosphere and techniques for learning effectively. However, the rest of the sample which consists of (11) students- making up (27%)-opted for 'imposed'. We suggest that their baccalaureate level did not give them the opportunity to study the specialty they wanted to follow.

**Q5. How do you find writing in English?**

Options	Numbers	Percentage
Easy	8	20%
Very easy	4	10%
Difficult	20	50%
Very difficult	8	20%
Total	40	100%

Table 06: Students' attitude towards writing

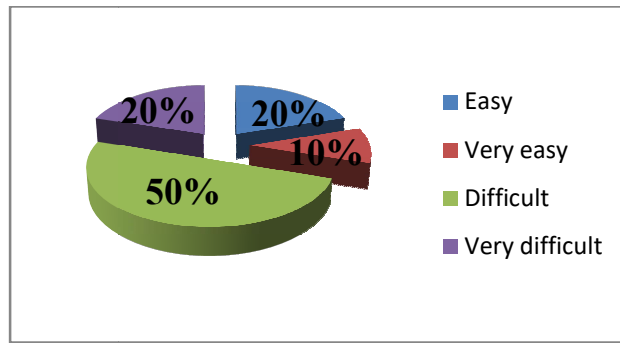


Figure 04: Students' attitude towards writing

These results represent the evaluation of students writing skill in English. Half of students (50%) found writing in English is difficult . The second part(20%) they found that it is so easy to write, but others (20%) they found it very difficult. The last part(10%) few students write in English correctly because they found it very easy.

**Section two: Students attitudes on teacher's written corrective feedback**

**Q6. When do you prefer your errors to be corrected?**

Option	Number	Percentage
a. After finishing your writing practice	33	82%
b. While doing your writing activity	7	18%
Total	40	100%

Table 07: Students' opinion about when they prefer their errors to be corrected

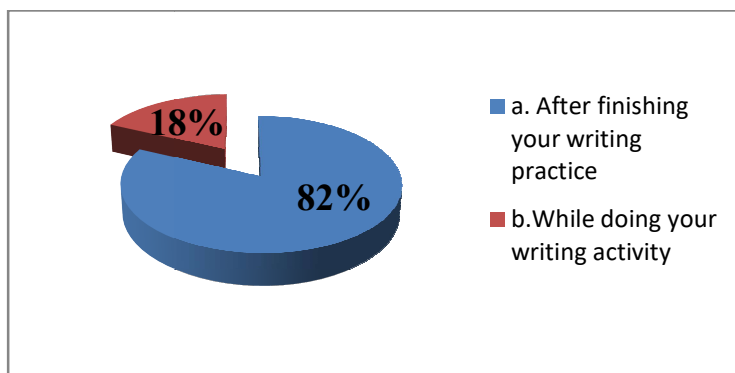


Figure 05: Students' opinion about when they prefer their errors to be corrected

It can be seen from the table above that (82%) from the EFL want their errors to be corrected after finishing their writing practices, in order to be able to write their thoughts freely. However, about (18%) from the rest of the respondents believe that they prefer the teacher to give his / her feedback while doing the writing tasks.

**Q7. How do you like your errors to be corrected by the teacher?**

Option	Number	Percentage
a. Writing your total errors on the margin without the correction of the teacher	0	0%
b. Indicating the location of the error with a provided answer	36	90%
c. Marking the location of the error with no provided answer	0	0%
d. Highlighting the error with the identification of the error	4	10%
Total	40	100%

Table 08: Students preferring kind of teacher's written correction



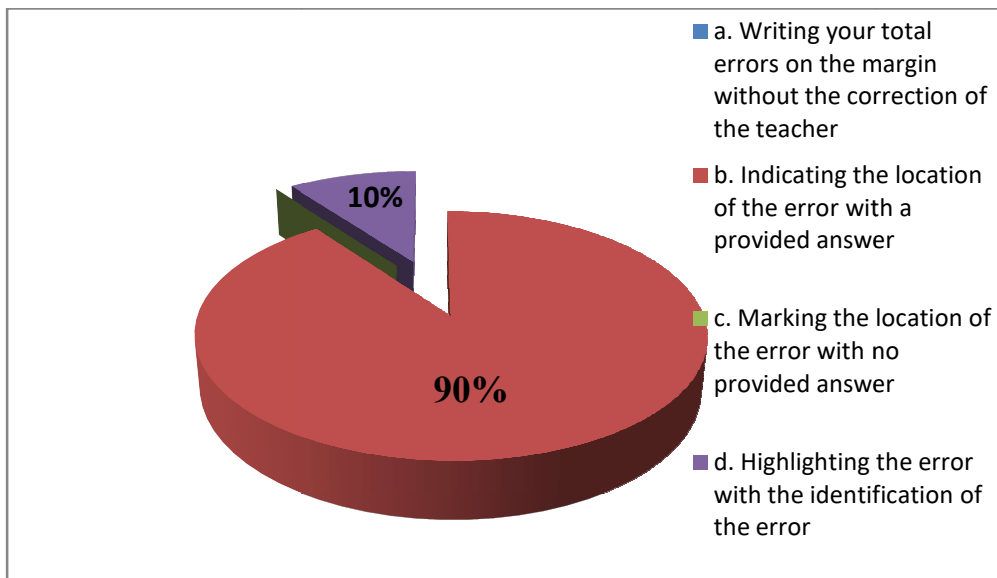


Figure 06: Students preferring kind of teacher's written correction

The results obtained from the above question show that (90%) of students state that they prefer their teachers to indicate the location of the error then provide them with correct in order to learn from their errors and know the exact weakness. On the other hand, (10) students say that they need their teachers to highlight and identify the error they make in the writing text.

**Q8. Do you think that teacher's intervention in correcting your errors is?**

Option	Number	Percentage
a. Extremely important	9	22%
b. Very important	20	50%
c. Important	11	28%
d. Less important	0	0%
e. Not important	0	0%
Total	40	100%

Table09: The importance of the teachers' intervention in correcting written errors

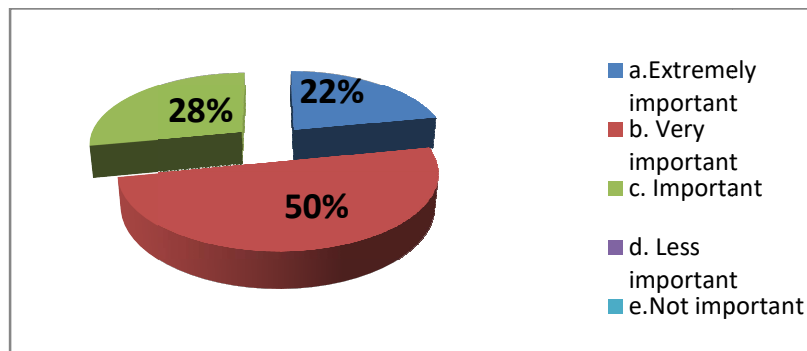


Figure 07: The importance of the teachers' intervention in correcting written errors

Half of the questioned students (50%) said that the teachers' intervention in correcting written errors is very important. (28%) of the students, see that teachers' intervention in correcting written errors is important. And the least part (22%) they see that classroom the teachers' intervention in correcting written errors is extremely important, because they in a dire need to the teachers' written corrective feedbacks in learning writing in the classroom.

**Q9. How often do you receive your teacher written corrective feedback?**

Option	Number	Percentage
a- Frequently	20	50%
b- Always	17	42%
c- Occasionally	03	8%
d- Rarely	0	0%
e- Never	0	0%
Total	40	100%

Table 10: Frequency of teachers' written corrective feedback

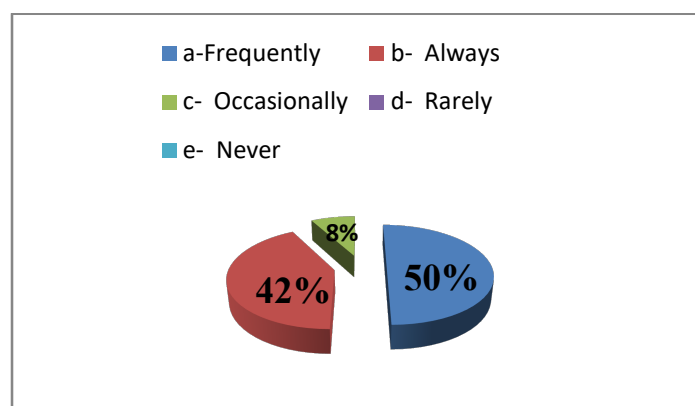


Figure 08: Frequency of teachers' written corrective feedback

It can be seen from the table above that half (50%) of students argue that their teachers' frequently they give written corrective feedback to achieve their writing process, but others (42%) opted for 'always', and (8%) said that the teachers are occasionally give them written feedback in order to know their repetition errors and avoid them. They said that their teacher's feedback is important to help them learn from their errors.

