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Faculty of Letters and Languages  
Department of Foreign Languages

# MASTER THESIS

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Submitted and Defended by:

**Khaoula HADJI**

**Investigating the Role of Teachers' Feedback in the Process  
Approach in Developing Students' Written Productions  
The Case of Third Year Students in the Department of English at  
Mohamed Khider University of Biskra**

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## Board of Examiners:

Dr. SEGUENI Lamri	MCA	University of Biskra	Supervisor
Dr. SAKRAOUI Amal	MCB	University of Biskra	Examiner
Mr. BECHAR Maamar	MAA	University of Biskra	Examiner
Mrs. MOUSSAOUI Nadjat	MAA	University of Biskra	Examiner

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## **Declaration**

*I, Hadji Khaoula, do hereby declare the work I presented in my dissertation which is entitled “Investigating the Role of Teacher’s feedback in the Process approach in developing EFL student’s written production”. is my own and has not been submitted before in any institution or any university for a degree. And it was done under the guidance of Dr.Segueni Lamri This research work was conducted and completed at Biskra University.*

*Certified :*

*Mrs. Hadji Khaoula*

*At the Department of Foreign Languages, Section of English at Mohammed Khider University.*

*Signature;*

## **Dedication**

*I dedicate this thesis to my adorable family*

*I dedicate this work especially to my mother for her love, encouragement, endless sacrifices, and for being my source of success and inspiration.*

*My lost father Allah bless him*

*My brothers **Salem** and **Aissa** for their confidence and their financial support through the many years of my education*

*My sister **Amira** for her encouragement and endless support*

*My second mother, my second source of love, my **Aunt** thank you for always being there for me. Thank you for pure love and prayers thank you for being my second mother*

*Avery special dedication goes to my friend **Fatiha** for her help, patience. And her continuous moral support.*

*To my loyal, truthful, caring, loving, and secretive friends **Nabila Basma Djouhaina** and **Yousra**.*

*Thanks to my friend **Hadjam Nabila** for being with me from the beginning till the end. **Yousra** for supporting and helping me in computing. **Basma** and **Djouhaina**, thanks for the countless hours of listening, laughing, supporting, and carrying you provided, thanks for inspiring me to pursue my study*

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## **Abstract**

Writing is one of the important skills in EFL learning, since it is the only medium in which university students can express their ideas and complete their assignments and academic activities. In order for students to develop their writing skill it is necessary to receive teachers' feedback. Teachers' feedback helps students in enhancing their writing therefore reach a correct comprehensive writing that can serve their different academic purposes. This research investigates the role of teachers' feedback in the process approach in developing students' written productions. A qualitative research approach has been employed to explore this phenomenon. In order to collect data, a questionnaire has been administered to thirty (30) third-year students at the English Department of Mohamed Khider University of Biskra. The findings suggest that students showed different opinions concerning the role of teachers' feedback. The participants expressed their opinion towards the necessity of teachers' feedback. The overall result indicates that teachers' constant feedback on students' writing production works as a guide to students that helps them identify their problems. It also highlights their weaknesses during the process of writing, which can help them corner their main mistakes and work to overcome them. Therefore, it helps students to achieve a successful piece of writing that is well structured comprehensive and correct which can serve their academic purposes and help them communicate their ideas.

**Keywords:** Feedback, teachers' feedback, writing skill, written production, writing approaches, process-based approach.

## **List of Abbreviation and Acronyms**

**EFL:** English as a Foreign Language

**LMD:** Licence, Master, Doctorat

**ESL:** English as a second language

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# **General Introduction**

## **Introduction**

Writing in a foreign language is one of the most difficult tasks for almost all students to master. In compared to listening, speaking, and reading, acquiring writing skills is regarded to be one of the most difficult. Writing is a challenging task for EFL learners since it involves acceptance criteria for several areas of writing such as content, organization, vocabulary, language use, spelling, punctuation, appropriate capitalization, and paraphrasing.

Writing is an important skill for university students since it is the primary medium through which they complete assignments in many academic areas and answer test questions. In fact, students who fail to write are more likely to fail in school because they lack the ability to convey their information. As a result, students will find it challenging to write essays appropriately.

From a broader perspective, in teaching writing teachers use different approaches such as product based approach, process based approach, genre based approach or a mixed approach. A process based approach is a method that stresses teaching writing as a process rather than a product; assisting students in discovering their own voice; enabling students to select their own topic; and offering instructor and peer criticism promoting revision and using student work as the course's principal text.

Feedback is a fundamental element of a process approach to writing. Feedback can be defined as input from a reader to a writer with the effect of providing information to the writer for revision. In other words, it is the comments, questions, and suggestions a reader gives a writer to produce 'reader-based prose' (Flower, 1979). Students learn through feedback where he or she has deceived or confused the reader by not providing enough information, illogical organization, a lack of development of ideas, or something as simple as wrong word choice or tense.

Teachers' feedback in process approach on students' writing has a significant importance in developing and enhancing their writing skill. Receiving feedback on our written work is crucial since it provides us with an objective evaluation of our effort. It might be difficult to objectively judge our own writing, but comments from teachers can help us realize our own writing skills and limitations. If students are having difficulty improving their practice essays, providing feedback might assist them determine where they need to focus their efforts. Objective feedback from teachers can assist students in isolating the problem.

### **1. Statement of the Problem**

Since the writing skill is considered as one of the most difficult and complex skills to be mastered. Many difficulties are facing EFL learners during the process of mastering the writing skill. Most of those problems are related to: spelling and punctuation errors, interference of student's mother tongue, poor vocabulary, lack of ideas (content), the use of long-complex sentences, organization in addition to grammatical and lexical mistakes. All these problems may occur due to students' poor linguistic competence, lack of interest, the lack of respecting the steps of the writing process and the lack of teacher and feedback. Writing is a necessary requirement for all English learners, it need special attention from both learners and teachers.

At first, students have to be aware of the importance and steps of writing process and focus much more on developing their writing ability through intensive practice ( writing paragraphs, essays ...) , on the other hand, is the teacher's job to help learners write successful pieces of writing and provide them with some strategies and methods that may facilitate the acquisition of this complex skill. For that reason, this research study will

investigate the role of the teacher feedback in process approach as a supportive technique to develop EFL learners' written production.

## **2. Research Questions**

What is feedback and what is its purpose?

What kind of difficulties do third-year EFL students encounter when following the steps of the writing process?

How can teacher feedback help third year EFL students improve their writing performance while following the writing process steps?

## **3. Research hypothesis**

According to our research questions, we hypothesize that:

The more EFL students receive a teacher feedback, the more they will produce correct, comprehensive and well-structured pieces of writing.

## **4. Research Objectives**

Through this study, the researcher aims at:

- Identifying the meaning of feedback and its forms and types.
- Highlighting the importance of teacher-student feedback.
- Identifying the meaning of process approach and how it is used by teachers.
- Highlighting the difficulties encountered by third-year EFL students when following the steps of writing process.
- Determining the role of teacher feedback in helping third-year EFL students to improve their written productions.

## **5. Research Methodology**



### **5.1. Research Approach**

In order to achieve the research goals and conduct accurate and reliable research, a qualitative approach will be adopted. This study followed by a main data gathering tools a semi structured questionnaire for students that will help answer the research questions.

### **5.2. Data Collection Tools**

In order to answer the research questions, we will use both tools: a semi-structured questionnaire for students. The semi-structured questionnaire will be used in order to find out what students already know about the writing skills and its processes and to reveal the reasons why it is difficult to master by EFL students. Additionally it aims to highlight the fundamental role of the teachers' feedback in process approach in enhancing students' written production.

### **5.3. Population and Sampling**

In this research, we will opt for third year students in the English department at Mohammed Khider University of Biskra. There is around 276 students divided into 8 groups; each group consists of about 40 students. From the mentioned population, we will choose two groups randomly to represent as a sample for this research. We choose third Year students as a sample because they study the written expression as a fundamental module so they have a chance to practice the writing skill more, whether practically through writing essays and paragraphs or theoretically by receiving knowledge about this process and its main approaches. We also want to know why some students face difficulties in the process of acquiring the writing skill.

## **6. Significant of the Study**

As we have already mentioned, writing is a complex and difficult skill for EFL learners, since they often required to produce several types of writing compositions. They face some difficulties in the process of writing skill. For that reason, this research aim to shed the

light on the importance of the writing skill. It also aims to contribute in making this process easier for EFL learners. It aims mainly to investigate the effectiveness of the teacher's feedback in process approach in enhancing students' written production.

## **7. Structure of Dissertation**

This study is divided into three chapters. The first and second chapters are devoted to the literature review. The third chapter is devoted to the field work that includes the analysis of data and discussion of findings.

The first chapter provides an overview about "feedback". It provides feedback's general and academic definition, purposes, types, forms, and the importance of effective feedback.

The second chapter provides an overview about the writing skill. It deals with its definitions, importance in EFL learning, characteristics, difficulties, causes of its difficulties, and its approaches. Additionally it deals with the importance of feedback in the process based approach.

The third chapter begins with a review of the literature on the research approach employed in the study. A sample description and administration of the research instruments are provided. It is also dedicated to the analysis of data acquired from the students' questionnaires in order to answer the research questions.

# **Chapter One:**

# **Feedback**

# INVESTIGATING THE ROLE OF TEACHERS FEEDBACK IN THE PROCESS APPROACH IN DEVELOPING STUDENTS' WRITTEN PRODUCTION

## **Introduction**

Feedback is considered as a crucial assessment tool for both teachers and students. It works as a guide for students to improve their learning. It plays an important role for students since it works as an evaluation tool, in the sense that it helps them improve their learning by highlighting their points of strength and weaknesses. Feedback can be provided to students individually or collectively. Throughout the learning process feedback is beneficial for both teachers and students, providing students with feedback helps teachers know if their way of teaching is effective and helping students in their learning process successfully or not.

The effectiveness of feedback is debated between experts in the field. Some researchers consider feedback a guide that helps learners to better themselves whatever the type of that feedback yet others consider certain types of feedback more helpful than others.

This introductory chapter highlights the definition of the concept of feedback from different researchers and scholars' points of view. This chapter also explains the purpose of using feedback as an evaluation tool in the academic arena. Additionally it investigates the forms and types of feedback and their functions. As it sheds the lights to teachers' feedback and its importance in improving students' learning.

### **1.1 The origin of “Feedback”**

In its usual sense the word “feedback” is made of a compound word “feed” and “back” in its modern recent meaning, the word feedback is considered by some historians relatively a modern word (by Macmillan Dictionary, 2018).

Historically speaking and for a long time ago the word feedback and its usage as a technique does not only concern academia, in fact it was used in other fields for instance, arts, politics, daily life, and most commonly now on social media platforms such as

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twitter and facebook. According to Corsair's institute the word feedback was created in 1920s, it was used mainly to describe the noise produced by a specific electronic equipment. Yet it was not that popular until the 1950s, when the word "feedback" started being used to describe how good or how bad someone is doing a certain activity or task. Historians think that "feedback" as a word was not intentionally created yet it was simply emerged from certain historical events (Publishing, 2018).

Starting from the "Cave Art" thousands of years ago, cave people drew different images that portray their daily life and their impression about the things they discovered, lived, and liked. Therefore, it was a type of feedback provided by the people of that time. After that the Roman Empire held gladiatorial events, it was based on "crowd based feedback", using the "thumbs up and thumbs down" technique. Later when writing was invented a different type of feedback was emerged for instance when different authors wrote different pieces of literature they received several types of feedback from experts of the same field, people, newspapers...est (Publishing, 2018).

### **1.2 Feedback in Academia**

There are many definitions of feedback. Different scholars and researchers defined feedback from distinct perspectives and in different ways. Wolsey in Wahu (2012) suggests that feedback is simply a communication that attempts to improve performances. He adds that teachers provide learners with an input that helps students better their work. Learners receive either criticisms or praises. Thus it works as a helping factor for them to understand their strong points and discover their mistakes. Moreover, Ellis states that feedback is a tool in which teachers use in teacher-student environment. This tool is used by teachers to identify their learners' errors and mistakes and correct them.

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According to a scientific article provided by the University of Edinburgh, academic feedback is when teachers provide students with information about their performance in a specific work against a known standard. This article argues that, This information comes from different sources for instance teachers, examiners and peers. Feedback is a type of assessment that is usually graded. Additionally it comes on different forms written, or audio comments. Teachers use feedback assessment constantly with students in order to improve their performance. It takes place in classroom discussions, project works, oral presentations (“Academic Feedback in the MBChB Summary Code of Practice,” n.d.).

John Hattie and Helen Timperely (2007) suggest that feedback is the practice of giving information by an agent, it can be teachers, peers, books, parents, self or experience concerning one's performance or understanding. According to them the feedback provided by teachers is corrective information; peers provide an alternative strategy, books give information to clarify ideas, and parents can provide encouragement. Learners can take this information to evaluate the correctness of their works regarding specific standards. Therefore “feedback” is the consequence of a particular performance.

Some students and teachers in the academic field often mix between instructions and feedback. Therefore, in their attempt to define what a feedback is, Hattie and Timperely explained the difference between the two. According to them if teachers tend to practice feedback from a corrective approach it tends to be intertwined with giving instructions (Hattie & Timperely, 2007). Yet the actual purpose of feedback according to Sadler (1989) is to tackle one's task particularly in a way it fills the gap between what is understood and what is aimed to be understood. This can be achieved through several ways like increased effort, engagement and motivation.

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Another definition to feedback was provided by Winne and Butler (1994) they claim that feedback is information and learners can confirm, add to, overwrite, tune or reform it in their own memory. This information can be domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies. This means that feedback can be given not only through providing domain information, but also meta-cognitive information and cognitive hacks or strategies.

### **1.3 The purposes of feedback:**

Feedback has many purposes. Since feedback is provided by teachers to students to improve their leaning, especially in foreign language learning such as English. Since English is not the mother tongue of learners, they face some problems concerning speaking and writing therefore, feedback works as an important tool to correct their mistakes. Their need for feedback is crucial whether or not their abilities to speak or write is fluent accurate or not. (SITI 2019, p17)

Selvaraj and Azman (2020) believe that Feedback is a substantial component in writing as it works as a pedagogical educational tool. They add that its importance comes from an approach emerged in the 1980s; this approach was used to process writing. Black and William (1998) suggest that feedback information can work as a booster to students' learning development.

Feedback is acknowledged as an important element of enhancing the learning process of students. Both National surveys in the UK (Higher Education Funding Council for England 2011) and in Australia (James, Krause, and Jennings 2010) adopted feedback. It is considered as a crucial practice for the students learning. They also think that feedback is vital for learners' development as independent learners in order to monitor, evaluate and regulate their own learning (Ferguson, 2011).