**Q10. How do you feel when your teacher corrects your mistakes?**

Option	Number	Percentage
a. Angry	0	0%
b- Satisfied	6	15%
c- Embarrassed	0	0%
e- Confident	34	85%
Total	40	100%

Table11: Students' emotion when they being corrected by the teacher

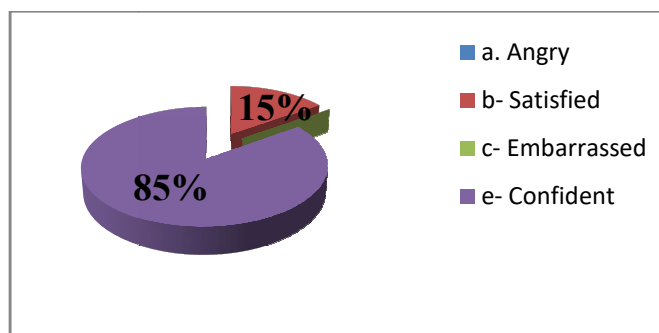


Figure09: Students' emotion when they being corrected by the teacher

The results show that the majority (85%) of the students affirm that they feel confident when their teachers correct the mistakes they have done. So, they will decrease their problems in writing. But the rest (15%) opted for 'satisfied'. They see that the teachers' feedback help them to work in the classroom, while no one choose, embarrassed or angry feeling.

**Q11. To what extent your teacher's feedback is effective?**

Option	Number	Percentage
a. Extremely effective	30	75%
b. Very effective	2	5%
c. Effective	8	20%
d. Less effective	0	0%
Total	40	100%

Table 12: The students' opinion about effectiveness of teacher's written feedback

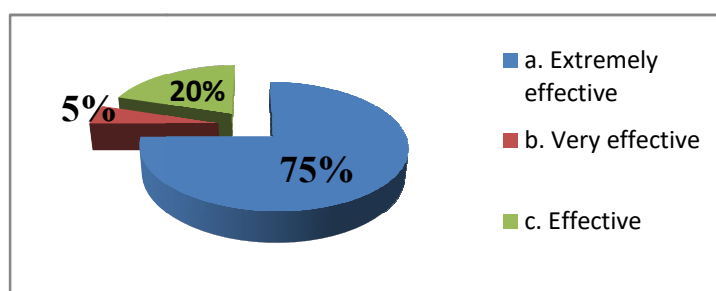


Figure 10: The students' opinion about effectiveness of teachers' written feedback

We can notice that the highest percentage of students (75%) claim that the teacher's feedback is extremely effective, because they may improve their writing skill through teacher's correction and feedback, while others (5%) said that it is very effective, because they look at their weaknesses through teacher's feedback. In addition to (20%) they answer that it is effective and many EFL learners need teacher's feedback as a way for achieving their writing skill.

**Q12. Do you use teacher's feedback only in written expression module or in all the modules**

We found out that students claim that they use teachers feedback in all the modules in general to facilitate their English language learning and in particular written productions, because the learners are not well familiar with grammatical, syntactic, lexical, substance (mechanical), and semantic rules. To sum up, EFL learners make different errors, so they rely on teachers' written corrective feedback to achieve their written productions.

### Section three: Students experience with writing skill

#### Q13.How much do you like writing?

Option	Number	Percentage
a. A lot	8	20%
b. A little	30	75%
c. Not at all	2	5%
Total	40	100%

Table 13: Students opinion about how much they like writing skill

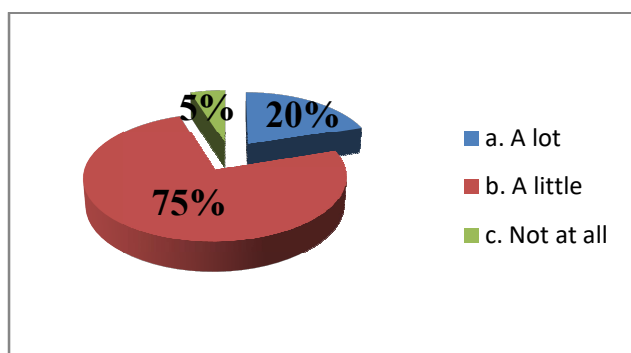


Figure 11: Students opinion about how much they like writing skill

The table above indicates that (30) respondents (75%) they like writing skill a little because if you want to learn a language you have to speak it not write it, other (8) respondents (20%) state that they like writing a lot because it is the important one; while some others (2) respondents (5%) they do not like writing at all.

#### Q14.How often do you write in English (outside the classroom)?

Option	Number	Percentage
a. Frequently	7	18%
b. Sometimes	30	75%
c. Rarely	1	2%
d. Never	2	5%
Total	40	100%

Table 14: Emphasis the frequency of students writing in English

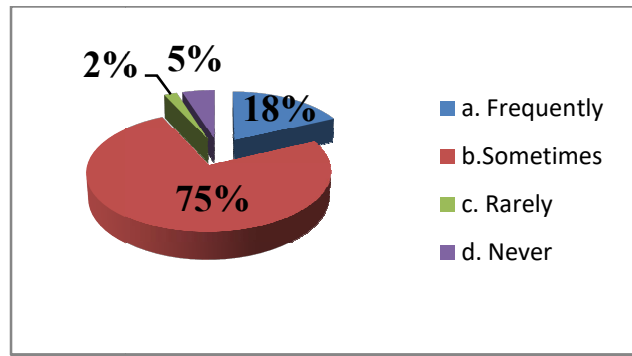


Figure 12: Emphasis the frequency of students writing in English

The table above indicates that (30) respondents (75%) they sometimes write in English outside the classroom to achieve the writing skill, other (7) respondents (18%) state that they frequently write in English; while some others (2) respondents (5%) claim that, they rarely write outside the classroom. The remaining (1) respondents (2%) they never write in English outside the classroom just in the written tasks given by the students. They said that it is not necessary writing in English outside the classroom.

**Q15. How often do you have writing sessions in class?**

Option	Number	Percentage
a. Frequently	5	12%
b. Sometimes	35	88%
c. Rarely	0	0%
d. Never	0	0%
Total	40	100%

Table15: writing sessions.

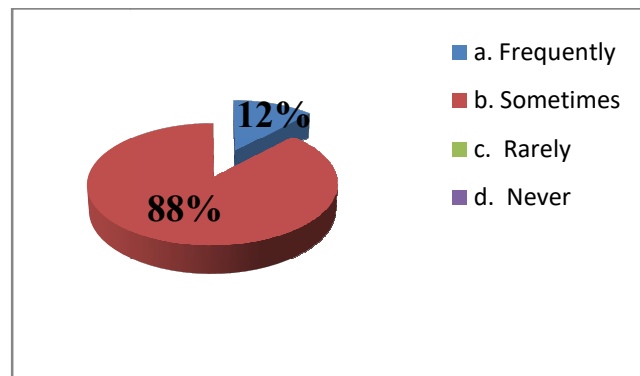


Figure13: Writing sessions

The choices come to discuss the learners' how often have a writing session in order to practicewriting skills, and here the majority of the students (88%) claim that the sometimes they have writing session in order to achieve their writing in English. In addition to that about (12% ) from the students who said that they frequently have writing session, finally no one said that they rarely or never have the writing session, this summarize that writing skill is important of EFL learners learning progress of a foreign language.

**Q16. Do you think learning written expression is?**

Option	Number	Percentage
a. Highly important	21	53%
b. Important	15	37%
c. Not important	4	10%
Total	40	100%

Table16: Students evaluation of the written expression module

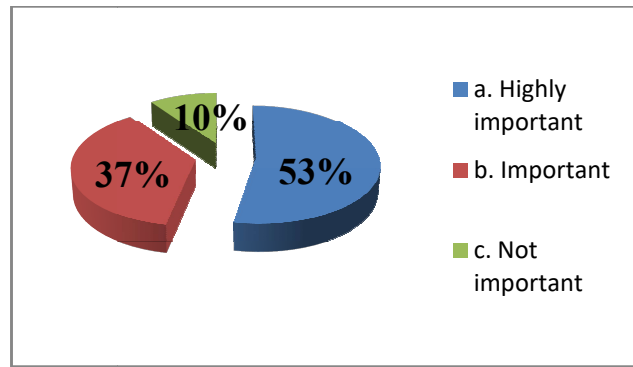


Figure14: Students'evaluation of the written expression module

It is commonly accepted that, in order to learn a language you have to learn how to write it. Most students (53%) say that the written expression is highly important. Others (37%) say that it important in learning English language, But others they said it is not important (10%).

**Q17.Are you satisfied with your writing skill?**

Option	Number	Percentage
a. Satisfied	18	45%
b. Highly satisfied	8	20%
c. Unsatisfied	14	35%
Total	40	100%

Table 17: Students' satisfaction about their level in writing

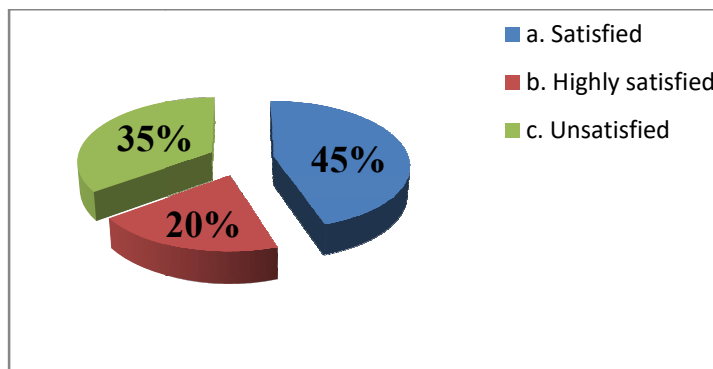


Figure 15: Students' satisfaction about their level in writing



The table above summarizes the students if they are satisfied about their level in writing skill. It is noticed that, (45 %) of students claim that they are satisfied about their writing when they present their work, also (35%) is given to unsatisfied because they are not reached with vocabulary and grammar rules, the (20%) represents students who they are highly satisfied about their writing performances.

**Q18. Are you motivated to study written expression?**

Option	Number	Percentage
a. Motivated	22	55%
b. Highly motivated	12	30%
c. De-motivated	6	15%
Total	40	100%

Table18: The Students motivation towards written expression

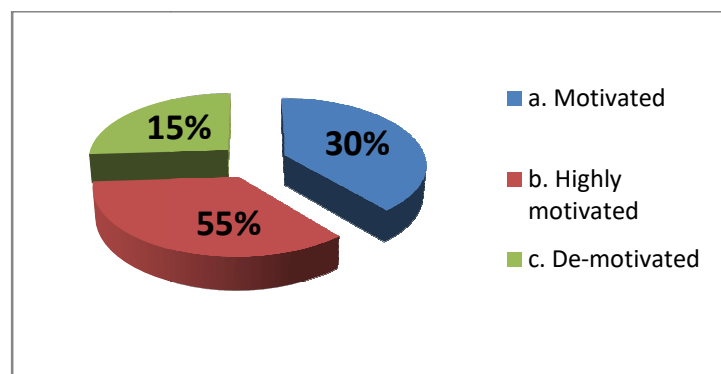


Figure16: The Students motivation towards written expression

The results as shown in the table above reveal that more than half (55%) of the respondents claim that they are motivated to study written expression module, because their teachers encouraged them to write and give them the written feedback. (30%) opted for 'highly motivated' and (15%) is the percentage obtained by the participants who opted for 'De-

motivate'because theylike speaking more than writing

**Q19.Do you think that the time given to written expression module is?**

Option	Number	Percentage
a. Very sufficient	0	0%
b. Sufficient	32	80%
c. Un-sufficient	8	20%
Total	40	100%

Table19: The Students amount of written expression time

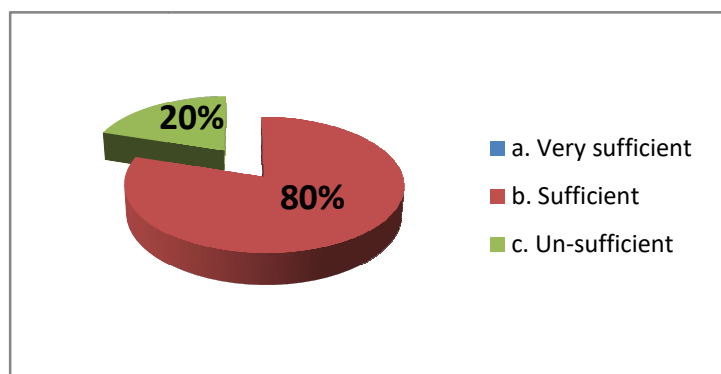


Figure17: The Students amount of written expression time

The results as shown in the table above reveal that (80%) of the respondents claim that the time given to written expression module is sufficient. And (20%) opted for 'un-sufficient'because writing need more practice and the teachers always guide the learners through written corrective feedback. But no one choose very sufficient.

**Q20. Do you think the activities given to you in written expression class are?**

Option	Number	Percentage
a. Very effective	39	98%
b. Effective	1	2%
c. Somehow effective	0	0%
Total	40	100%

Table20: The Students view about the written activities

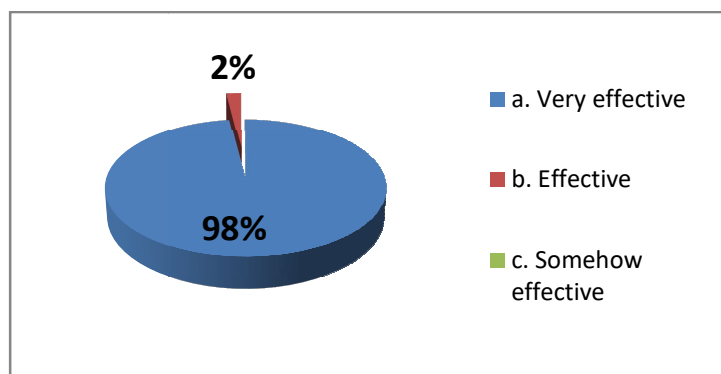


Figure18: The Students view about the written activities

The results as shown in the table above reveal that the majority (98%) of the respondents claim that the teachers' activities in written expression module are very effective for the learner to achieve their writing and reduce their difficulties through teachers' written corrective feedback. (2%) opted for 'effective' and (0%) for somehow effective.

**Q21. Which kind of difficulties do you face while doing your writing activities?**

Option	Number	Percentage
a. Punctuation and capitalization	10	25%
b. Disorganization of ideas	0	0%
c. Lack of vocabulary	3	8%
d. Grammar rules	25	62%
e. Poor spelling	2	5%
Total	40	100%

Table 21: The kind of students' difficulties in writing

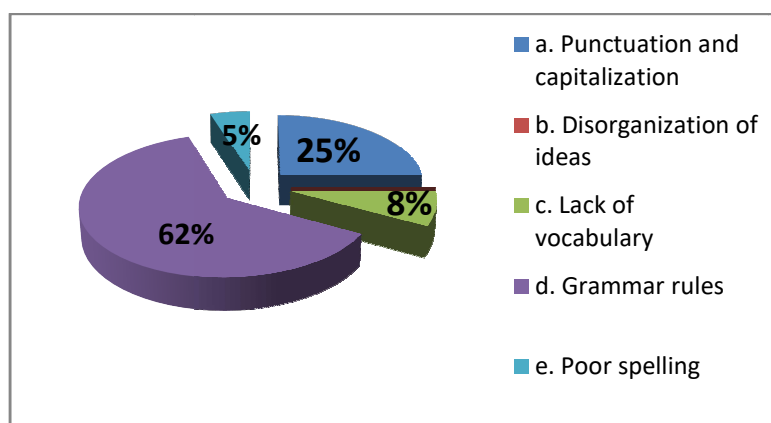


Figure 19: The kind of students' difficulties in writing

As we notice in the table, (62%) of the students declare that they suffer from grammar rules difficulties which are due to the lack of practice, because they are not familiar with many grammar rules which help them to write effectively, others (25%) found that the punctuation and capitalization wrong use is the most difficulties they face, (8%) found that the lack of vocabulary

difficulties, the least point (5%) it represents students said that their difficulties due to the poor spelling but no one said disorganization of ideas.