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Providing learners with feedback is important because it motivates them for further learning as it informs them about their learning, and their needs for improvement. As it is also essential for teaching and learning, it enables teachers to know if their teaching was successful or not and how they need to do to make it more effective. Therefore feedback helps both teachers and learners to find out about their strengths and weaknesses (Raihany, p92 2014). At a similar context Brown (1994) highlights the importance of feedback as a key element to a successful learning, he says that "Feedback is integral to the learning process and is one of the main benefits that students get from assessment". It means that feedback is crucial in the teaching learning process in a way it helps both learners and teachers to develop themselves and recognize their points of power and weakness.

Despite the positive views of some researchers about the importance of giving feedback , other researchers disagree with that and highlighted the ,negative effects of providing students with feedback. A feedback is a double-edged sword, in the sense that teachers tend to provide both negative and positive feedback. Ashlie Pankonin and Rebekah Myers (2017) suggest that providing a certain type of feedback determines the type of relationship between the teacher and a learner. For instance if the feedback provided is positive the students will take it as a praise to their work and abilities, however if the feedback provided is negative they will consider it as scolding towards their ideas, abilities and their way of handling a certain task which influences their relationship with their teachers. Therefore these researchers think that such negative feedback influences students' academic engagement, outcomes, and even aspects of their self-perception.

At the same ground Dobbs & Arnold, (2009); Matheson & Shriver, (2005), agree with the above. They think that teachers who provide positive feedback tend to build



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supportive relationships with their students, while teachers who provide negative feedback tend to develop a conflictual teacher-student relationship.

### **1.4 Forms of feedback**

There are many forms of feedback in the teaching-learning process. Each scholar and expert identified these forms according to their own understanding listing them following their own categorization; however what is commonly used by teachers in the academic field is usually two main forms of feedback. Feedback can be either Oral or Written.

#### **1.4.1 Oral feedback**

According to Harmer (2007), oral feedback is a feedback provided verbally from teachers to students or from students to students. Oral feedback can be focused on individuals or groups of students. Individual oral feedback occurs when a particular student provides a work in classroom or simply answers on a certain task as a result the teacher provides an instant feedback to the students in order to highlight certain errors. Group feedbacks or the so called collective feedback occurs when teachers assemble common mistakes and correct them in class. Israulhairani, Refnaldi suggests that this can be considered as a group-focused oral feedback. Teachers provide oral feedback on the learning process of students, so they can identify their mistakes and what aspect they lack ability or understanding in

According to Lyster and Ranta (1997), oral feedback or as they call it Corrective Feedback has six types, Clarification Request, recast, explicit correction, elicitation, meta-linguistic feedback, and repetition.

##### **1.4.1.1 Explicit correction**

Explicit oral feedback is the explicit correct form of correction provided by the teachers. It is commonly recognized as the most common type of oral feedback. Teachers

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provide accurate corrective feedback when students utter mistakes for instance “No what you said is wrong”, “we don't say...” or similar to this.

### **1.4.1.2 Recast**

This type of feedback is used by teachers when they reformulate the student's utterances in a correct form without pointing at the mistakes, that's why it is called implicit. In this type of oral feedback teachers shouldn't highlight student's uttered errors but to correct them implicitly by providing them with the correct form.

### **1.4.1.3 Clarification request**

Clarification request is a type of oral feedback that is used when there are linguistic mistakes when the student's utterance is incomprehensible. Unlike the previous types clarification request has to do with the comprehensibility which is usually provided in a form of question, to request the intended meaning by the learner's.

### **1.4.1.4 Meta-linguistic feedback**

This type of feedback is concerned with the forma of learners' utterance. Teachers provide this type of feedback for students to pay attention, to how well-formed their utterance without giving it in an explicit way.

### **1.4.1.5 Elicitation**

Elicitation is a type of feedback that teachers use through three techniques. First teachers attempt to elicit a completion of their own ideas using statements like “it's a ...”, second they ask questions to elicit the correct form for instance ” how do we say..” this type of questions exclude yes/no answers, it helps students understand their exact mistakes. Third teachers ask students to reformulate what they said after they realize their mistakes and how to correct them from the previous steps.

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### 1.4.1.6 Repetition

Teachers usually tend to repeat the wrong form of the learner's utterance in order to draw their attention to their errors. In this type of feedback teachers tend to lower their intonation while uttering the learner's mistakes to highlight the error without saying it directly.

### 1.4.2 Written feedback

Written feedback or as it is commonly known written corrective feedback is a common form of feedback provided by teachers. They use this form of feedback in order to highlight the errors of their learners' in written compositions by focusing on the form of their writings (grammar, mechanics and vocabulary).

In literature teacher's written feedback is defined as any comment, questions, or error corrections that are written in students' assignments, exams or tests (Mack 2009). Alluding to the importance of teachers' written feedback Silver and Lee (2009) says that it is a crucial tool in the process approach as it helps students highlight their points of strength and weaknesses. Additionally Peterson (2010) thinks that teachers' written comments on students' drafts informs them about the quality in their writing and its effect on the audience, therefore it helps them highlight whether or not their ideas were well transmitted in the written form as it should be or as understood and whether their way of forming it is right or wrong.

Some researchers discussed the written feedback should be provided in order to be effective. Therefore, Nicol (2011) recommends that teachers' written feedback should be:

- **Timely:** according to Nicola number of studies proved that written feedback is not that effective since students receive it after they finish particular assignments. That is why written feedback has to be closely associated with the problem.

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- **Understandable, selective and specific:** some teachers use ambiguous written feedback without referring to the problem directly for instance writing a question mark. It is preferred that teachers points at students' mistakes by referring to examples in their assignments papers.
- **Non-Judgmental and balanced:** some teachers provide defensive comments to students' writings in a way that reduces their confidence and discourage them instead of motivating them to learn more about their mistake. It is better that teachers provide descriptive comments that describes students' errors in a way that makes the students know the difference between what they intended to say and what they made the teacher understand.
- **Contextualized:** Saddler's (1989) definition to feedback says that feedback is the information provided about what learner's performed (actual performance) and what was expected from them. Therefore, feedback should be associated the instructional context, this way the feedback will help students close that gap and be more understood.
- **Forward-looking and transferable:** rather than pointing at students' mistakes as misunderstandings, it is recommended that lecturers provide students with feedback that highlights the importance of understanding and fixing their mistakes for a greater improvement in their future assignments. It helps the students in understanding their problems in a different way and the effect of fixing them on further achievements.

### 1.5 Types of feedback

According to a recent research by UQX LEARNX TEAM OF CONTRIBUTORS (n.d.), Professor Merrillyn Goos from The University of Queensland defines the terms

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feedback as the information that close the gap between the actual performance and the intended performance, it is also an information that tells you if you are on the right truck or not. There are multiple types of feedbacks,

### **1.5.1 Formal feedback**

The process of formal feedback is systematically scheduled and planned. It is usually associated with assessment tasks, its purpose is to highlight the criteria of the a particular task, in the sense that it evaluates students' actual performance vis a vis certain standards that leads to the needed performance (Federation University Australia, n.d.).

### **1.5.2 Informal feedback**

Informal feedback is an instant feedback, it can happen anytime as soon as something spontaneously occurs this type of feedback works as an immediate reaction. For that it works effectively it is required to build a good relationship with students so that it encourages and guides them to develop their decision making in the process of learning. This type of feedback takes place in the classroom, forums or virtual online classrooms (Federation University Australia, n.d.).

### **1.5.3 Formative feedback**

In research from Yuzer and Kurubacak (2014), formative feedback is an assessment tool used by teachers constantly, in other words this type of feedback is ongoing. Teachers' regular feedback helps them identify students' weaknesses and helps them fix it during the process of learning and acquiring before the next stage of assessment. According to them this tool ensures that students acquire information at the beginning of the semester and it ensures that it is being used throughout the semester.

Since formative feedback is ongoing, its opportunities are ungraded in order to measure students' skills and abilities. Therefore, it should be provided prior to the final

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assessment so it can help them avoid making the same mistakes. It helps teachers focus on students learning and students understand the limits of their knowledge and how to improve. When teachers determine what students learned and what is unclear for them, teachers can focus their teaching in specific areas that serves the needs of their students and waste less time on other aspects. Formative feedback can enhance students' motivation and helps them to become self-directed learners. Examples of formative feedback techniques include many interactive classroom activities, homework and surveys ("Formative and Summative Feedback – Teaching@Tufts," n.d.).

### **1.5.4 Summative feedback**

Unlike formative feedback, summative feedback is graded. Its goal is to assess and evaluates learners by the end of their instructional learning by comparing their works with particular standards that is related to their work. Moreover, summative feedback contain detailed comments on students' works that explains why a certain mark is given to their work, it also explains what their mistakes are, and how they can improve it Examples of summative feedback techniques include exams, final projects, and research reports (Federation University Australia, n.d.).

### **1.5.5 Constructive feedback**

Constructive feedback is when teachers provide a certain feedback on students' performance. This type of feedback is used for positive intentions it aims at giving students comments that helps them construct their performance. The constructive approach is a key element for this type of feedback (Oster, 2020).

Constructive feedback is also described as supportive feedback. Since it comes with positive intentions, this type of feedback can be negative or positive. Its ultimate goal is to help students identify their areas of weaknesses. Therefore, either it is positive

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or negative; it should result in a better overall outcome of the student's work (Corporate Finance Institute, 2019).

### **1.5.6 Positive feedback**

Positive feedback is a type of feedback that highlights students' successful work. It is often used to indicate that a certain desired behavior or task was demonstrated in a good way. By providing positive feedback, teachers give a form of appreciation and point only on the good side of the learners' behavior or work. According to a recent study, positive feedback motivates students and encourages them to do continue their hard work to reach successful result. It is also a good idea to provide positive feedback since it works also as an energy booster for learners in a sense that it provides them with certain courage that push them constantly to improve themselves and reach the needed outcome ("Positive Feedback and Reinforcement | Student Employment Office," n.d.).

### **1.5.7 Negative feedback**

Negative feedback is used to indicate that a certain task was not performed well; therefore there is a need to change certain things to reach the desired results. This type of feedback often generates after series of inappropriate behaviours or performances. Negative feedback tends to put more stress on students' learning. Teachers are responsible at what learners perceive from different information because their students' learning influences what teachers taught and how they did so that is why teachers are careful with what they teach. Therefore, teachers use negative feedback in order to guide students through the learning process without being deceived by misunderstandings (Outbir, 2018).

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## **1.6 Sources of feedback**

Feedback is an important part of the continuous learning and assessment process. Providing frequent and continuing feedback is an important part of improving learning outcomes. It entails the exchange of information regarding many elements of understanding and performance between practitioners, peers, and oneself, as well as between learners and practitioners. According to an article in EFL Magazine feedback has three main sources:

### **1.6.1 Teachers' feedback**

When we speak about sources of feedback the first source we think about is teachers and instructors. In the teaching-learning process feedback is used a tool for educational guidance. Teachers' feedback can be exemplified in the constant comments provided in classrooms to students during the learning process and also by the end of instructional period to assess students' perception of the information provided by their teachers and how they effectively (Carvalho, et all, 2014)

### **1.6.2 Peer feedback**

Peer feedback refers to comments made about each other's work, behavior, or performances by one student to another. Students will do so based on a set of evaluation criteria that have already been established. Peer evaluation differs in that students are not required to grade one another. The emphasis will be on student-to-student discussion, which can lead to improved learning outcomes ("Peer feedback," n.d.).

Sadler (1989) and Liu and Carless (2006) suggest that Peer feedback can assist students in developing that critical appreciation of what constitutes high-quality work in the discipline; While also allowing students to "play an active role in the administration of their own learning".



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Meaning that Peer feedback can often be faster and more accessible than teacher feedback, and it does not usually cause the anxiety or even animosity – on the part of both students and teachers – that is commonly associated with peer assessment culminating in the award of a mark or grade. Because students are equals, they generally grasp each other's input better than when feedback is given by teaching professionals (e.g. words that are used, students often use easier words to make things clear). Because the peer is not an expert, there are more options for an in-depth discussion of the input. Students frequently do not dare to discuss or ask clarifying questions with teachers, despite the fact that they do so with classmates (e.g., explaining why they are wrong) (“Peer feedback,” n.d.).

### **1.6.3 Self feedback**

Self feedback or what is also known as self-assessment occurs when learners (students) evaluate their own performance and is generally used to assist students in developing specific learning skills that they will require for professional competence. This technique may help students become more aware, and responsible for, their own learning process (“The Benefits of Student Self-Assessment for Academic Performance | Academ,” 2017).

Self-evaluation necessitates students reflecting on their own work and determining how well they did in accordance to the assessment criteria. The goal is not necessarily for students to generate their own grades, but rather for them to be able to evaluate what constitutes a good (or bad!) piece of work. As a result, student participation in the construction and knowledge of evaluation criteria is a crucial component of self-assessment (“Self-assessment - Engage in Assessment - University of Reading,” n.d.).

### **1.7 Strategies of feedback**

We are always getting and offering feedback. Feedback communicates information regarding behaviors and provides an evaluation on the quality of those

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behaviors, whether it is explicit through vocal or written language or implicit through gestures or tone of voice. Feedback can be used to reinforce existing strengths, keep goal-directed behavior on track, clarify the implications of behavior, and improve recipients' ability to notice and correct errors on their own ("Receiving and Giving Effective Feedback | Centre for Teaching," 2020).

A recent study by the University of Waterloo suggests seven main strategies for an effective feedback

- **Concentrate on the behavior not the person:** One approach is to start by mentioning the behavior in question, and then describe how you feel about it, and last state what you want. By using "I" and concentrating on behaviors rather than assumed meanings, you can avoid seeming accusing. "I haven't seen you in class in a week," for example. I'm concerned that you're overlooking crucial information. "Can we meet soon to talk about it?" rather than "You definitely don't care about this course!"
- **Balance the content:** Begin by commenting on certain strengths. This gives reinforcement and identifies what the recipient should continue to do. Then, decide on particular areas for improvement and how to implement adjustments. Finish with a pleasant statement. This model can help to boost confidence while also keeping the weak areas in perspective. "Your presentation was excellent." You established terrific eye contact and appeared to be well prepared. You were a little difficult to hear from the back of the room, but with little practice, you'll be able to overcome this. Continue your excellent work!" "You didn't speak loudly enough;" instead of "You didn't speak loudly enough." The presentation, on the other hand, went well."

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- **Be realistic:** The focus of feedback should be on what can be changed. Receiving remarks on something over which they have no control is pointless and infuriating. Also, keep the words "always" and "never" out of your vocabulary. People's actions are rarely so consistent.
- **Owning the feedback:** when offering a feedback teachers' are often advised to own their feedback. It is preferable to choose the pronoun "I" rather than "they" or "one," which imply that your point of view is widely accepted.
- **Be timely:** it is important to look for a suitable opportunity to provide comments. Being quick is essential since feedback loses its impact if it is delayed for too long. If the chance for change has passed, delayed feedback can produce feelings of guilt and resentment in the recipient. Also, if the majority of your response is negative, take the time to plan out what you will say or write.
- **Offer continuous support:** Feedback should be an ongoing process rather than a one-time event. Make a real effort to follow up after providing comments. Inform recipients that you are available to answer any questions they may have, and, if appropriate, request another opportunity to provide additional feedback in the future.