## **3.2. Teachers' Questionnaires**

### **3.2.1 Aims of the questionnaire**

The teachers' questionnaire is intended to investigate the teachers' opinions about written corrective feedback as an important factor to improve the learners' writing production. It also aims at investigating the teachers' thought of how language is being taught and the problems being encountered with teachers in their teaching written expression module.

### **3.2.2. Description of the questionnaire**

The teacher's questionnaire consists of teachers of written expression in the department of English at the University of Biskra. The questionnaire was distributed to eight (08) teachers. The questions were divided into two types either closed questions, requiring teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, and open questions where teachers are requested to give explanation to their answers. The teachers questionnaire consists of (20) questions which were divided into three main sections.

#### **Section One: Personal Information**

The first section aims at collecting items of information on the sample. The first question (item01) teachers are asked to specify their gender, and in (item02) seeks information about the teachers in terms of degrees in order to see if the high degrees are needed or it is sufficient in writing or with a first degree (i.e. a licence) to teach written expression, without any consideration to the high degrees. In (item 03), teachers are asked to give the numbers of years they have been teaching written expression module at the university, because we need to know whether those teachers have already experienced in teaching the writing skills or not.

## **Section Two: Teachers attitudes towards feedback on students' written performance**

The second section consists of ten (10) questions; seek information about the teachers' attitudes and opinions about written corrective feedback and its relationship with students' written performance.

## **Section Three: Teacher's attitudes towards writing skill**

The third section consists of eight (08) questions seek information about writing skill how is taught and the strategies used to achieve students writing skill. In addition, the main difficulties that may hinder students' progress in learning during written expression module.

### **3.2.3 Administration the questionnaire**

The questionnaire was administrated to eight (08) teachers who teach written expression module, they were in different places such as teacher's room, EFL classrooms, in the faculty all the teachers were very cooperative and some of them handed back the answered copies in three days and others they full the questionnaire directly.

### **3.2.4. Piloting of the Questionnaire**

It should be noted that the questionnaire was piloted before to its administration with three teachers, all the teachers did not do any modifications; they answered the questionnaire without any ambiguities or misunderstanding.

## **1.2.5. Analysis of the Questionnaire:**

**Section one:** Personal information

**Q1. Gender:**

Option	Number	Percentage
Female	4	50%
Male	4	50%
Total	8	100%

Table 22: Teachers' gender

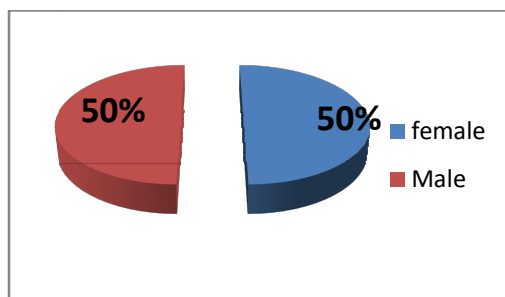


Figure 20: Teachers' gender

The results of the table above show that the number of the male and female teachers is equal. So, we gave (50%) for each.

**Q2. Degree (s) held:**

Option	Number	Percentage
Licence	0	0%
Master / magister	5	63%
Doctorate	3	37%
Total	8	100%

Table 23: Teachers' academic degree

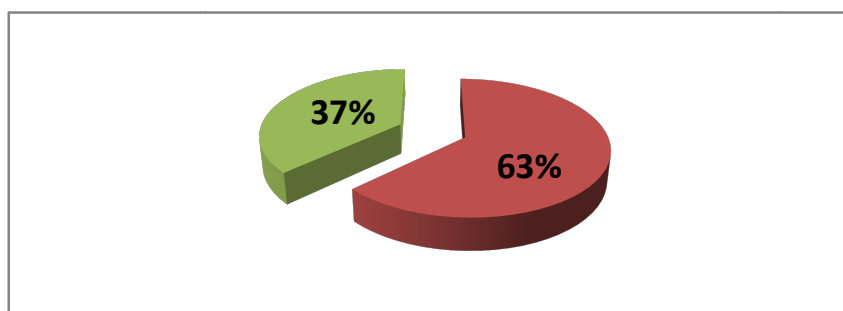


Figure 21: Teachers' academic degree

From what the table indicates, we found that among the eight teachers five of them have their Magister degree and three of them have their doctorate, but no one have the License degree.

**Q3- How many years have you been teaching the written expression?**

Option	Number	Percentage
1-3	0	0%
3-5	3	38%
5-7	3	38%
More than 7	2	24%
Total	8	100%

Table 24: The Teaching experience of the Written Expression course

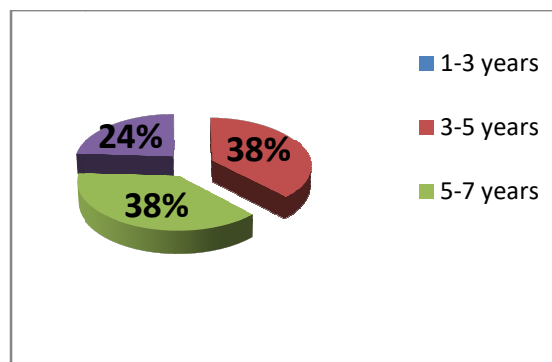


Figure 22: The Teaching experience of the Written Expression course

Most of the teachers (76%), affirm that they teach ‘written expression’ from 3 to 7 years, while the rest of the teachers (24%) claim that they teach written expression for ‘more than 7 years, also (0%) opted’ for 1-3 years.

## Section Two: Teachers attitudes towards feedback on students’ written performance

### Q4. What type of feedback do you apply in your teaching process?

Option	Number	Percentage
a. Student self-feedback	0	0%
b. Student peer feedback	0	0%
c. Summative feedback	4	50%
d. Constructive feedback	2	25%
e. Informal feedback	0	0%
f. Formal feedback	2	25%
Total	8	100%

Table 25: Teachers’ type of feedback use in teaching process



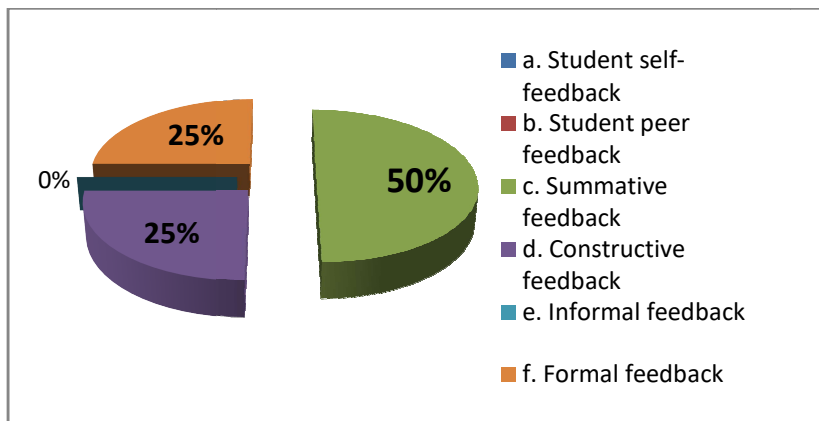


Figure 23: Teachers' type of feedback use in teaching process

The table above shows that half of teachers (62%) claim that they use summative feedback when teaching writing. However, the (25%) of teachers see that they use constructive feedback because it is very important for facilitating learning process and students through this type can show their abilities and enhance writing skill. (25%) claims that they use formal feedback, because it lets them find the right errors for better learning but no one chooses informal feedback, students self-feedback or students peers feedback

**Q5. Do you ask your students to write?**

Option	Number	Percentage
a. One draft	7	88%
b. Two draft	1	12%
c. Three draft	0	0%
d. More than three draft	0	0%
Total	8	100%

Table 26: Teachers asking the students to write

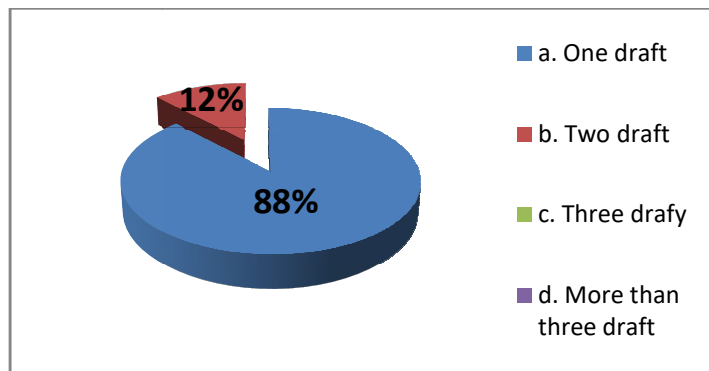


Figure 24: Teachers asking the students to write

We can notice from the results from the table that, the vast majority of teachers (88%) affirm that they ask their students to write one draft While one teacher making the equivalent of (12%) believed that the teacher should give the learners to write two drafts to help learners to be active in their learning process.

**Q6. When do you give your feedback?**

Option	Number	Percentage
a. First draft	8	100%
b. Second draft	0	0%
Total	8	100%

Table 27: Teachers' given feedback on the students' drafts

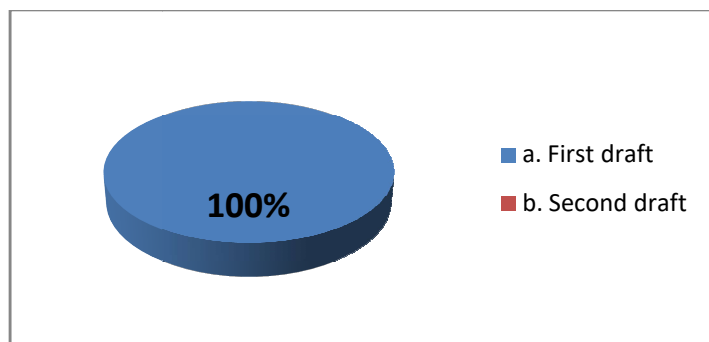


Figure 25: Teachers' given feedback on the student's drafts

Teachers are asked to describe when they give their feedback on the first or second. From the table above it seems to us that all (8) teachers, translating into (100%), claim that they give their feedback from the first draft in order to highlight the errors they have done and this may help them to learn more and avoid making errors and improve their level in writing production.

**Q7. What is the method that you use in correcting student's errors?**

Option	Number	Percentage
a. Written correction feedback	6	75%
b. Oral correction feedback	2	25%
c. Correction by gestures	0	0%
Total	8	100%

Table 28: Teachers' methods in giving feedback

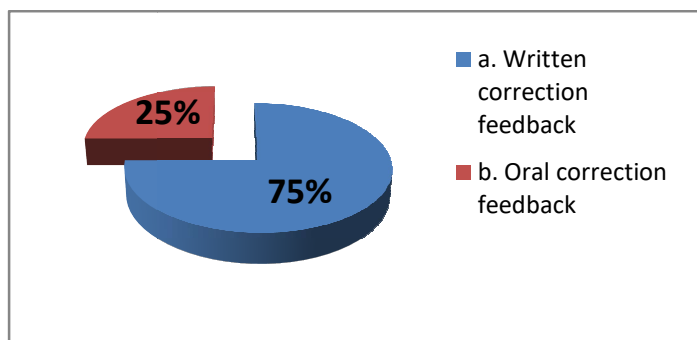


Figure 26: Teachers' methods in giving feedback

This table reveals that all most teachers (75%) affirm that they always attempt to give written feedback, and this strong step that can be a positive factor to develop learner's written performance. On the other hand, just two teachers (25%) opted for "oral feedback", but no one they correct by gestures.

**Q8. Which type of feedback that you think benefits your students the most?**

Option	Number	Percentage
a. Student self-feedback	0	0%
b. Student peer feedback	0	0%
c. Summative feedback	3	38%
d. Constructive feedback	5	62%
Total	8	100%

Table 29: Type of feedback that benefits the students

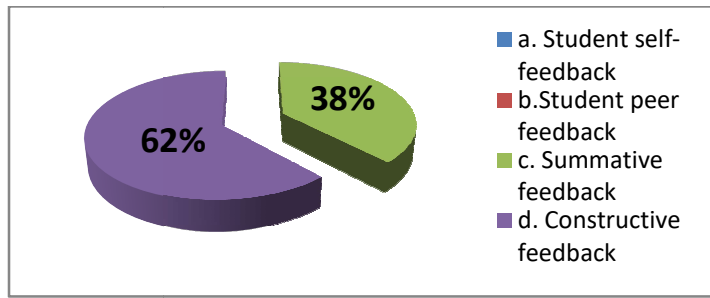


Figure 27: Type of feedback that benefits the students

According to this table, the majority of the teachers (62%) claim that the most beneficial and useful type of feedback is constructive feedback, it has an important part in teaching written English are in terms of grammar rules. (38%)for summative feedback as a suitable type for the students' written expression. But no teacher choose student self or peer feedback.

**Q9. How often do you give feedback to your students?**

Option	Number	Percentage
a. Frequently	4	50%
b. Always	4	50%
c. Rarely	0	50%
d. Never	0	38%
Total	8	100%

Table 30: Teachers frequency of giving feedback

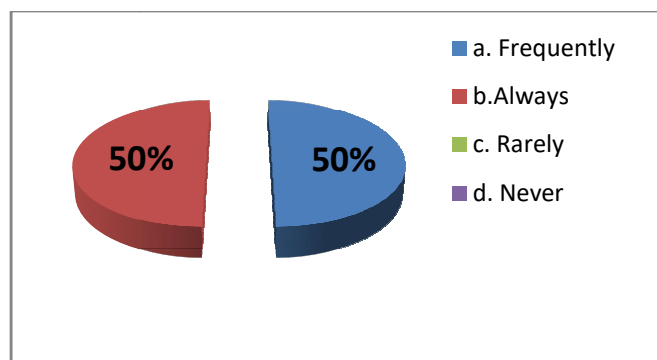


Figure 28: Teachers frequency of giving feedback

As results show in the table, half (50%) of the teachers say that they always give their students' feedback in order to train their learners to practice the language. Besides, to build their

confidence. On the Other hand also half (50%) of teachers they give their students feedback frequently.

**Q10.How important is written corrective feedback provision in teaching writing?**

Option	Number	Percentage
a.Very important	5	63%
b. Important	3	37%
c. Unimportant	0	0%
Total	8	100%

Table 31: The teachers’ attitudes towards the written corrective feedback

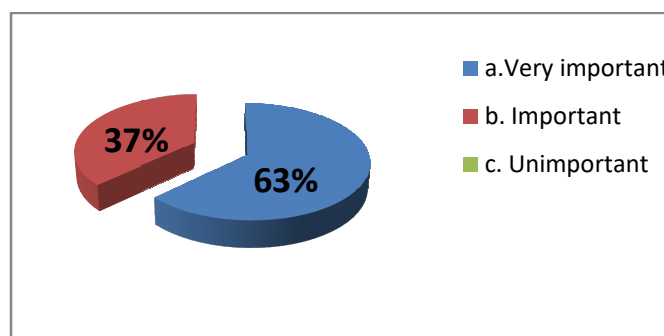


Figure 29: The teachers’ attitudes towards the written corrective feedback

From the table above the majority of the questioned teachers (63%) saying that written corrective feedback is very important to evaluate their learners, in order to know their progress, and (37%) of them say that it is important but no one claims that it is unimportant.

**Q11.How often your students respond to your written corrective feedback?**

Option	Number	Percentage
a. Frequently	1	12%
b.Always	4	50%
c. Rarely	3	38%
d. Never	0	0%
Total	8	100%

Table 32: The teachers’ opinion about the respond of the students from their feedback

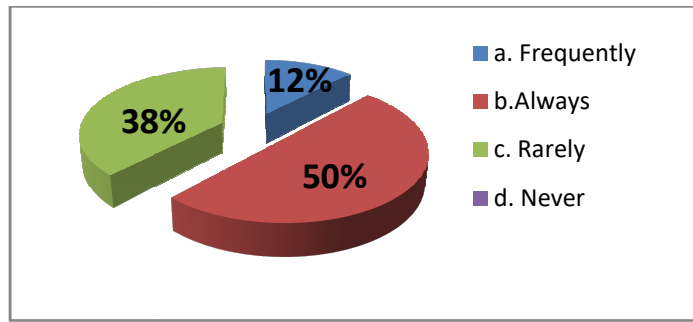


Figure 30: The teachers' opinion about the respond of the students from their feedback

Half (50%) of the questioned teachers have the same opinion that students are always respond to their written corrective feedback in their learning. However, (38%) of teachers claims that their students respond to their feedback rarely. But only one teacher's transfer to (12%) they claim that frequently students respond to the feedback.