### 1.8 The Importance of Teachers' Effective Feedback In EFL Learning

EFL teachers who are passionate about their students' learning and performance are continuously on the lookout for innovative and effective techniques and methods that will help them improve their students' learning and performance. Every responsible EFL practitioner does his or her utmost to meet the linguistic needs of his or her students and so improve their performance. In doing so, he adopts a variety of approaches and

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strategies to achieve his purpose. All of this may be accomplished efficiently if he obtains some reactions, i.e. feedback, from his students. Wang (2006) says that 'Feedback is information about current performance that can be used to improve future performance,' Feedback is essential in any educational process because it has the potential to improve both learner and teacher performance by highlighting critical parts of their performance that may be improved (Kilmova, p, 172-173, 2015).

Giving learner's feedback improves their learning throughout all phases of instruction. Feedback has excellent effects, especially when students make mistakes or show a lack of comprehension, providing an opportunity for deeper learning and good improvement. According to a recent study done by Philip Kerr (2020) in Cambridge university press, effective feedback has certain characteristics that help teachers deliver an effective feedback that point directly on students' errors:

- **Effective feedback is about learning tasks:** which means feedback is only a reaction about students' performance therefore a result of a long learning process
- **Effective feedback is specific and related to learning goals:** feedback should target the needed results and how learners failed to achieve it and how can they do so
- **Effective feedback is appropriately challenging:** Effective feedback is more concerned with what a learner might be able to do better than it is with what they need to get right. As a result, effective feedback focuses on things that the learner has studied or received.
- **Effective feedback entails the active involvement of the learner:** the role of feedback is to prompt a student to adapt their knowledge, language production, or learning practices in order to be effective. Active participation on the

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side of the learner is thus required, and this is likely to result in a shift in the teacher's function as they become less 'center-stage.'

– **Effective feedback is a combination of the positive and the negative:** providing feedback should not be only about highlighting the errors of the learners, it should also contain a sort of praise or positive comments to what they achieved successfully. This feedback mixture is supported by a number of experts since it proved that it helps increasing students' acceptance to the feedback provided.

### **Conclusion**

To conclude, in this chapter we have dealt with the concept of feedback attempting to provide the origin of this concept. Later we tried to collect different opinions of the experts in the field of what is feedback and what are its purposes. Additionally we highlighted how feedback is used as a tool of assessment by teachers and the different types of it. Moreover we investigated the forms of feedback and the way teachers provide feedback in different forms. The current chapter emphasized on teachers feedback in EFL learning pointing at the strategies and characteristics that helps teachers in giving an effective feedback that can help students improve and better their learning not only by correcting current mistakes but also to learn how to monitor their own learning in the future.

# **Chapter Two: The Writing Skill**

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## **Introduction**

The present chapter investigates the writing skill which is one of the most important skills in foreign language learning. It starts with defining the writing skill and how it functions, and then it highlights the importance of students' constant attempt in developing this skill since it represents the most important mean of communication they use to transmit their ideas with.

This chapter starts with reviewing the qualities of the writing skill that helps students realize a correct piece of writing. Next it highlights the most common difficulties that face EFL students in achieving a successful written production that can include their handwriting, spelling, grammar and other common features.

This chapter aims at investigating the three main approaches used in teaching writing lessons putting an emphasis on the process based approach and its function. As it explains the relationship between teachers' feedback and how it helps improving students' written productions.

## **2.1 Definition of writing**

During the journey of EFL learning, students work to develop four main skills speaking, listening, reading and writing. Writing is one of the important skills in EFL learning it is also said to be the most complex skill to acquire. Writing is a form of communication, and it is seen as a skill that must be cultivated through study and practice. The ability to write is not something that comes naturally; it is generally learnt through a collection of activities in formal institutions or other places. Meanwhile, writing is a necessary talent for achieving success in any academic situation. (Oshima and Hogue, 1997).

Brooks, (1960) suggests that: "writing is much more than an orthography symbolisation of speech; it is more importantly a purposeful selection and organization of expression". This indicates that writing is a collection of ordered sentences that work together

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to create a whole and convey certain meanings. Writing skills are special qualities that allow writers to turn their thoughts into meaningful words and cognitively interact with the message. There are several definitions of writing, each of which is given by different expert. According to Harmer (2003) writing is an important component of a bigger activity that focuses on anything else, such as language practice, drama, or public speaking.

Additionally Elbow (1981) states that writing is the expression of a language in a written medium using a set of signs or symbols. He adds that writing requires the ability to generate words and thoughts from within oneself, but it also requires the ability to analyze them in order to describe which ones to use. Brown (2003) defines writing as Writing is the essence of the composing process of writing. Written works are frequently the result of thinking, drafting, and revising methods that demand specialized abilities, which not every speaker possesses naturally.

On the other hand Elhabiri (2013) states that Writing abilities could be defined as the capacity to transmit thoughts and ideas in organised patterns to help readers grasp what is meant by writing. As a result, EFL students must be able to express themselves in logical and well-organized phrases in order to construct a meaningful whole. Based on the previous definition we can summarize the definition of writing as In the process of creating ideas, considering how to express them, and organizing them into statements and paragraphs with the goal of indirectly communicating something with other people, students make an effort to express their minds through language in writing.

Moreover, Writing is commonly recognized as a vitally important talent in the teaching and learning of English as a Second Language (ESL) since it is a comprehensive skill that reinforces vocabulary, grammar, thinking, planning, editing, rewriting, and other factors. Writing also aids in the development of all other abilities such as listening, speaking, and reading, as they are all connected (Saed and Al-Omari in Yunus, and Chirn 2016).



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## 2.2 The importance of writing

Writing is a very important skill in EFL learning and teaching because mastering good writing skills enables learners to communicate their thoughts in a clear way. Therefore its necessity is approved by many scholars and linguists. Accurate and logical written representation of ideas in a foreign or second language is a significant achievement. As a result, writing is a complex activity for foreign language learners that require a competent level of writing rules, linguistic knowledge, grammar, and vocabulary, as well as thinking skills that allow language learners to express themselves fluently in the other language (Yavuz-Erkan&İflazoğlu-Saban 2011).

Tercero Manzanares& Ramos González (2013) suggest that Learning to write in a foreign language is part of the process of learning a foreign language. Furthermore, many international students are not well-versed in the writing method. Because it is a difficult to learn, only a small percentage of people feel obliged to utilize it in formal settings. They add Writing is one of the primary means through which we engage with others to construct a cohesive social reality. Furthermore, the practice of writing might give diverse learning techniques, particularly for those who find it difficult to learn orally; for such individuals, writing is likely to be assistance to retention. It implies that pupils feel more safe and at ease writing from a distance rather of being forced to cope with direct communication through spoken practice.

Omniglot (1992) says that “writing is a method of representing language in visual or tactile form”. Writing may be as easy as utilizing visual symbols or recreating anything that has been heard or read in written form. Yet it gets more difficult when it demands creating significant portions in order to convey a message in the language. Furthermore, Widdowson (2001) states that "writing is the use of visual medium to manifest the graph logical and

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grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usages"( Widdowson 2001 p. 62)

According to Harmer (2007) there are numerous benefits to learning to write. For starters, as in writing, learners usually have more time to ponder than they do in spoken action. Second, they can go over what they know in their heads and even consult dictionaries, grammar books, or other reference material to help them. Third, writing encourages students to focus on correct language use, and because they think as they write, it may well promote language growth as they tackle problems that the writing brings to their attention.

Writing allows you to maintain social interactions and share personal information. It also helps participants build skills that will enable them to be persuasive, critical, and analytical readers and writers. Furthermore, it is commonly used as preparation for another activity, giving students time to mull up ideas rather than having to come up with instant fluent comments, which many students, particularly at lower levels, find difficult and unpleasant (Camilleri et al 2007).

A recent study done by Marielle Zagada (2019) stated the importance of writing skill in five main points:

–**It allows you to organize and refine your ideas:** students can learn new vocabulary and spellings as they go along with writing. Once they are done, they can also look back on what they've written and correct them if needed. Writing is a much slower process than reading so they can organize their thoughts more effectively.

–**It gives you a “hard copy” of your progress:** students should write as much as they can when learning a language. They should treat writing as a way to not just apply their knowledge, but also a tool to continually improve their vocabulary and sentence structure. As, they can also practice their reading skills with it.

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–**It helps others give you feedback:** Having someone thoroughly checks what students write and give them tips on how to improve their writing is very important. It is essential to receive feedback either from teachers or pairs because it can help them highlight different weaknesses that students may not see.

–**It helps you recall what you've learned:** Putting your learning into practice is important for cementing it in your mind. When we write, we are putting some degree of thought into evaluating and ordering the information that we are receiving. That process helps fix ideas more firmly in our minds, leading to a greater recall.

### **2.3 Characteristics of writing skill**

When teaching writing skill it is necessary to teach students the qualities of writing or how to write and what are the features that characterises a good piece of writing. Different experts in the field highlighted many characteristics of writing, yet the proposed study managed to focus only on four main qualities.

#### **2.3.1 Organization**

Your essay's structure approach is just as crucial as its substance. Your reader may become confused and lose interest if there is no apparent organizing structure. The structure of your essay assists your readers in drawing links between the body and the thesis, and it also helps you focus while you plan and compose the essay (“9.3 Organizing Your Writing – Writing for Success,” 2015).

#### **2.3.2 Clear and concise**

According to a recent study done by the Center of Academic Success Some students struggle to recognize what needs to be changed in their drafts. Some of them may believe that adding more words or phrases to their work adds sophistication, but in reality it causes clutter and can confuse readers. Recognizing wordiness, redundancy, and ambiguous or needless

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language is a key technique for ensuring that your writing delivers your thoughts as simply and concisely as possible. The editing process includes examining word choice, concision, and sentence clarity.

### **2.3.3 Coherence**

The broad notion that a text makes sense via the organization of its material is referred to as coherence. It is supplied in writing by a clear and understandable organization of paragraphs and phrases. A learner's argument essay is coherent because it has a framework that provides coherence and adheres to a predetermined format. Coherence is a necessary characteristic of successful academic writing. The flow of ideas from one phrase to the next in academic writing should be smooth and logical. The reader will not comprehend the primary arguments you are attempting to communicate if there is no cohesiveness. It also reduces readability. Each thought should be clearly related to others, and the writing will be cohesive when the reader understands the ideas. As a result, the writer should supply his readers with variety in sentence construction, sentence types, and sentence types (“Why coherence is important in writing?,” 2021).

### **2.3.4 Simple and plane**

One of the keys to great writing is simplicity. A few simple, well-chosen words may be all that is required to convey even the most complicated concept. Furthermore, your work will be more pleasant to read and will be understandable to a broader audience (Capstone Editing, 2017).

## **2.4 EFL Students' difficulties in writing**

According to Raimes (1983), writing is a difficult endeavor because it involves several components of language, such as punctuation, spelling, vocabulary, grammar, and syntax. Writing difficulties refer to areas in which students struggle with one or more aspects of the

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writing skill, such as the use of tenses, the usage of nouns, and spelling errors. In other words, it refers to the issues that impact pupils' productivity when they write or create a free piece of writing. A recent research conducted by Siham Ben Aissa (2018) there are five main types of common writing difficulties that EFL students face:

### **2.4.1 Spelling**

Spelling is the act of accurately constructing words from letters. When learners lack the capacity to create words, they generate mediocre writing. The blending of spelling in English languages also impacts pupils' writing accuracy, as they sometimes mistake which word spelling to use, whether American English spelling or British spelling (Ben Aissa 2018).

Spelling mistakes is a common problem in written productions provided by EFL students. Smith (1973), Bahloul (2007), Al-Hassan (2011) and Jayousi( 2011) suggest that The first major cause of spelling errors is variations in English pronunciation, because English spelling necessitates greater effort in learning standards. In the words he and she, for example, the vowel /e/ is pronounced as /i/. Thus, in the word come, /o/ is spelled as /a/, while in the word move, it is spelled as /oo/. Furthermore, spelling is challenging for students because there is no perfect match between the sound of a word and how it is spelled; in other words, the lack of association between phonemes and graphemes makes spelling more difficult for students. For example, the word "met" has just one alternative pronunciation /m I t/; nonetheless, this form is also spelled as "meat."

### **2.4.2 Grammar**

Grammar refers to the rules that organize language, and comprehending grammar principles is required for creating a coherent sentence or paragraph. For example, "She writes the lesson" has grammatical meaning, as opposed to "Her writes the lessons" or "Writes the lesson she." The following two lines violate grammatical rules: the first violates the rule that a

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pronoun must be in the subjective case when it is the subject of a verb, and the second violates the rule that the traditional English sentence sequence is: subject verb-object (Ben Aissa 2018).

Furthermore, according to Harmer (2001) grammatical norms are the laws that structure language, and they are not the declarations of instructors, editors, or other authorities. It only explains how people talk and write, and the rules change when people begin to speak and write in new ways.

### **2.4.3 Vocabulary**

Hubbard (1983) thinks that vocabulary is one of the most crucial language abilities for a student to master because it is the primary means of communication in any language, whether through writing or speaking. Al-Zahrani, M.(2011) adds that *“vocabulary teaching and learning represents one of the major challenges that face EFL / ESL teachers and learners. Most ESL/EFL learners have difficulties in communicating with the English language because of their limited vocabulary.”* This means that a Limited vocabulary baggage can prevent EFL students from expressing their ideas.

### **2.4.4 Punctuation**

Punctuation is the use of symbols like full stops, periods, commas, and question marks to separate written words into sentences and phrases. The punctuation system serves two purposes. The first adds meaning to larger sentences so that they may be read logically by categorizing consecutive units, such as sentences being separated by full stops. The second specifies a linguistic function, such as a question mark used to ask an inquiry (Halliday 1989).

According to Halliday (1989), these functions are organized into three major parts; the first step consists of drawing boundaries to distinguish grammatical units, such as words and sentences, from one another. In the writing system, a full stop indicates stronger boundaries,

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such as sentences, whereas colons, semi-colons, and commas indicate lesser limits, such as words and phrases. The second function is status marking, which denotes the speech functions of phrases, such as a statement or an inquiry. The full stop denotes a statement, whereas the question mark denotes a question. The third denotes the sentence's related units. This includes the hyphen, which marks a compound word like "full-time job," the apostrophe, which shows the possessive relationship between words as in this sentence "learner's writing level," or the deletion of letters, which signs an informal variant, as in this sentence "I didn't come," the dash, which indicates the opposite relationship between two elements, and parentheses, which add minor elements to the sentence.

Murray and Hughes (2008) demonstrate that punctuation marks enhance comprehension and reading because a well-capitalized and punctuated piece of writing makes the learners' work easier to read and comprehend, and it creates a favorable impression on the readers.