**Q12. Which strategy do you follow in correcting student's errors?**

Option	Number	Percentage
a. Indicating the Location of the error with provided answer	6	75%
b. Marking the location of the error with no provided answer	0	0%
c. Writing your total errors in the margin with no expected help	0	0%
d. Highlighting the error with self-analyzed error	2	25%
Total	8	100%

Table 33: Teachers' strategies in giving feedback

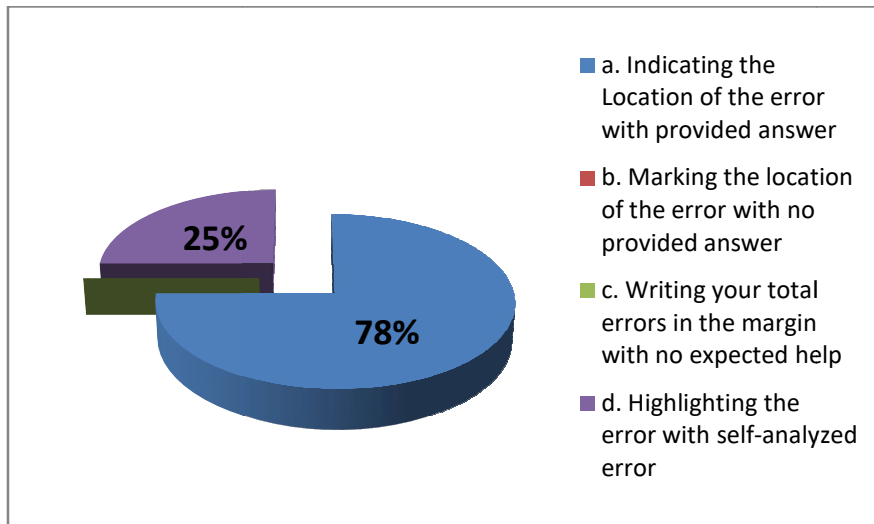


Figure 31: Teachers' strategies in giving feedback

Most of the questioned teachers (6) making up a (78%) claim that when they give feedback they indicate the location of the error with a provided answer in order to help the student to know the right use of such grammar rules and other kind of difficulties in writing, while just (2) teachers making up of (25%) said that they highlight the error with self-analyzed error.

**Q13. Do you notice improvement after giving feedback?**

Option	Number	Percentage
a. Little bit	0	0%
b. Somehow	2	25%
c. Very much	6	75%
Total	8	100%

Table 34: Teachers' knowledge about students' improvement after the feedback

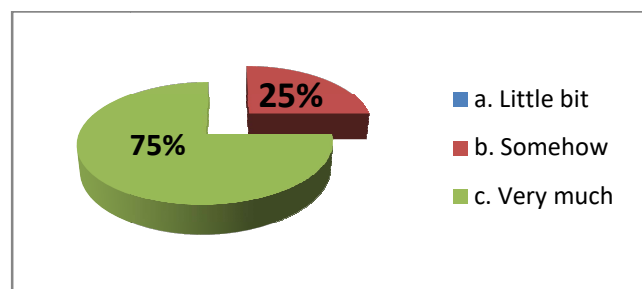


Figure 32: Teachers' knowledge about students' improvement after the feedback

According to this table we can say that the majority of EFL teachers (75%) say that their students enhance writing skill “very much” after their feedback they improved their errors and learn from them ; also, (25%) for teachers who claim that they notice somehow improvement after giving feedback to their students, so they need more practice .

### Section three: Teacher’s attitudes towards writing skill

#### Q14. How often do you encourage your students to write?

Option	Number	Percentage
a.Always	8	100%
b. Sometimes	0	0%
c. Rarely	0	0%
Total	8	100%

Table35: Teachers’ encouragement to students to write

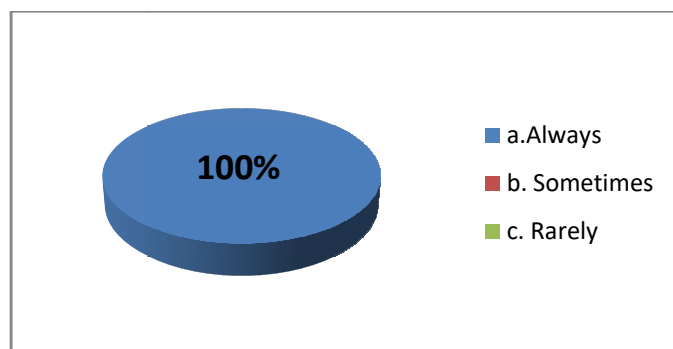


Figure 33: Teachers’ encouragement to students to write

All the EFL teachers affirm that they encourage their learner’s to write inside and outside the classroom, in order to achieve their learning in general and written abilities in particular.

#### Q15. Do you introduce writing sessions in the module(s) you teach?

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

Table36: Teachers’ opinion about introducing writing session



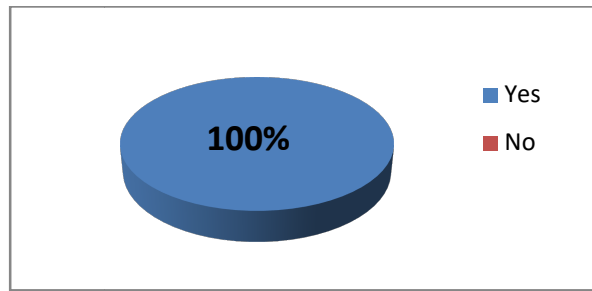


Figure34: Teachers’ opinion about introducing writing session

According to this table we can say that all the EFL teachers (100%) say that they introduce writing session in their module, and students show great interest in writing skill in the classroom.

**Q16. How do you find the level of your students’ writing skill?**

Option	Number	Percentage
High	0	0%
Average	5	63%
Above average	3	37%
Low	0	0%
Total	8	100%

Table 37: Teachers’ evaluation of students’ level of writing skill

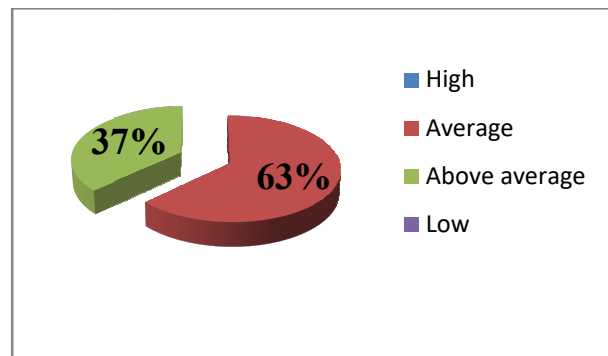


Figure 35: Teachers’ evaluation of students’ level of writing skill

Teachers are asked to describe their students' level of writing skill. From the table above it seems to us that (5) teachers, translating into (63%), claim that their students have an average level in writing. However, (3) teachers, translating into (37%) believe that their student’s level in writing is above average so, they need more practice. None from teachers have opted for the 'high' or 'low' options.

**Q17. Do you think that some students' failure in writing tasks is due to:**

Option	Number	Percentage
a. The nature (genre) of the writing material	1	12%
b. The students' weak vocabulary background	2	25%
c. Mistaking teachers' feedback	0	0%
d. Lack of practice	5	63%
Total	8	100%

Table 38: Teachers' view about students' failure in writing

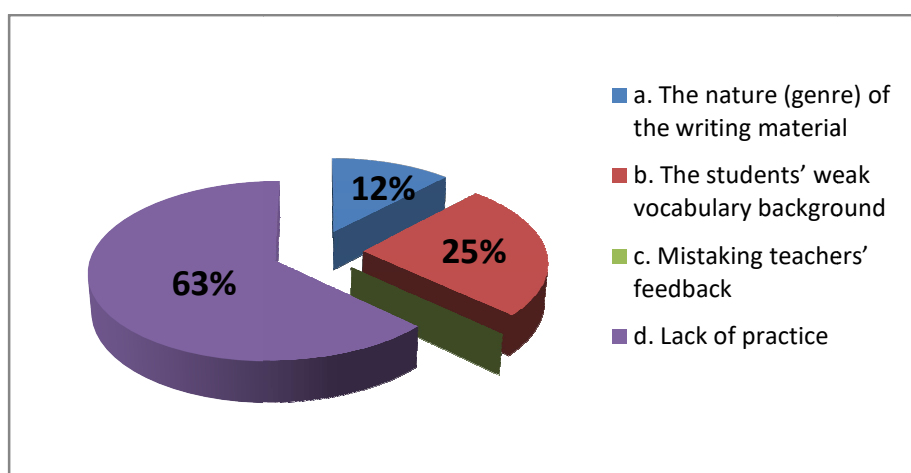


Figure 36: Teachers' view about students' failure in writing

Most of the questioned teachers (5) making up a (63%) claim the students failure is due to the lack of practicing the writing tasks during the course, while just (2) teachers making up of (25%) said that it is due to the students weak vocabulary knowledge, because it is useful of writing thoughts and opinion. However just one teacher making up (12%) said that students failure because of the nature of the writing materials are not suitable for the learners.