### **2.4.5 Handwriting**

Handwriting is a personal matter. According to Harmer (2001), while most communication nowadays is done through a computer keyboard, handwriting is still necessary for personal correspondence, written assignments, and, most importantly, tests. As a result, teachers must address the value of good handwriting while also motivating their students to improve their handwriting through copying exercises, because poor handwriting has a negative impact on the reader or test corrector.

### **2.5 Causes of Writing Difficulties**

According to Ben Aissa (2018) The majority of EFL students struggle with writing for a variety of reasons. the likely causes of the learners' writing challenges comprises in a lack of reading, desire, time, practice, and the effect of the first language on target language writing.

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### 2.5.1 Lack of Reading

Many authors agree that better readers make better writers, and that better writers have greater difficulties with language exposure than weaker readers. Focusing on reading in a foreign language Raimes (1994) states that “the more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language” (Raimes 1994,p. 42).

Additionally Kroll (1997, p. 48) suggests that , “It is reading that gives the writer the feel for the look and texture of reader based prose.” In this sense, one of the causes of dissatisfaction with EFL learners' writing is a lack of reading.

### 2.5.2 Lack of Motivation

According to Harmer (2007), motivation is the driving force behind conduct. It is classified into two types: intrinsic motivation and extrinsic motivation. Intrinsic motivation stems from a person's satisfaction, interest, or pleasure. Extrinsic originates from the outside, such as the requirement to pass an exam.

There are various sources of motivation. Harmer (2006) also discusses four types of motivation. The first source is the society in which the learners live, which influences their learning attitude since it is the first location where individuals gain information, thus students can bring ideas to class in order to grasp the teachings. The second source denotes the assistance of others. The students' language acquisition is influenced by individuals who are near to them, such as their parents or their communities; the third source is teachers.

## 2.6 Approaches to teaching writing

Teaching writing requires a variety of techniques combined with methods. Lavelle and Bushrow (2007) describe writing approaches as “describe the relationship between the beliefs that writers have about writing and the patterns of writing strategies that they employ”.



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(Lavelle and Bushrow 2007, p.808). As a result, the idea of approach offers a broad perspective on the relationship between writers' attitudes about writing and the methods they use, which impacts the performance of writing output. In summary, writing approaches are the concepts, principles, and ethics associated with the writing processes that are used in classrooms, particularly when teaching writing.

Approaches to writing for first language users differ from those for second language learners. Many ideas and techniques have been developed by researchers to meet the writing demands of ESL students. These writing styles have evolved significantly over the years in order to help second language learners become competent writers (Fujida 2006).

According to Scott (2006) every writing lesson must include writing techniques. For a variety of reasons, EFL teachers should decide which strategy to use in a given class. Identifying the proper strategy in a writing classroom is critical to achieve a successful end. Choosing a less-than-ideal strategy will only make the lessons intimidating for the EFL students and generate disappointment for the teachers after all of their hard work in planning and teaching. In other words, it will demotivate both instructors and learners. Furthermore adapting a suitable technique in the classroom is important based on the teacher's aim. Beginners with very low skill, for example, should be exposed to a product-based approach since they require a model or examples to begin their writing journey. Without a strategy, the writing classroom will veer in a variety of ways, making the aim intended for the specific session unattainable. As a result, writing techniques are critical in order to achieve the work's objectives.

There are three widely used techniques to teaching writing: product-based approaches, process-based approaches, and genre-based approaches. Furthermore, the combination of these three approaches is known as the Process-Genre approach.

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### 2.6.1 The Product-based approach

The term "product-based approach" refers to a writing method that seeks to see the finished result. Students frequently replicate a model text in order to create one. To put it another way, learners imitate a sample piece offered by the teachers. For example, in writing classes, teachers present examples or model compositions for students to follow, and students create comparable compositions based on the models (Selvaraj& Aziz, 2019).

According to Steel (2004) There are four stages to follow in order to use this strategy in the ESL writing classroom: first, students must read the model composition and take notice of the characteristic elements of a composition, which include arrangement of ideas, use of language, and mechanics of writing. Second, Students engage in controlled activities to put the model text's aspects to the test. Third, Students attempt to replicate the model essay by arranging a group of pre-set concepts in the manner of the model. Finally, Students complete the job by composing the predicted composition using their abilities, sentence structures, and varied levels of vocabulary.

One of the benefits of this strategy is that students begin learning how to employ certain pattern-product strategies in writing composition in a systematic manner, particularly in narrative descriptive and persuasive essays. Furthermore, students learn to fix vocabulary and sentence structures for certain text formats, as well as increase their grammatical awareness (Tangpermpoon 2008). However J. Robbins (2014) claims that repetition is the most significant drawback that impacts the work of the product method because students feel that they are doing the same thing over and over, until it gets monotonous. It has an impact on their creativity because it leads them to believe that there is only one way to write, which is incorrect.

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### 2.6.2 The Process-based approach

The steps involved in drafting and redrafting texts are the focus of writing instruction in a process approach (Nunan 1999). Because writing is a combination of process and product, the product method focuses on the ultimate result of the learner's draft, whereas the process approach focuses on the processes through which EFL learners construct their work. Brown (2001) claims that writing is a cognitive process in which students produce a final written result. The writing process consists of four steps: planning, drafting, rewriting, and editing.

Raimes (1991) identified basic stages of the writing process approach:

- Pre-writing (selecting a topic and planning what to say)
- Writing (putting a draft version on paper)
- Revising (making changes to improve writing)
- Editing and proofreading (working on expression and punctuation)
- Evaluation (assessment of the written work)

Flower and Hayes (1981) says that these five steps enable students to produce ideas before they begin writing, to revise their ideas back and forth, and to edit their thoughts before the final output is published. According to Tribble (1996) “the process approach focuses on the learners’ independent ability to produce coherent texts after going through writing activities in stages”. This means that under the process method, learners are given opportunities to be in charge of their writing, while the teacher supports writing growth by guiding and supporting. Unlike the product method, learners in the process approach are not required to finish and create a draft of the work. Tribble (1996) also states that “processes of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts.” In the sense that Feedback during the writing

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process is essential because it allows the learner to identify flaws in his or her work and so improve before moving on to the final stage of the writing process

### **2.6.3 The Genre-based approach**

Aside from the product and process methods to teaching writing, the genre-based approach has gained popularity as a method for developing learners' writing skills. The genre-based approach, which is based on Martin's (1993) Systemic Functional Linguistic (SFL) model of language, puts a larger emphasis on the social environment in which literature is generated. The genre-based approach is based on the idea that teachers should offer students precise and systematic explanations of how language works in social situations. Teachers in genre-based classrooms should thus encourage students to investigate and use texts from a variety of genres, allowing them to communicate in a variety of situations for a variety of purposes and audiences (Selvaraj& Aziz, 2019).

This approach is divided into stages, with Evans (1997) identifying three of them. The first stage is to present and examine a model of a certain genre on which to work. During the second stage, students practice manipulating associated language forms through activities. The third step is to create text. Thus, the genre approach regards writing as the examination and imitation of texts supplied by the instructor, which is also the goal of the product method.

It is argued by some scholars that The genre technique is not always appropriate for EFL learners since it does not allow them to identify the correct or hidden content behind the text. According to Badger and White (2000), because the genre method focuses on the substance of the text, it inhibits the learner's creativity.

### **2.6.4 The process-genre approach**

Today, many writing teachers know that we do not have to stick to a single strategy in the writing classroom. Combining the techniques can result in a new way of thinking about writing in some circumstances. The process genre-based method is a hybrid of the three

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approaches discussed above; it concentrates on the process of writing while also taking into consideration knowledge of the social context and objectives of the text in genre writing and observing qualities of texts as in the product-based approach. This strategy offers advantages, such as being more appropriate for secondary school pupils. Its disadvantages are that it necessitates meticulous and time-consuming planning, and that it costs a significant amount of time in both preparing and teaching (Rhalmi 2018).

Aside from these ways, teachers use a variety of strategies to make teaching and learning writing in a second language classroom productive. Some well-known techniques “include modeling, shared writing, guided writing, and interactive writing”. (Lan et al. 2011, p.148).

### **2.7 The Role of feedback in The process-based approach**

A process approach to writing relies heavily on feedback. It's described as feedback from a reader to a writer with the goal of providing information for modification. To put it another way, it's the reader's comments, questions, and recommendations that help a writer create “reader-based writing.” The writer learns where he or she has deceived or confused the reader by not providing enough information, illogical organization, and lack of development of ideas, or improper word choice or tense through feedback (Flower, 1979).

In writing, feedback is crucial. It aids students in comprehending the writing purpose's tasks. It can help students develop self-awareness, confidence, and excitement for writing. Furthermore, the Turnitin website lists seven ways in which feedback improves writing:

- Feedback allows students to connect with their goals by letting them know how far they've progressed and when they should do more to achieve them.
- Feedback is more valuable than a mark; to put it another way, a grade merely measures performance and does not inform the student on how to improve.

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- Feedback allows students to ask the proper questions; for example, if students don't understand the comments, they can ask for explanation and suggestions to assist them grasp them.
- It informs students of what is most important; nonetheless, students must read all feedback and focus on the most important aspects in order for their writing to be more clear and understandable.
- Feedback aids revision and practice, allowing students to develop their skills.
- Feedback helps students take control of their writing. As a writer, the writer must discover his or her own voice.
- Students benefit from feedback because it helps them comprehend what the teacher is saying. Because the instructor devotes a significant amount of time to provide feedback, students must value it in order to enhance their writing skills.

To conclude, the role of feedback in the process approach is fundamental since it works as the instrument that guides students through the writing process. As it helps them provide a well revised final product which is the goal of the process-based approach is to reach a creative final result. This feedback is not necessarily received from teachers it can be received from peers too.

### **Conclusion**

The current chapter tackled an overview about the writing skill. First it discussed thoroughly the definition of writing, its characteristics and its importance. As it provided some of the obstacles that faces EFL learners that prevents them from achieving a successful piece of writing which can be exemplified in lack of vocabulary, spelling mistakes and many other causes. These difficulties were the consequence of a number of reasons like the lack of motivation and reading. Additionally this chapter investigated the approaches used to teach

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the writing skill putting an emphasis on the process-based approach. This chapter also highlighted the role of feedback in the process-based approach and how it helps students to develop their written productions to achieve a satisfying result.

**Chapter Three:**

**Field Work and**

**Data Analysis**



# INVESTIGATING THE ROLE OF TEACHERS FEEDBACK IN THE PROCESS APPROACH IN DEVELOPING STUDENTS' WRITTEN PRODUCTION

## **Introduction**

The following chapter focuses on the research study's practical applications. It displays the results of the data collection process from students' attitudes and perspectives on the role of teacher feedback in the development of student written production.

The findings of this study are based on information collected from a questionnaire that was organized according to the study topic, objectives, and research questions. Following the findings, there follows a debate to interpret them.

## **3.1 Research Approach**

A research approach is a strategy that includes everything from general assumptions to specific data collecting, analysis, and interpretation methodologies. The proposed research aims at investigating the Role of Teachers' Feedback on Process Approach in Developing Students' Written Production. Therefore a qualitative research approach has been selected to guide our exploratory inquiry. A qualitative research is a method for investigating and comprehending the significance that individuals or groups attribute to a social or human problem.

The aim of this research is to learn more about a phenomenon through exploring the experiences and opinions of participants who have experienced it. Hence an exploratory research design has been used to gather data about this phenomenon. Exploratory research is defined as research conducted to investigate an undefined problem. It is carried out to gain a better understanding of the current problem (Bhat, n.d.). in order to answer this study's research questions and get clear information, a semi structured questionnaire for students has been used as a data collection tool.

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## **3.2 Student's questionnaire**

### **3.2.1 The sample**

In this research, we opt for third year students in the English department at Mohammed Khider University of Biskra. There are around 276 students divided into 8 groups; each group consists of about 40 students. From the mentioned population, we will choose two groups randomly to represent as a sample for this research. Therefore, we were able to collect 30 responses from students.

### **3.2.2 Aims of the questionnaire**

A questionnaire is a type of research tool that consists of a series of questions designed to elicit useful information from respondents. These instruments use an interview-style format and include either written or oral questions. Questionnaires can be qualitative or quantitative, and they can be administered online, by phone, on paper, or in person. Questions do not have to be administered in the presence of a researcher ("What Is a Questionnaire | Types of Questionnaires in Research," n.d.).

The aim behind using a questionnaire as a data collection tool is to collect the necessary data about third-year LMD Students' opinions and attitudes towards the Role of Teachers' Feedback on Process Approach in Developing Students' Written Production. We chose third Year students as a sample because they study the written expression as a fundamental module so they have a chance to practice the writing skill more, whether practically through writing essays and paragraphs or theoretically by receiving knowledge about this process and its main approaches. We also want to know why some students face difficulties in the process of acquiring the writing skill.

### **3.2.3 Description of Student's Questionnaire**

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This study's questionnaire includes a variety of question types. Closed-ended and open-ended questions, multiple-choice, yes/no questions, a Likert scale, and checkboxes are all included. However, the purpose of including open-ended options is to allow participants to interact with the question posed. The questionnaire contains 15 questions that we believe have covered all of the aspects required for this research.

The questionnaire for this study is divided into three types: one classification question, eight behavioral questions, and seven attitude questions. The classification questions are designed to categorize our respondents based on their gender. The behavioral questions address our variable "the role of teacher feedback," while the attitudinal questions address our second variable "improving students' written productions."

### **3.2.4 Validating and Piloting the Students' Questionnaire**

The stages of validation and piloting refer to the processes of evaluating the data collection tool used in research to ensure its effectiveness. The first draft of the questionnaire was presented to the supervisor during a supervision meeting to ensure that the questions served the study's objectives. After receiving and considering feedback from the supervisor.

The questionnaire was edited and distributed by hand to ten students for pilot testing. The frequency of justification questions under almost every question seemed to bother the piloting participants. We noticed that the majority of the justification blanks were left blank. So we came into the conclusion that providing students with justification sections did not help our research. This note was considered when designing and addressing the final draft of the questionnaire.

### **3.2.5 Administration of the Questionnaire**

The questionnaire was administered to the participants of third year students in the English department at Mohammed Khider University of Biskra by visiting their classes and

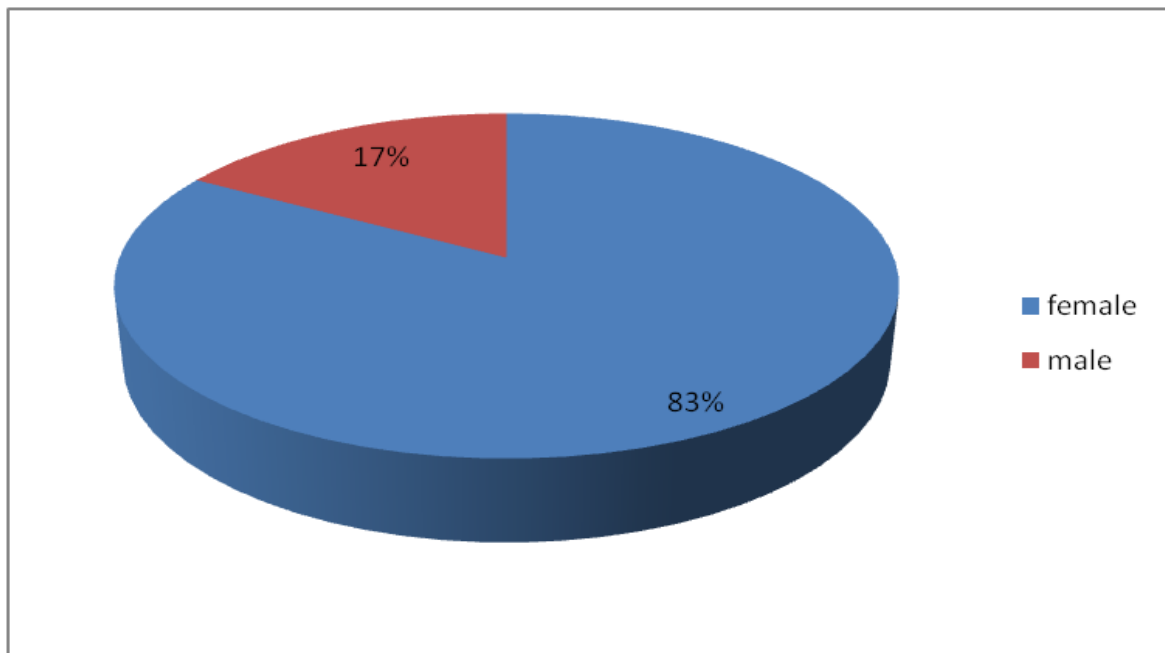
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distributing it to them. The participants were given a specific time to feel free to answer the questions according to their own knowledge and experience. The questionnaire was distributed to 30 participants from mixed gender.

### 3.2.6 Analysis of Students' Questionnaire

This section is devoted to the examination of the students' questionnaire responses. Therefore, The analysis was completed in four days by using an Excel spreadsheet to create the charts, figures, and table

**Item 1:** Are you?



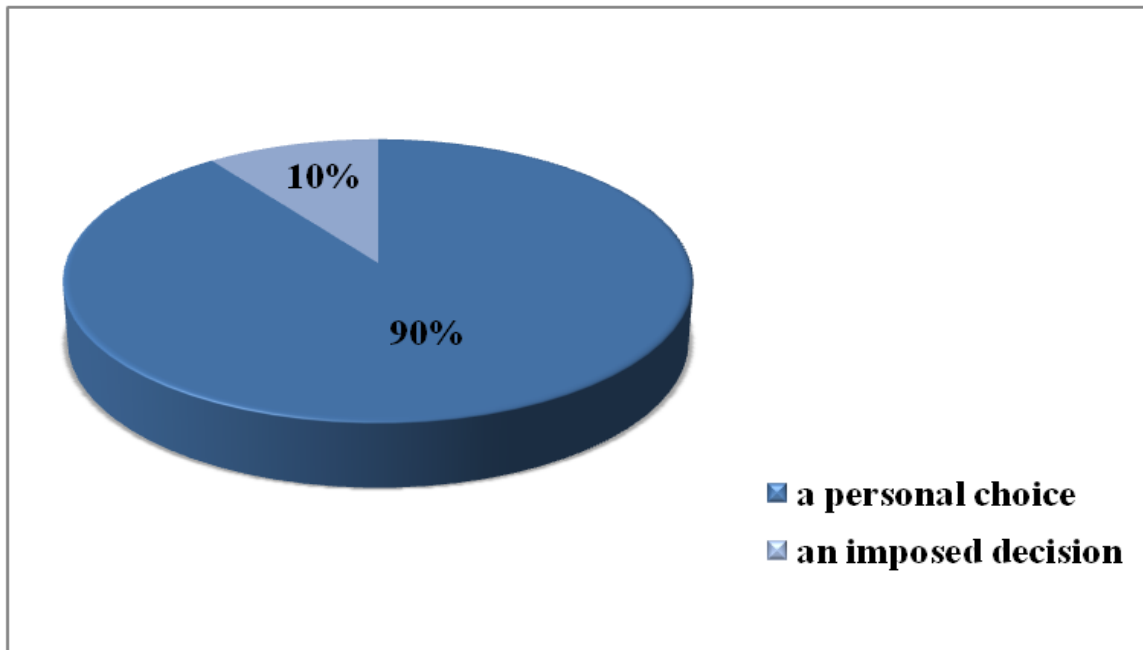
**Figure 3.1 Gender**

Our questionnaire is divided into three sections the first sections are concerned with the participants' personal information. Therefore our questionnaire started with a group of personal questions. The first question aims at identifying the gender of the participant.

The findings of this question as stated in the figure above indicates that females make 83% of our sample on the other hand males make 17% only. As a result the result above shows the remarkable number of females who have a special interest in language studies.

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**Item 2:** Your choice of studying English at the University.



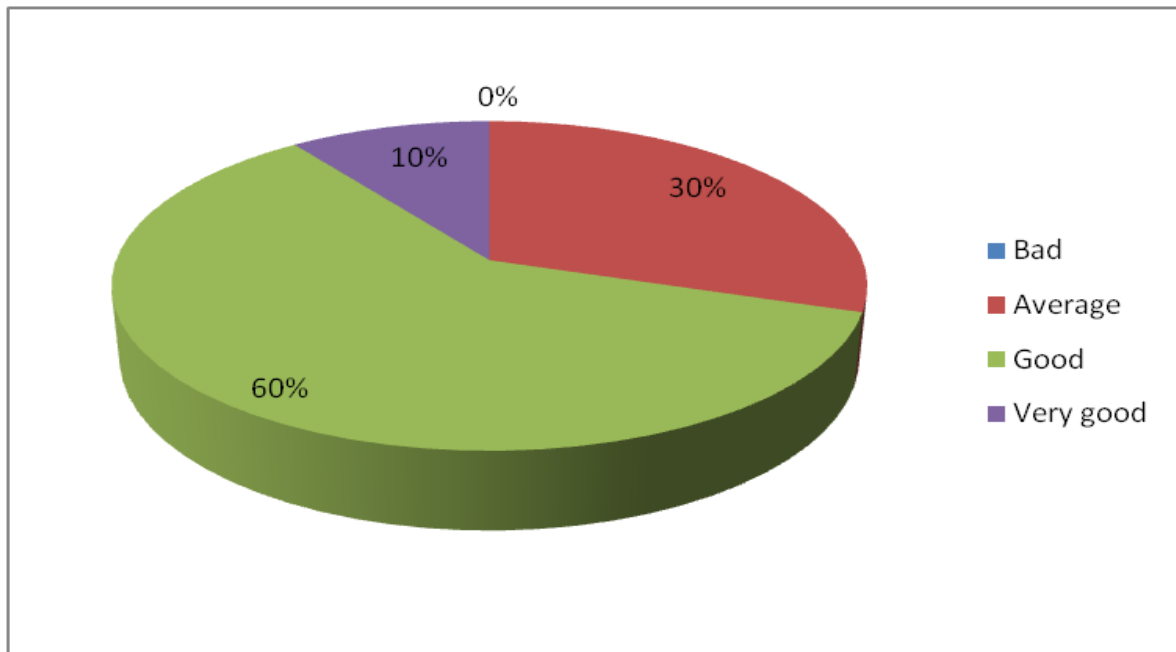
**Figure 3.2 Students' Choice in Studying English**

The second question targeted the students' decision in specializing in language studies whether it was a personal decision or an imposed one. As the chart above shows that 90% of the participants chose personally to study English while 10% were imposed to choose language studies as their specialty. This indicates that most of the students in language studies chose to specialize in it.

**Item 3:** How do you find your level in English?

- Bad
- Average
- Good
- Very good

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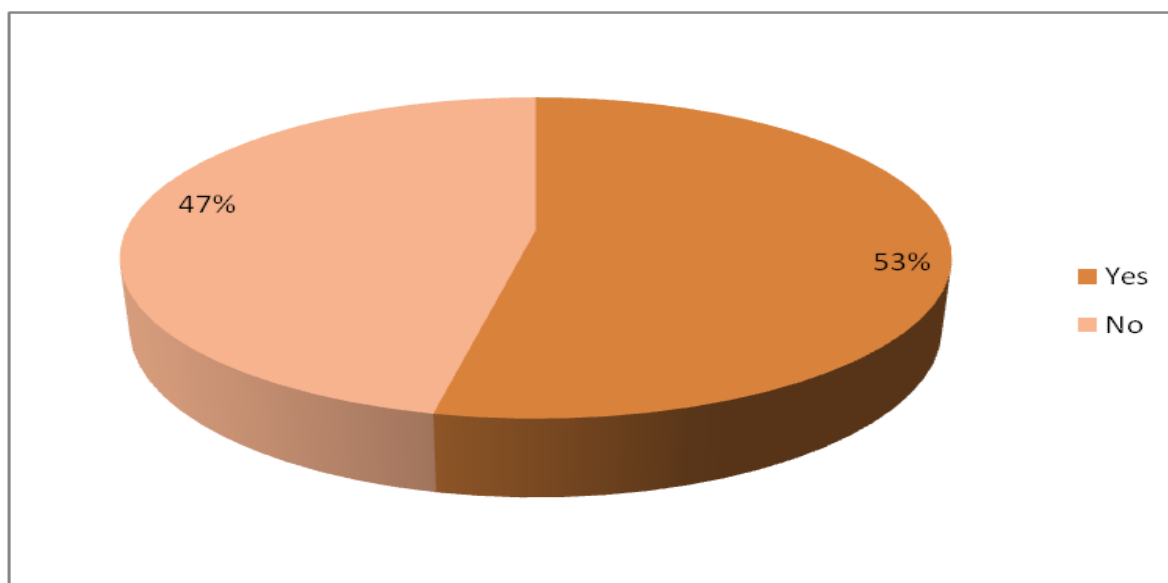


**Figure 3.3 Students' Level in English**

The last question in personal information section seeks to find out the participants' level in English. The result of this analysis demonstrate that 60% of the students' have a good level, 10% have a very good level, and 30 percent have an average level. According to this analysis, students who choose language studies do not have the same level, as shown in the above figure we can find a very good level as we can find good and average level.

**Item 4:** Do you like the written expression module?

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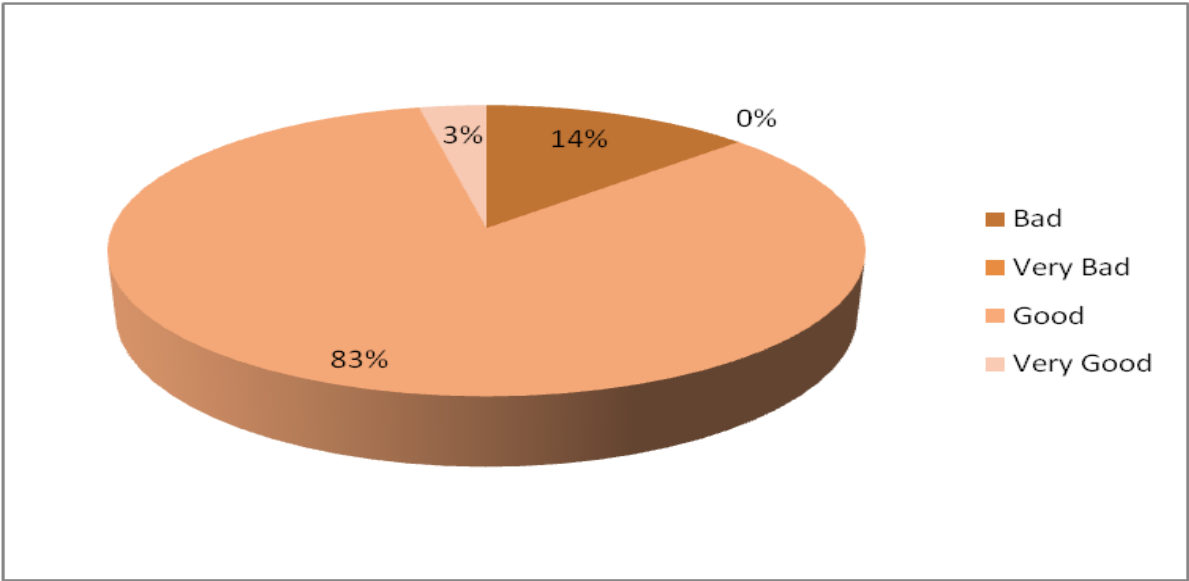
**Figure 3.4 Students' Who Like Written Expression Module**

The second part of the questionnaire is concerned with the written expression module. The first question aims at identifying how many students like written expression. Therefore the figure above illustrates how many students answered with yes and no. the results show that almost half of the participants answered with No a percentage of 47% while 53% answered with Yes. Therefore there are a considerable number of students that do not enjoy the written expression module.

**Item 5:** How good do you consider yourself in writing?

- Bad
- Very Bad
- Good
- Very Good

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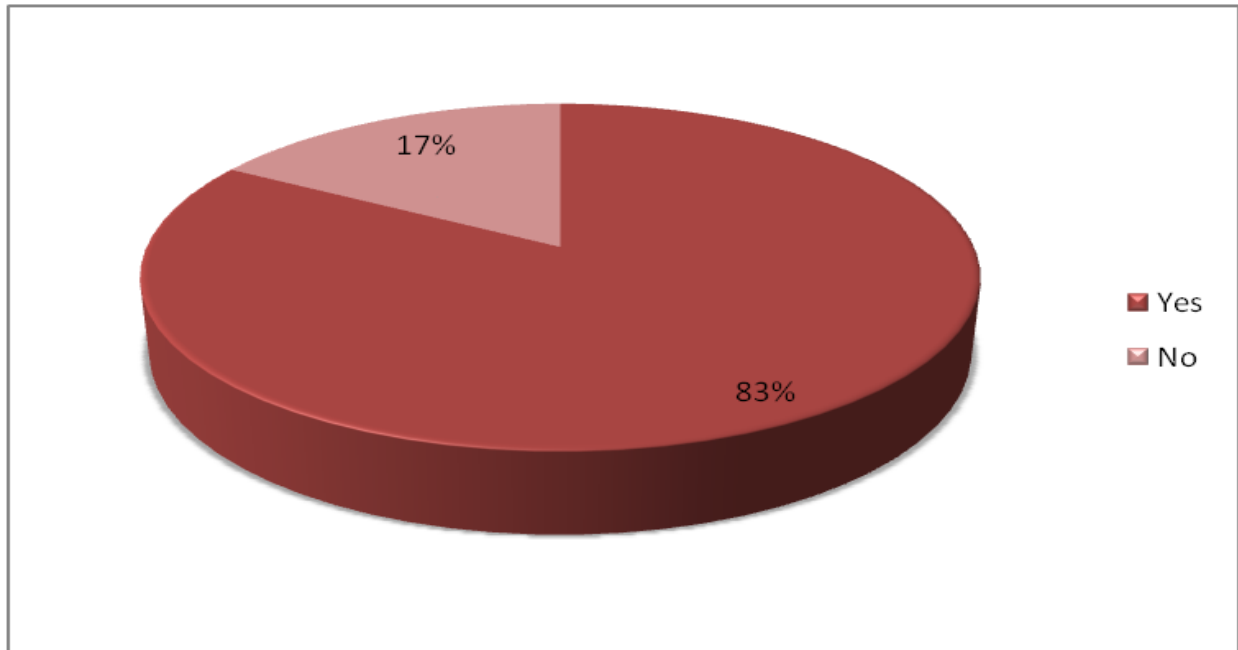
**Figure 3.5 Students' Level in Writing**

In this question, participants were given several options for determining their level of written expression. The majority of students responded with "good," indicating that they consider their writing level to be good. While 14% of students consider their writing level to be bad, only 3% consider their writing level to be very bad. However, none of the students selected "very good," implying that none believe their level is above average. Students struggle in the writing expression module based on these findings.