**Q18. What type of teaching approach do you follow in teaching writing skill? Why?**

Option	Number	Percentage
a.Process-based approach	5	63%
b.Product-based approach	3	37%
c. Genre-based approach	0	0%
Total	8	100%

Table 39: Teachers’ approach in teaching writing skill

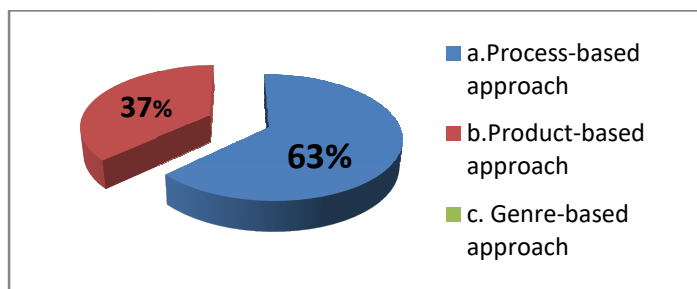


Figure37: Teachers’ approach in teaching writing skill

The majority of the teachers here (63%), claim that they follow process-based approach for improving their level in written production. However, (37%) said that they use product-based approach. No one has opted for the “Genre-based approach” options.

**Q19.What is the most common problems you identify in student’s writing?**

Option	Number	Percentage
a. Punctuation and capitalization	2	24%
b. Disorganization of ideas	0	0%
c. Lack of vocabulary	1	13%
d. Grammar rules	3	37%
e. Spelling mistakes	2	26%
f. Poor content	0	0%
Total	8	100%

Table 40: Teachers’ opinion about the common problem of students writing

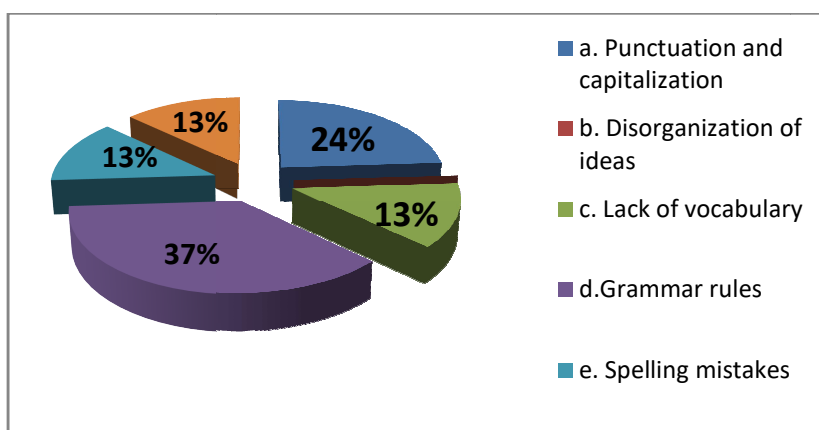


Figure 38: Teachers' opinion about the common problem of students writing

Most of the questioned teachers making up a (37%) claim teachers suffer from the grammar rules, and (13%) for each category for lack of vocabulary, Spelling mistakes ,and Poor content, in addition, (24%) opted forpunctuation and capitalization as a common problem the EFL learners suffer from.

**Q20. If you have further suggestions or comments concerning “The Role of Written Corrective Feedback in Improving Student’s Writing Proficiency”, please indicate them.**

-Different answers derive from this Question we conclude them:

1. Written corrective feedback is certainly an effective component in FL mastery.
2. Give more time and space in TEFL (Teaching English as a Foreign Language) programs especially in written expression module.
3. Students should be aware about their grammatical errors which give them a good opportunity to correct and avoid the same error; in addition, they will remember it and they won't repeat it again.
4. Teachers should advise their learners to practice more the writing skill.
5. Teachers have used different written approaches techniques in teaching writing skill.
6. The EFL learners should have a wide range of vocabulary and become familiar with a variety of vocabulary meaning in different context and this help them to practice and write the language.
7. Teachers written corrective feedback is crucial to the improvement of the writing skill and

help students to grasp new words that would permit them to develop as strong and confident language learners.

8. Both students and teachers should know about the value and effectiveness of written corrective feedback, on each grammar category with which students have problems for better version of the writing.

### **3.2.5. Findings**

The objective of this study is to investigate the effectiveness of teachers' written corrective feedback in the students writing skill productions. Also, in this study, we attempted to explore the teachers and students different attitudes towards the writing skill and TWCF. The results drawn from the analysis of the data obtained using the data collection from the students and teachers questionnaire showed the importance of learning the writing skill through teachers' written corrective feedback which helps the learner understand and make sentences and paragraphs avoiding doing the same errors. Also, it helps them to reach high quality of the writing performance. Moreover, the students' questionnaire shows that the majority of the face difficulties in writing however teachers' written corrective feedback is useful for them to learn the English language in general and correct their errors in particular. Also, it can be said that teachers give too much attention for teaching grammar and vocabulary which help the students to develop their writing skill. The results obtained from teachers' questionnaire that written corrective feedback is entertaining and educating technique to learn how to write correctly and influence strongly the EFL learners' progression.

### **Conclusion**

From the analysis of the teachers' and students' questionnaire. All in all, students and teachers show a high awareness about the value of written corrective feedback that leads them to practice the writing skill. So, through the interpretation of the result, we conclude that the teacher use written feedback that help students to correct their mistakes and be more familiar with many types of grammar rules, students also tried to solve most difficulties in writing performance.

However, most of time the teacher use different writing activities in different classes designed according to the students' level and need .Thus, the teachers give their feedbacks to students in order to be engaged, participate effectively.

***General Conclusion  
And  
Recommandations***

## **General Conclusion**

Enhancing the foreign language is a difficult task in teaching and learning process. It requires directing the teachers' attention to the affective factor namely, 'written corrective feedback ' and the role it plays in boosting students to practice the writing skill. The present study has dealt with the strong relationship that exists between teachers' written corrective feedback and students writing skill proficiency. The main concern in our research was investigating whether the TWCF help students to achieve their writing production or not. The present study is composed of three chapters, the first one is an overview of written corrective feedback and its main characteristics that build a good basic in learning a foreign language and its vital role in the learning process in general and for developing writing skill in particular. Then, the second chapter investigates the learners writing skill, its main role and objectives in teaching a foreign language; moreover, it highlights some writing component and methods then it focuses on the difficulties of teaching writing skill. Finally the third chapter is devoted for the analysis of the data obtained from the teachers and students questionnaire, as a matter of fact; written corrective feedback is a crucial element that helps learners to come over the difficulties they face in writing during the course. As a result, they develop their abilities in writing proficiency. This is confirmed after the analysis of questionnaire we use it. written corrective feedback gets learners engaged in the various activities and taking pleasure in doing so because they will know more about their mistakes and errors they done while writing. This provides them with more opportunities to practice the language and use it. The results obtained from the analysis of the results show also that teachers are aware of using written corrective feedback in fighting student's reluctance to write in the foreign language by providing them with opportunities to correct their errors and avoid repeating them. This, we believe will motivate learners to write effectively.



## **Recommendations**

In our present study, we suggest that in order to develop students' writing skill, it is quite important to focus on giving them the right written corrective feedback for learning better the language, well-prepared lessons and activities. In addition to that we have to provide the learners with grammar rules , spelling, punctuation and capitalization which help them to perform better in writing tasks, teachers also from time to time should encourage them to write in Written Expression in order to achieve their weakness in writing .

### **1. Recommendations for EFL teachers at MKU of Biskra**

-Teachers should focus more on giving written corrective feedback that reduce many difficulties which could hinder their progression in writing skill.

-They should play the role of guider and controller who encourage them to take part in their lectures.