**Item 6.1:** Do you face any difficulties in writing?



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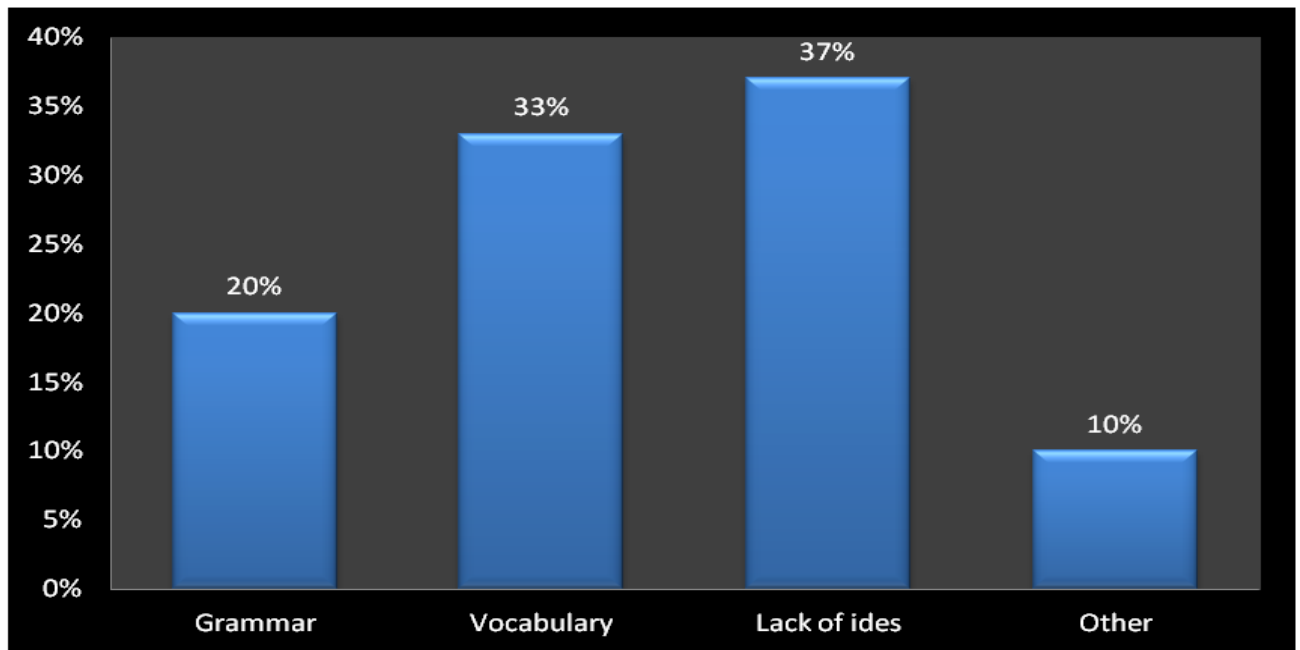
**Figure 3.6 Students' Difficulties in Writing**

We asked this question to give students the opportunity to say whether or not they have problems with the written expression module. After giving the participants the option of answering Yes or No, we deduced that the majority of 83 percent answered Yes, indicating that they struggle with their writing ability, while only 17 percent answered NO. Based on the results of the above figure, we believe that some of these participants dislike the module because they find it difficult to manage or simply struggle to complete a successful piece of writing.

**Item 6.2:** If Yes, in which aspect?

- Grammar
- Vocabulary
- Lack of ideas
- Other

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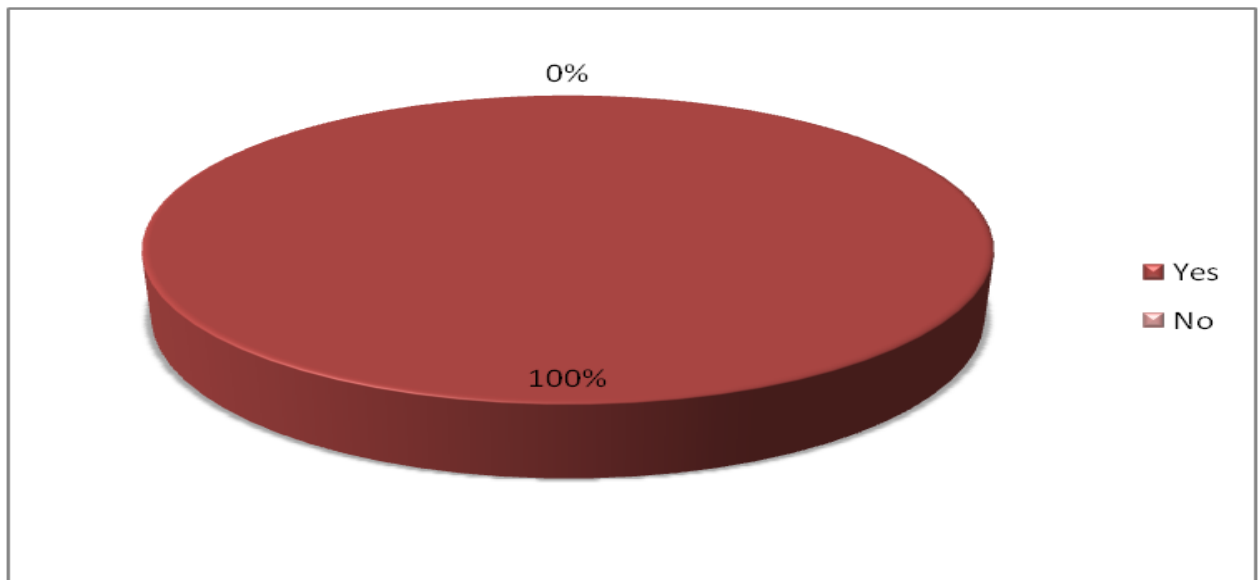
**Figure 3.7 Students' Types of Difficulties in Writing**

After giving students the opportunity to express whether they face difficulties in the written expression module, we added an extra question with multiple choices of possible struggles. The results showed that 37 percent of students chose "lack of ideas," which means they have difficulty writing because they don't have enough ideas, 33 percent chose "Vocabulary," and 20 percent chose grammar. This indicates that majority of the participants' writing difficulties are primarily due to "lack of ideas," "grammar," and "vocabulary." However, with the fourth option, which allows participants to add an additional "Other" reasons, 10% of students mentioned the following:

- Lack of creativity.
- Teachers.
- Lack of organization.
- Confusion.

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**Item 7:** Do you think that improving our writing skill is necessary?



**Figure 3.8 The Necessity of Improving Students' Writing Skill**

By the end of this section in the questionnaire, we asked the participants whether improving the writing skill is an important thing or not. Based on the results of this question all of the students answered with Yes (100%). When we asked the students to justify their answers most of the students mentioned the importance of the writing skill in EFL learning and how poor writing can also affect other skills.

**Item 8:** How often do teachers provide feedback to your written work?

- Always
- Sometimes
- Rarely
- Never

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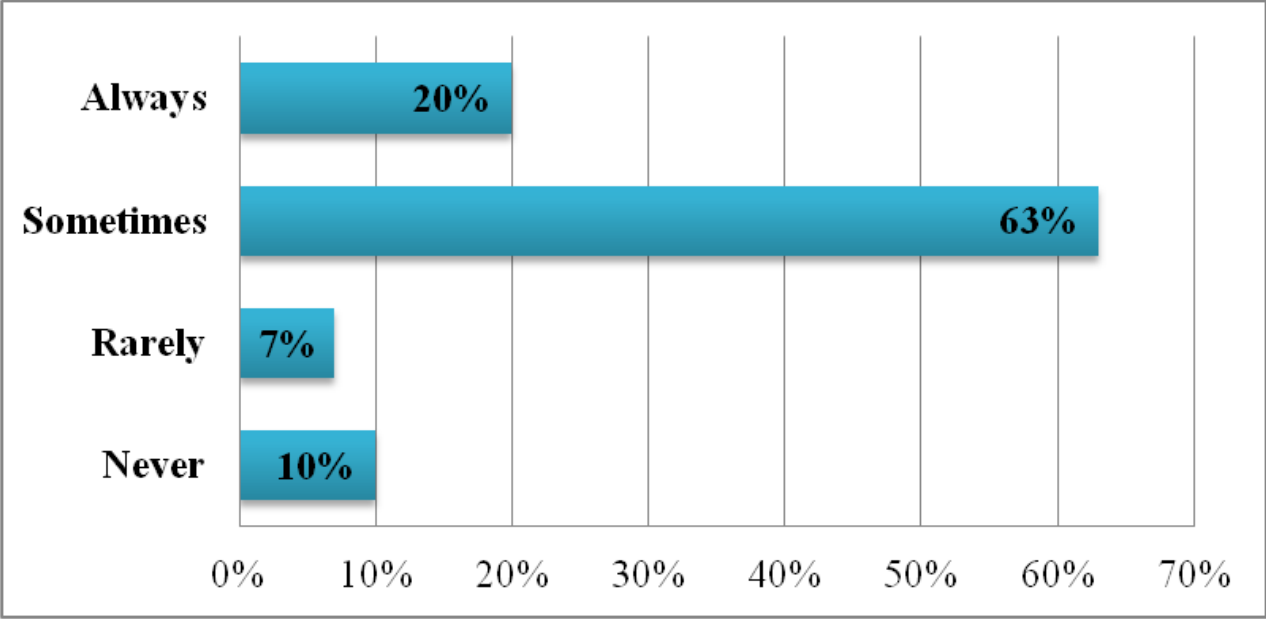


Figure 3.9 Teachers' Feedback

We focused on the importance of feedback in the third section of the questionnaire, so we asked students how frequently they receive feedback on their writing from their teachers. After being given multiple options, 63% chose sometimes, 20% said always, 10% said never, and only 7 % said rarely. Based on these findings, we concluded that participants receive feedback in the classroom, but not always.

Item 9: Do you like receiving feedback from your teachers?

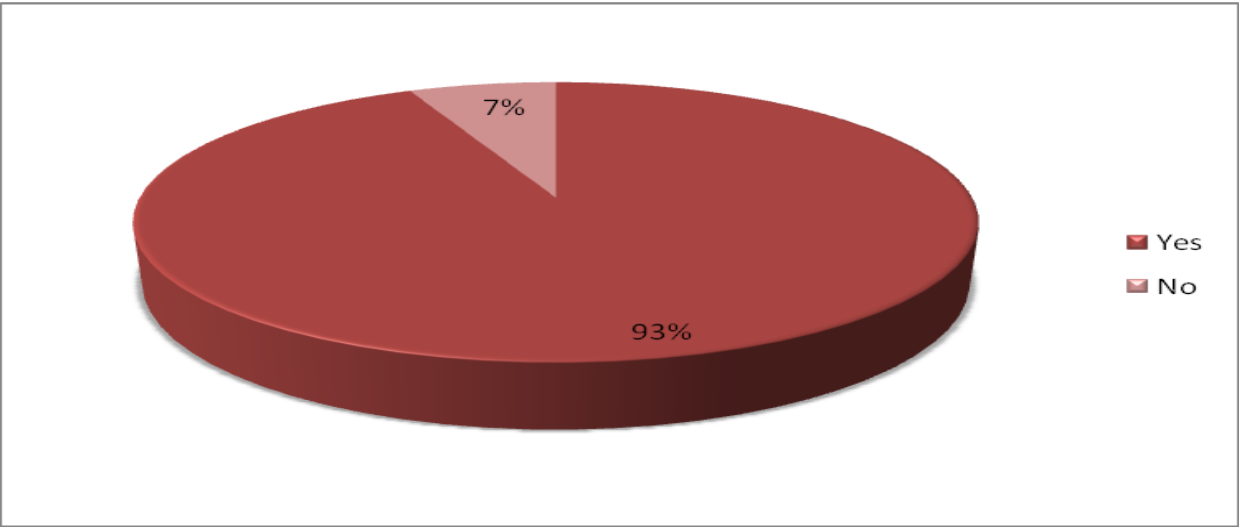


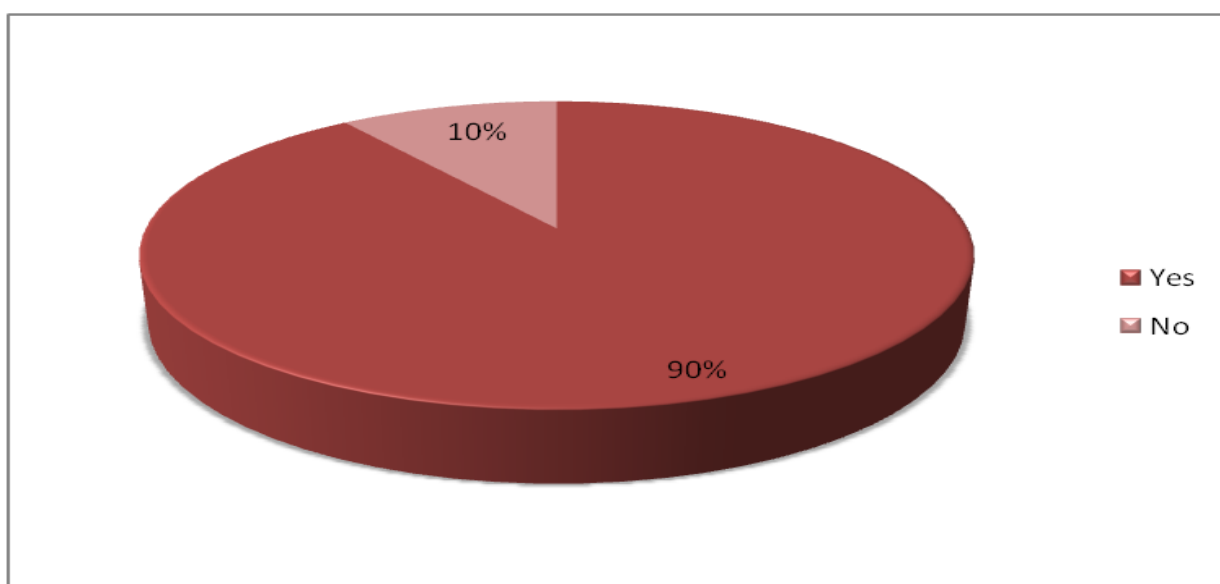
Figure 3.10 Students' Who Like Receiving Teachers' Feedback

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The question above aimed at exploring whether students like receiving feedback from their teachers or not. 93 percent of the students answered with yes while 7 percent of students answered with no. when asked to justify their answered the students who answered with no said that teacher's feedback alone is not enough to improve their writing skill therefore they need other types of feedback. Students who answered with yes mentioned a number of reasons:

- Teachers' feedback is a guide for them.
- It helps them recognize their errors.
- It helps them.