-Teachers have to encourage students to write in English in order to contribute in their learning success.

-Teachers have to prepare different activities that will motivate students to write.

-Teachers must give the chance to their students to correct their errors in writing and avoid using them.

### **2. Recommendations for EFL students at MKU of Biskra**

- Students should practice more writing activities in written expression course so this will help them to increase their ability to enhance learning a foreign language.

-students should understand the importance of teachers' written corrective feedback that will help them to reduce their errors and do not repeat them.

-The students' role is to focus more on teachers' feedback and take it as a facilitating step to achieve their written proficiency.

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**Q5:** How do you find writing in English?

- a. Easy     b. Very easy     c. Difficult     d. Very difficult

**Section Two: Students attitudes on teacher's written corrective feedback**

**Q6:** When do you prefer your errors to be corrected?

- a. After finishing your writing practice     b. While doing your writing activity

**Q7:** How does you like your errors to be corrected by the teacher?

- a. Writing your total errors on the margin without the correction of the teacher
- b. Indicating the location of the error with a provided answer
- c. Marking the location of the error with no provided answer
- d. Highlighting the error with the identification of the error

**Q8:** Do you think that teacher's intervention in correcting your errors is?

- a. Extremely important     b. Very important     c. Important
- d. Less important     e. Not important

**Q9:** How often do you receive your teacher written corrective feedback?

- a-Frequently     b- Always     c- Occasionally     d- Rarely     e- Never

**Q10:** How do you feel when your teacher corrects your mistakes?

- a. Angry     b- Satisfied     c- Embarrassed     e- Confident

**Q11:** .To what extent your teacher's feedback is effective?

- a. Extremely effective     b. Very effective     c. Effective     d. Less effective

**Q12:** Do you use teacher's feedback only in written expression module or in all the modules?

.....

**Section three: Students experience with writing skill**

**Q13:** How much do you like writing?

- a. A lot  b. A little  c. Not at all

**Q14:** How often do you write in English (outside the classroom)?

- a. Frequently  b. Sometimes  c. Rarely  d. Never

**Q15:** How often do you have writing sessions in class ?

- a. Frequently  b. Sometimes  c. Rarely  d. Never

**Q16:** Do you think learning written expression is?

- a. Highly important  b. Important  c. Not important

**Q17:** Are you satisfied with your writing skill?

- a. Satisfied  b. Highly satisfied  c. Unsatisfied

**Q18:** Are you motivated to study written expression?

- a. Motivated  b. Highly motivated  c. De-motivated

**Q19:** Do you think that the time given to written expression module is?

- a. Very sufficient  b. Sufficient  c. Insufficient

**Q20:** Do you think the activities given to you in written expression class are?

- a. Very effective  b. Effective  c. Somehow effective

**Q21:** Which kind of difficulties do you face while doing your writing activities?

- a. Punctuation and capitalization  b. Disorganization of ideas   
c. Lack of vocabulary  d. Grammar rules  e. Poor spelling

The People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
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Department of Foreign Languages  
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**Teachers' Questionnaire**

Dear teachers,

This questionnaire is an attempt to collect information for the accomplishment of a Master's dissertation about "The Role of Written Corrective Feedback in Improving Student's Writing Proficiency". Therefore, you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

**Thank you for your time and cooperation**

**Section one: Personal Information**

**Q1 :** Gender

- a. Female       b. Male

**Q2:** Degree (s) held:

- a. (Licence)     b. MA (Master/ Magister)     c. PH.D. (Doctorate)

**Q3:** How many years have you been teaching written expression?

- a. 1-3       b. 3-5       c. 5-7       d. more than 7 years

**Section Two: Teachers attitudes towards feedback on students' written performance**

**Q4:** What type of feedback do you apply in your teaching process?

- a. Student self-feedback     b. Student peer feedback     c. Summative feedback

d. Constructive feedback  e. Informal feedback  f. Formal feedback

**Q5:** Do you ask your students to write?

a. One draft  b. Two drafts  c. Three drafts  d. More than three drafts

**Q6:** When do you give your feedback?

a. First draft  b. Second draft

**Q7:** What is the method that you use in correcting student's errors?

a. Written correction feedback  b. Oral correction feedback

c. Correction by gestures

**Q8:** Which type of feedback that you think benefits your students the most?

a. Student self-feedback  b. Student peer feedback  c. Summative feedback  d.

Constructive feedback

**Q9:** How often do you give feedback to your students?

a. Frequently  b- Always  c- Rarely  d- Never

**Q10:** How important is written corrective feedback provision in teaching writing?

a. Very important  c. Important  b. Unimportant

**Q11:** How often your students respond to your written corrective feedback?

a. Frequently  b- Always  d- Rarely  e- Never

**Q12:** Which strategy do you follow in correcting student's errors?

a. Indicating the Location of the error with provided answer

b. Marking the location of the error with no provided answer

c. Writing your total errors in the margin with no expected help

d. Highlighting the error with self-analyzed error

**Q13:** Do you notice improvement after giving feedback?

- a. Little bit  b. Somehow  c. Very much

**Section three : Teacher's attitudes towards writing skill**

**Q14:** How often do you encourage your students to write?

- a. Always  b. Sometimes  c. Rarely

**Q15:** Do you introduce writing sessions in the module(s) you teach?

- a. Yes  b. No

**Q16:** How do you find the level of your students' writing skill?

- a. High  b. Average  c. Above average  d. Low

**Q17:** Do you think that some students' failure in writing tasks is due to:

- a. The nature (genre) of the writing material   
b. The students' weak vocabulary background   
c. Mistaking teachers' feedback   
d. Lack of practice

**Q18:** What type of teaching approach do you follow in teaching writing skill? Why?

- a. Process-based approach  b. Product-based approach  c. Genre-based approach

Justification: .....

**Q19:** What is the most common problems you identify in student's writing?

- a. Punctuation and capitalization  b. Disorganization of ideas  c. Lack of vocabulary   
d. Grammar rules  e. Spelling mistakes  f. Poor content

**Q20:** If you have further suggestions or comments concerning "The Role of Written Corrective Feedback in Improving Student's Writing Proficiency", please indicate them.

## ملخص العربية

تعد الكتابة من أهم المهارات لاكتساب المعرفة في جميع المجالات، ولا ينبغي إهمال أهميتها في تحسين معرفة المفردات لأنه بدون عدد كافٍ من الكلمات، فإن معانيها وقواعدها النحوية لن يتم تفسيرها إلا بصعوبة. علاوة على ذلك، يشير افتقار الطلاب إلى مهارة الكتابة في الغالب إلى نقص الملاحظات الخطية التصحيحية. تهدف المذكرة الحالية إلى التحقيق في "تأثير الملاحظات التصحيحية الخطية للمعلم على إتقان مهارات الكتابة لدى الطلاب" على طلاب السنة الثانية من ماستر إدارة اللغة الإنجليزية في جامعة بسكرة. الغرض من هذه الدراسة هو إظهار أهمية الملاحظات الخطية التصحيحية للمعلمين والتي تساعد الطلاب على تحسين كتاباتهم الأكاديمية. لتأكيد فرضيتنا اعتمدنا على الطريقة الوصفية من أجل إيجاد العلاقة بين المتغيرات التابعة والمستقلة المذكورة أعلاه. الاستبيان هو أداة جمع البيانات لهذا البحث. تم العثور على النتائج التي تم الحصول عليها لتكون ذات أهمية كبيرة لأن نتائج تحليل استبيان الطلاب قد أكدت أن هناك فجوة كبيرة بين طلاب السنة الثانية في اللغة الإنجليزية مع الكفاءة في الكتابة. كما ادعى مدرسو التعبير الكتابي أن طلابهم يرتكبون الأخطاء أثناء الكتابة. نتيجة لذلك، تبدو التعليقات التصحيحية المكتوبة من قبل المعلمين في اللغة الأجنبية عنصراً مهماً لطلاب السنة الثانية LMD لإتباعه بهدف تصحيح أخطائهم. يقودنا هذا إلى تأكيد أنه إذا كان المعلمون على دراية بمزايا إستراتيجية التغذية الراجعة التصحيحية المكتوبة كما هو مذكور في الفرضية، فقد يكون لدى الطلاب موقف إيجابي تجاه مهارة الكتابة. وبناءً على ذلك، فإن للمدرسين كتابة ملاحظات تصحيحية لها دور كبير في تحسين مستوى كتابة الطلاب.