**Item 10:** Do you think receiving feedback on your written productions from your teachers is helpful?



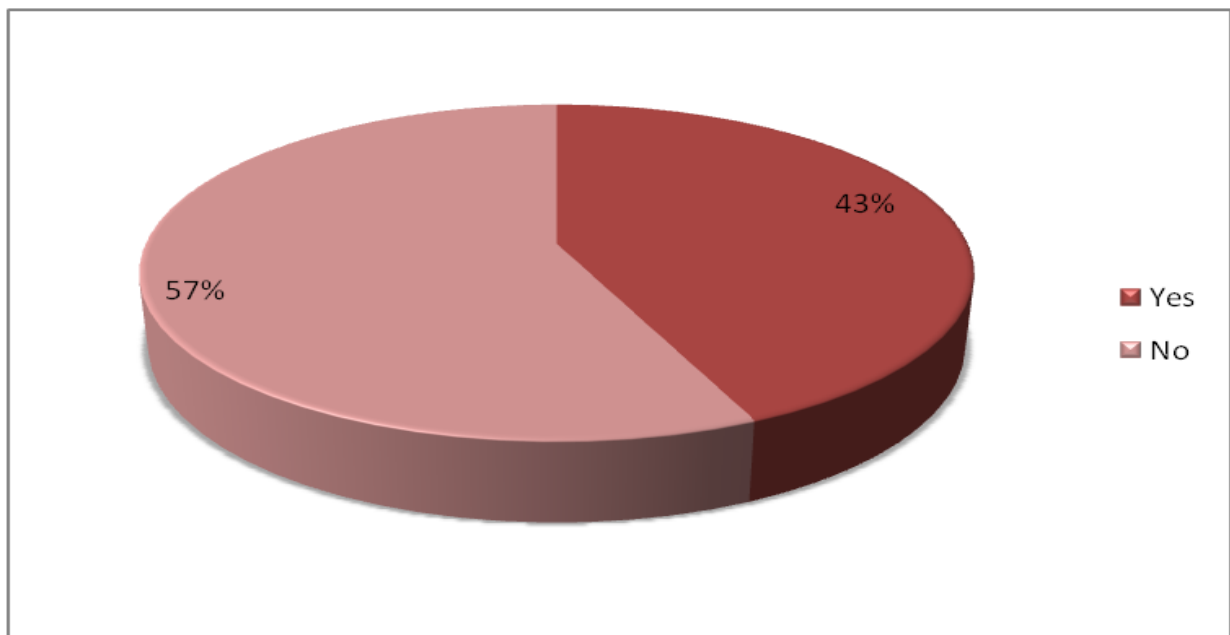
**Figure 3.11 The Significance of Teachers' Feedback**

This question sought to ascertain students' perspectives on whether teachers' feedback on writing productions is beneficial. The majority of students (90 %) said yes, while only a few students (10 %) said no. According to the graph above, the majority of students value their teachers' feedback. When asked how, the majority of the students who answered yes said

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that before writing their final products or getting tested and examined, they need teacher feedback that works as a guide that identifies their errors. Additionally they also mentioned how it helps them in reaching their academic achievement.

**Item 11:** Does the type of the feedback provided by your teachers affects the teacher-student relationship?



**Figure 3.12 The Teacher-Student Relationship**

We asked this question in order to investigate if students think that receiving feedback from teachers affect the student-teacher relationship. Almost half of the students answered with Yes (43%) while the rest answered with No (57%). When the participants were asked in what way? The students who answered with yes mentioned the following:

- When teachers provide feedback with good objective point of view that criticizes the work of the student and not the student himself. It will make their relationship stronger yet if not it will only push students make the same errors again on purpose.

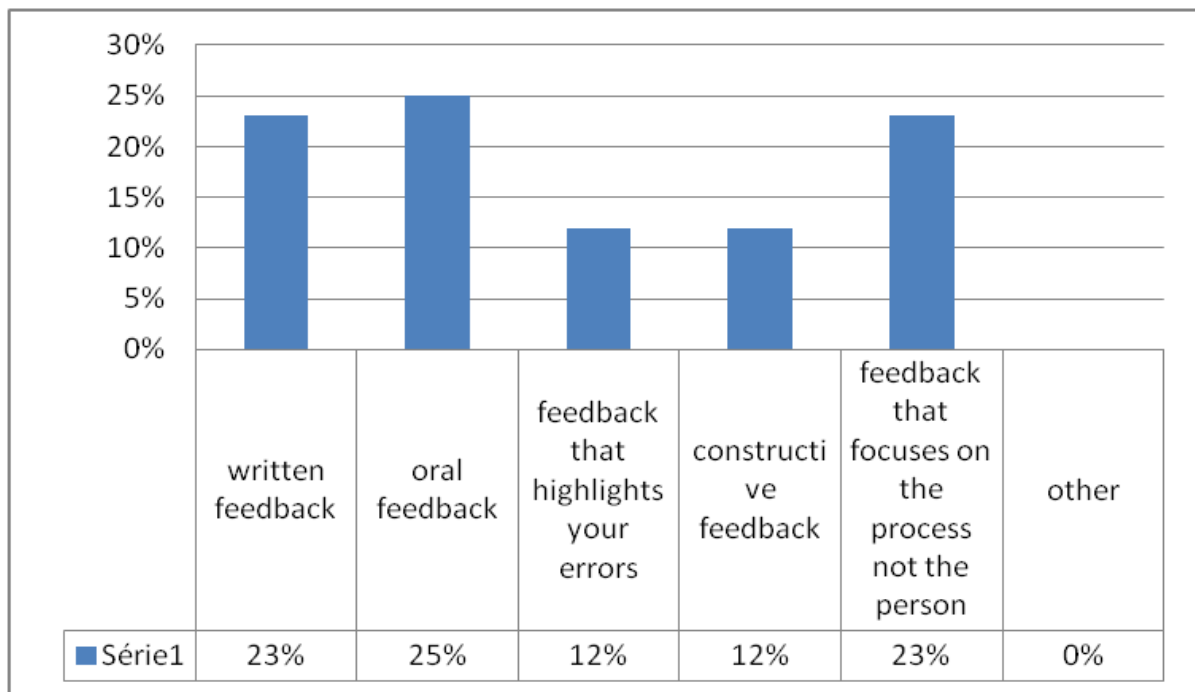
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- Positive feedback is more helpful than negative feedback, because it makes students motivated and have more trust in their writings. Yet negative feedback makes students be ashamed from their work and therefore hold grudges on teachers.
- Teachers' feedbacks affect the student-teacher relationship because it determines how well teachers know their students and understand their errors and with that providing them with feedbacks they need in order to help them better their writing productions.

**Item 12:** What type of feedback do you prefer?

- Positive feedback
- Negative feedback
- Constructive feedback
- Formal feedback (after the exam or test)
- Informal feedback (during the learning process)
- All of the above
- Other types

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**Figure 3.13 The Types of Feedback Students Prefer**

Because the above question seeks to elicit the types of feedback that students prefer, we used multiple-choice responses. Based on this figure, 41 % chose positive feedback, implying that the majority of participants prefer to receive positive feedback on their written productions. Negative feedback was chosen by 3% of the students, constructive feedback by 13%, formal feedback by 11%, and informal feedback by 5%. According to the participants' responses, positive feedback is favored over negative feedback, along with constructive and formal feedback. However, 27 % selected all options, indicating that they prefer to receive all types of feedback and agree on the importance of all types.

**Item 13:** To what extent do you agree with the following statements:

Agree	Strongly agree	Neutral	Disagree	Strongly Disagree
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- Positive feedback is more helpful than negative feedback	67%	13%	7%	13%	0%
- Feedback does not help students improve their writing skills	0%	7%	0%	15%	43%
- Teachers' feedback is not important	50%	3%	7%	40%	0%
- The effectiveness of feedback is important in order for students to know their errors	37%	47%	13%	3%	0%

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- Negative feedback is not effective in enhancing student's writing skills	23%	7%	30%	27%	13%
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**Figure 3.14 Students' Consideration about the Effectivity of Feedback**

This figure illustrates to what extent students agree or disagree with the above statements. The table has five statements. The first one says that positive feedback is more helpful than negative feedback 67% of students agreed, 13% strongly agreed, 7% remained neutral, 13% disagreed, and none of the students strongly disagreed. This indicates that the majority of students assume that positive feedback can help them in enhancing their written productions more than negative feedback. The second statement says that feedback in general does not help students in developing their writing skill. None of the students agreed, 7% strongly agreed, 0%, none of the students was neutral, 15% disagreed, and 43% strongly disagreed. Although some of the participants do not believe in the importance of feedback most of them agree that feedback has a role in developing students' writing skill. The third statement said that teachers' feedback is not important. 50% of the students agreed, 3% strongly agreed, 7% remained neutral, 40% disagreed. 0% strongly disagreed. This indicates that half of the students agree that teachers' feedback is not important in helping students develop their writing skill, while the rest of the students believe that teachers' feedback is important. The fourth statement suggests that the effectiveness of feedback is important in order for students to know their errors. 37% of the students agreed, 47% strongly agreed, 13% were neutral, 3% disagreed. Based on these results students agree and think that the

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effectiveness of the teachers' feedback helps them recognize their errors even more, therefore they can work on them; unlike ineffective feedback that can mislead students and not help them. The final statement suggests that Negative feedback is not effective in enhancing student's writing skills. 23% of the students agreed, 7% strongly agreed, 30% remained neutral, 27% disagreed, and 13% strongly disagreed. The figure above illustrates that almost half of the students do not believe in the importance of negative of negative feedback, yet the rest of the students agree that negative feedback can help students in enhancing their writing productions.

**Item 14:** According to you, effective feedback is:

- Written feedback
- Oral feedback
- Feedback that highlights your errors only
- Constructive feedback
- Feedback that focus on the process not the person
- Other types of feedback:

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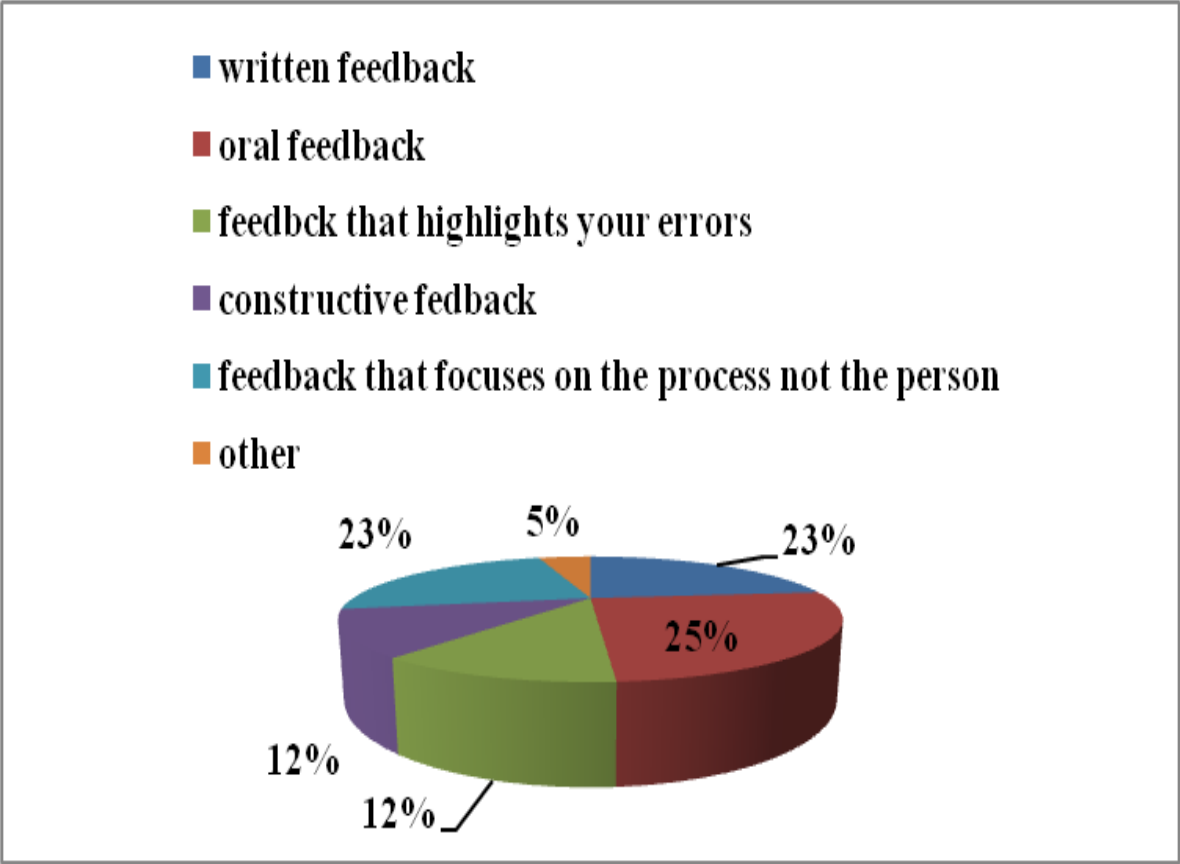
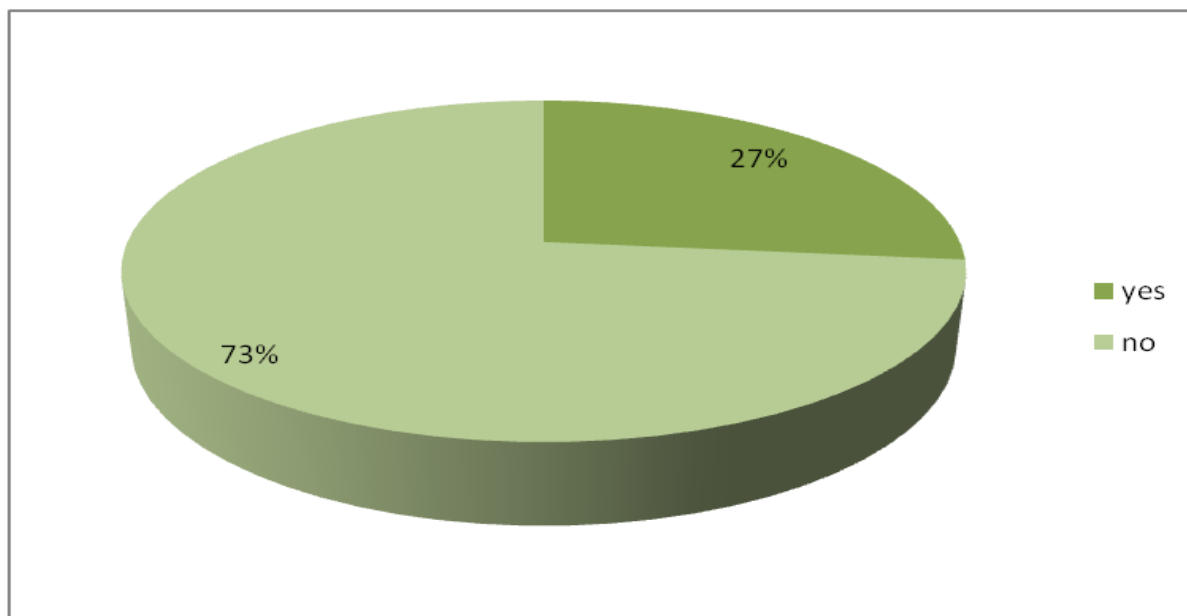


Figure 3.15 The Effective Types of Feedback

In order to explore what is the effective feedback we provided students with multiple choices based on the figure above 23% of students chose written feedback, 25% oral feedback, 12% feedback that highlights errors, 12% constructive feedback, 23% feedback that focuses on the person and not the students and 5% other types of feedback. Based on these results above most of the students agree on importance of all types of feedback mainly written , oral, and feedback that focuses on the process. Additionally they also believe in the effectiveness of constructive feedback and feedback that focuses on the errors. Moreover other students mentioned extra effective feedbacks like face to face feedback, classroom feedback and pair feedback.

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**Item 15:** Does repeating the same errors in written productions after already receiving feedback from your teachers, is because of the effectiveness of the feedback provided?



**Figure 3.16 The Repetition of Mistakes**

The question above aims at exploring if the students' repeat their errors after already receiving feedback from their teachers is because of the effectiveness of the feedback provided. 27% of students answered with yes while almost all of the students (73%) of students answered with No. when students were asked to justify their answers that teachers' feedback is always helpful and not vice versa. And that student's repetitive errors is the responsibility of the students for the lack of practice.

### **3.2.7 Discussing the Results**

Students' questionnaire at Mohamed Khider University of Biskra's English Division was used to investigate role of Teachers' Feedback on Process Approach in Developing Students' Written Productions. The findings of the study meet the objectives and provide answers to the research questions. Overall, the researcher discussed and interpreted some major themes. The questionnaire was given to 30 third-year EFL students at Mohamed Khider

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University of Biskra's English Department. The participants showed negative and positive views over the topic. As a result, most of the participants consider developing the writing skill as a crucial thing. They have also agreed on the importance of teachers' feedback and its role in guiding students' to produce a successful piece of writing.

The findings have also showed that some types of feedback can affect the teacher-student relationship such as negative feedback. Additionally most of the participants agreed on the importance of the consistency of feedback, in the sense that teachers should provide consistent feedback to their students in order to prevent as much mistakes as possible before producing the final output. This can help students develop their writing skill, hence reach their aims concerning any academic activity that requires using the writing skill.

### **Conclusion**

This final chapter is devoted to the study's fieldwork, in which one data collection tool, namely the students' questionnaire, was used. The questionnaire was given to 30 third-year EFL students at Mohamed Khider University of Biskra's English Department. Simultaneously, it is important to note that this tool enabled us to investigate the participants' attitudes and opinions regarding the role of Teachers' Feedback on Process Approach in Developing Students' Written Production. To summarize, students' attitudes toward the role of Teachers' Feedback on Process Approach in Developing Students' Written Production were both positive and negative. Furthermore, the researchers discussed and interpreted some major themes. Overall, the findings of the study meet the objectives and provide answers to the research questions.

# **General Conclusion and Recommendations**

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### **General Conclusion**

The proposed study investigates students' attitude towards the role of teacher's feedback in developing students' written productions. Developing students' writing is one of the major concerns in higher education since writing is one of the important and complex skills in EFL learning. Therefore this study highlights the importance of teachers' feedback in a process-based approach classroom in enhancing students' writing productions. Feedback is an important part of writing because it serves as a pedagogical educational tool. Furthermore providing students with feedback can help them realize their errors and mistake and focus their energy in developing their writing by fixing these errors through constant practice that is guided mainly by teachers' constant feedback. In the Algerian setting, specifically at Mohamed Khider University of Biskra writing is a key skill for students to achieve academic degree; therefore, the aim of providing students with feedback is developing their writing skill not only in written expression module but also in producing successful pieces of writing that includes essays, researches and dissertations. The aim of this study is to explore the role of teachers' feedback on process approach in developing students' writing and how an effective feedback help students better their writing.

The theoretical part of this study is divided into two chapters. The first chapter investigated the term "feedback". It highlighted its definition through many researchers' perspectives. It also explored its purposes and the importance of providing students with feedback while some scientists agreed on its importance others disagreed. Furthermore, the first chapter discussed the different types and forms of feedback. The first chapter has also dived through the nature of academic feedback and its sources. The second chapter discussed thoroughly the writing skill being it the core element of this research. It investigated the definition and importance of writing in EFL learning. Additionally this chapter highlighted the characteristics of writing, and EFL students' struggles in achieving a successful piece of



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writing, these struggles can be exemplified in lack of ideas, grammar, punctuation, and other difficulties. It has also investigated the approaches of teaching writing focusing mainly in the “process based approach” in which the study is based on. Furthermore the chapter concluded through exploring the importance of teachers' feedback in process approach in enhancing students' written productions.

Students' attitudes towards teachers' feedback in written productions were discussed to understand how to base the study. Finally, assessment of higher-order thinking skills was addressed in relation to teachers' feedback in the third chapter. Therefore, to reach the research objectives and answer the research questions, a semi-structured questionnaire was used to gather the data needed from third year EFL students and at Mohamed Khider University of Biskra. The purpose of utilizing these tools was to get factual data from the participants. Furthermore, they sought to collect data to investigate students' attitudes, opinions, and perceptions regarding the role of teachers' feedback on written productions.

Based on the results obtained from the students' questionnaire, the participants have expressed positive and negative attitudes towards the role of teachers' feedback. The findings indicated that students' consider teachers' as an important thing in order to enhance their writing to most of the participants teachers' feedback works as a guide for them to explore the characteristics of a good successful writing and to highlight their mistake and errors. Thus it allows them to focus on their main mistakes and invest their time and energy to fix it. Additionally feedback must address the students' errors not character and in order for it to be effective, feedback must be précised and deals with students' mistakes directly. Furthermore for feedback to work it has to be consistent. Teachers' feedback is not that helpful when it is only provided after a certain examination or test. Teachers' have to keep students up to date with constant feedback in the classroom especially before and during the process of writing. In order for the students to perform good in their writing especially essays, research papers

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and dissertations, teachers' need to provide them with constant feedback even before delivering the final in put in order to reach a correct, comprehensive and well structured piece of writing. Thus the study's hypothesis was confirmed third year LMD English students had mostly positive attitude towards the importance and effectiveness of the role of teachers' feedback. Moreover, the study has also dealt with the types of feedback and their effectiveness. Yet based on students' attitudes positive feedback is more preferable because according to the participants it boosts their motivation and encourage them to do more and perform better.

To sum up, the study investigated the role of teachers' feedback on process approach in enhancing students' written productions; it has also revealed different attitudes towards the role of teachers' feedback. The findings suggest that students' opinions have shown more positive attitudes than negative attitudes towards the role of teachers' feedback. Despite the fact that the findings indicate different attitudes, the author feels that documenting the findings of this study benefits and contributes to our knowledge, opening the door to do more for future research.

### **Limitations of Study and Suggestions for Future Research**

Throughout the course of any research project, researchers face a variety of barriers and challenges that hinder the progress of the research process. The limitations of any research study tend to reflect the difficulties encountered by the researcher while gathering data on the topic under investigation. The main limitation of this study was the lack of time. It was carried out in a very short period of time, which did not allow the researcher to go into depth about the research. The researcher was also prevented from using other data collection tools, such as a semi-structured questionnaire for teachers and an interview with teachers who teach the written expression module, to explore their experience with using the process-based approach due to time constraints. The study had an insufficient number of students who

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participated. Despite the difficulties that the researcher faced, the results of this study were positive.

### **Recommendations**

Based on the findings of this study, several recommendations have been made for EFL students and teachers in order to benefit effectively from the role of feedback on process-based approach in enhancing students' written productions. Based on the findings, the researcher would recommend written expression teachers to use a process-based approach. Because this approach emphasizes the process of writing rather than the final product, students in the process approach rely on their own abilities to produce a coherent and correct piece of writing after going through the steps of writing. Furthermore, teachers serve as guides to students before, during, and after the writing process by providing constant feedback that can assist students emphasize their errors and mistakes and focus on improving them. Furthermore, the researcher would recommend students to pay attention to their teachers' feedback. The type of feedback is unnecessary because teachers focus on their students' weaknesses and try to provide them with feedback that draws their attention to those weaknesses so they can corner their focus and improve their writing. As a result, it aids them in producing a successful, accurate, and well-structured piece of writing, whether in the written expression module or other academic pursuits that involves writing ability.

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# **Appendices**

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**Appendix A**

**QUESTIONNAIRE FOR STUDENTS**

Dear students

I am currently conducting a research on “The role of teacher’s feedback in process approach in developing student’s written production” This questionnaire aims at collecting EFL students' attitudes towards teacher’s feedback in written production. You are kindly requested to provide the required information to the best of your knowledge. This information will be treated with utmost confidentiality.

Thank you.

**Please answer the following questions by ticking on the box (your time and effort is highly appreciated)**

**Section one: General information**

**Q1 – Gender:**

Female

Male

**Q2 – Was studying English in University?**

a personal choice

an imposed decision

**Q3 How do you find your level in English?**

Bad

Average

Good



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Very good

**Section two: Written production**

**Q1 – Do you like the written expression module?**

Yes

No

**Q2 – How good do you consider yourself in writing?**

Bad

Very bad

Good

Very good

**Q3 – Do you face any difficulties in writing?**

Yes

No

**- If Yes, in which aspect?**

Grammar

Lack of ideas

Vocabulary

Other reasons that are not mentioned above:

.....

.....

.....

**Q4 – Do you think that improving our writing skill is necessary:**

Yes

No

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Please, justify your answer

.....  
.....

**Section three: Teacher's feedback on written production**

**Q1 – How often do teachers provide feedback to your written work?**

- Always
- Sometimes
- Rarely
- Never

**Q2 – Do you like receiving feedback from your teachers?**

- Yes
- No

Please, justify your answer

.....  
.....

**Q3 – Do you think receiving feedback on your written productions from your  
teachers is helpful?**

- Yes
- No

If Yes, how?

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

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**Q4 – Does the type of the feedback provide by your teachers affects the teacher-student relationship?**

- Yes
- No

If yes, in what way?

.....

.....

.....

**Q5 – What type of feedback do you prefer? And why?**

- Positive feedback
- Negative feedback
- Constructive feedback
- Formal feedback (after the exam or test)
- Informal feedback (during the learning process)
- All of the above

Other type of feedback:

.....

.....

**Q6 – To what extent do you agree with the following statements:**

	Agree	Strongly agree	Neutral	Disagree	Strongly Disagree
- Positive feedback is more helpful than negative					

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feedback					
- Feedback does not help students improve their writing skills					
- Teachers' feedback is not important					
- The effectiveness of feedback is important in order for students to know their errors					
- Negative feedback is not effective in enhancing student's writing skills					

**Q7** – According to you, effective feedback is:

- Written feedback
- Oral feedback
- Feedback that highlights your errors only
- Constructive feedback
- Feedback that focus on the process not the person
- Other types of feedback:

.....

.....

.....

INVESTIGATING THE ROLE OF TEACHERS FEEDBACK IN THE PROCESS  
APPROACH IN DEVELOPING STUDENTS' WRITTEN PRODUCTION

**Q8 – Does repeating the same errors in written productions after already receiving feedback from your teachers, is because of the effectiveness of the feedback provided?**

Yes

No

Justify your answer:

.....

.....

.....

**Thank you for your cooperation, time and effort.**

# INVESTIGATING THE ROLE OF TEACHERS FEEDBACK IN THE PROCESS APPROACH IN DEVELOPING STUDENTS' WRITTEN PRODUCTION

## المخلص

تعتبر الكتابة إحدى المهارات المهمة في تعلم اللغة الإنجليزية كلغة أجنبية، لأنها الوسيلة الوحيدة التي يمكن لطلاب الجامعة من خلالها التعبير عن أفكارهم وإكمال مهامهم وأنشطتهم الأكاديمية. لكي يطور الطلاب مهاراتهم في الكتابة ، من الضروري تلقي ملاحظات المعلمين. تساعد ملاحظات المعلمين الطلاب في تحسين كتاباتهم وبالتالي الوصول إلى كتابة شاملة وصحيحة يمكن أن تخدم أغراضهم الأكاديمية المختلفة. يدرس هذا البحث دور ملاحظات المعلمين حول نهج العملية في تطوير الإنتاج الكتابي للطلاب. تم استخدام نهج البحث النوعي لاستكشاف هذه الظاهرة. من أجل الحصول على البيانات تم عمل استبيان مع (30) طالبا من السنة الثالثة ماجستير في قسم اللغة الإنجليزية بجامعة محمد خضر بسكرة. تشير النتائج إلى أن الطلاب أظهروا آراء مختلفة فيما يتعلق بدور ملاحظات المعلمين. وقد عبر المشاركون عن رأيهم في ضرورة إبداء ملاحظات المعلمين. تشير النتيجة الإجمالية إلى أن ملاحظات المعلمين المستمرة على الإنتاج الكتابي للطلاب تعمل كدليل للطلاب مما يساعدهم في تحديد مشاكلهم. كما يسلط الضوء على نقاط ضعفهم أثناء عملية الكتابة ، والتي يمكن أن تساعدهم في حصر أخطائهم الرئيسية والعمل على التغلب عليها. لذلك فهي تساعد الطلاب على تحقيق نص كتابي ناجح جيد التنظيم وشامل وصحيح يمكن أن يخدم أغراضهم الأكاديمية ويساعدهم على إيصال أفكارهم.

الكلمات المفتاحية: التغذية الراجعة ، ملاحظات المعلمين ، مهارة الكتابة ، الإنتاج الكتابي ، مناهج الكتابة ، النهج القائم على العمليات.