



Mohamed Khider University of Biskra
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Department of English

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Submitted and Defended by:

Latraoui Djihad

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**The Role of Teachers' Feedback in Improving Learners' Written
Production**

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Board of Examiners:

Dr. Lamri Segueni

M.C.D Biskra

Supervisor

Mr. Aounali Walid

M.A.A Biskra

Examiner

Mrs. Benzida Yasmina

M.A.A Biskra

Examiner

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Dedication

First, I thank God the Almighty for helping me and enlightening my path.

I dedicate this work to my dear parents, my mother and my father for their unlimited love, trust, and support. And to my dear brother Badri, who worked hard to get me where I am today.

I dedicate this work to my little family, my beloved husband. Thank you for your support and patience. I really appreciate you standing with me, and to my beautiful little daughter.

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Abstract

This research explores the influence of feedback from teachers on improving EFL learners writing skill. It uncovers the influence of feedback on learners' written production, investigates feedback approaches used by teachers, and tackles potential feedback difficulties. A descriptive quantitative technique was used, and data were obtained via questionnaires from 20 students and 10 teachers at Mohammed Khider University of Biskra. The findings emphasize the necessity of providing timely, precise, and specific feedback that is backed by examples. Teachers realized the need of providing pupils with customized feedback. Time limits and inspiring students to act on criticism, on the other hand, were cited as problems. The connection between feedback and writing skills is highlighted in this study, stressing the possibility for learners to increase language competence and academic success through effective feedback and strong writing abilities. It shows that better teacher training and resources are needed to improve the feedback process. This study adds to our understanding of the importance of feedback and effective writing abilities in language learning and academic situations.

Keywords: teacher feedback, written production, EFL students, feedback techniques, language proficiency, academic performance.

List of Abbreviations

APA: American Psychological Association
CALL: Computer-Assisted Language Learning
CF: Corrective Feedback
EFL: English as a foreign language
ELT: English language teaching
FL: Foreign Language
L1: First Language
L2: Second Language
MLA: Modern Language Association
SL: Second Language

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General Introduction

General Introduction

Background of the Study

The teaching of writing for non-native speakers is a great challenge for teachers and learners alike, and occupies an important place in teaching English (ELT). Therefore, teachers' pay more attention to their instruction and teaching of the writing skill through diversifying activities and developing continuous evaluation to follow up on the progress of their students, which is done through their feedback. This is what our current study will deal with.

We must point out that the effectiveness of teacher's feedback has been studied by different researchers and from different points of view.

Feedback is concerned with readers' response in terms of content and organization and leave grammatical accuracy to the final editing stage. For instance, defenders of the process approach have often argued that overt error correction may hinder the development of writing fluency (Semke, 1984; Zamel, 1985).

As far as feedback is concerned many studies have been conducted to highlight the effectiveness of teacher feedback. They all examined the different ways of responding to the writing of EFL learners. There are those who focus on grammar, spelling and mechanics and those who focus on content. Some of these studies revealed that students who received feedback on the content out performed those who received feedback on grammar, spelling and mechanics therefore, they emphasized that the time and effort spent by teachers in correcting should be spent on content rather than form.

Truscott (1996), for example says that grammar feedback is ineffective and that it is a waste of time for both teachers and learners. He recommends teachers to stop giving feedback that corrects grammar and believes that it has a negative effect in terms of teacher's interference.

However, other researchers defend that idea of correcting grammar and suggest that teachers correct the learner's written work because they believe that the learners will certainly

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achieve a high level of accuracy, Chandler (2003) claims that correcting grammar and vocabulary will reduce errors without really reducing fluency.

Statement of the problem

The writing skill is one of the most difficult, complex and challenging tasks to (EFL) Learners of English as foreign language, and one needs to do a lot of writing and practice to master the elements of content and styles as well as the basic elements like grammar, vocabulary, and the actual mechanics of writing. Therefore, students find it difficult to produce a correct pieces of writing, whether it be a paragraph or an essay, which makes it an unpleasant experience for them while writing exams. Therefore, teachers must be present to provide students with feedback to address these errors and to constantly provide consistent, useful, and encouraging feedback and thus effective around different aspects of student writing (form and content). This is to produce the correct form and to reinforce their target language and writing skill.

According to Brook Hart (2008), feedback can only be powerful if it is done so well that it provides students with the information they need, and helps them understand where they are in their learning and what to do next. When one reads the current research on feedback issues with writing skill, it becomes clear that more research is needed on two critical issues. Firstly, the importance of rewriting as it is an excellent way to address and practice many aspects of language, Secondly the role of teacher feedback in improving the writing skill.

Research Questions

The present study attempts to answer the following questions:

Q1: Could teachers' feedback enhance Learners' written production?

Q4: What techniques do teachers use in providing feedback?

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Research Hypothesis

Throughout this study we hypothesize that:

If teachers provide their learners with effective feedback, their written production will improve.

Aims of the study

The importance of the study emerges from the importance of our topic that we are dealing with, and it is as follows:

- Highlights the issue of the role of teacher's feedback in improving the written production of learners.
- Shows the effectiveness of teacher's feedback in improving learners written production.
- Highlights the extent to which teachers' feedback has improved the written production of learners.
- Teachers need to be provided with insight about the importance of their feedback on written production.

Research Methodology

The descriptive (qualitative) approach was chosen because it is suitable for the current study and means to enrich the required objectives. It highlights the importance of teachers' notes and their role in improving the written production of learners.

Data collection tools

In this research data was collected through two questionnaires which were distributed to both teachers and students. The students questionnaire explains the difficulties they face while

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receiving feedback on their written production, and also contributed to how learners deal with teacher's feedback. In addition to the students questionnaire, the teachers one aimed at identifying the role of their feedback to enhance the learners' written production.

Population and sample

The subjects of the study in this study is a group consisting of 20 first-year students and 10 teachers from the Department of English at the University of Mohammed Khider Biskra who answered the questionnaire to find out their point of view on the role of teacher's feedback in developing their writing skills. The aim of choosing this number is to expect different opinions when participating on this topic.

Significance of the study

The current study seeks to address the learners' written problems and how they can overcome by means of teacher's feedback that work to help the learners by supporting them well. This study also shows the role of feedback in the learning process and the role of the teacher in showing learners' mistakes and providing advice and constructive criticism to correct them and motivate them greatly to achieve the best results.

Chapter One: Written

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Chapter One: Written Feedback

Introduction

Feedback is a crucial component of language learning, particularly in the development of learners' writing skills. It is widely acknowledged that feedback can help learners improve their writing as it provides them with information on the strengths and weaknesses of their work, and offers guidance on how to make improvements (Hyland & Hyland, 2019). However, the effectiveness of feedback is contingent on various factors, such as the type of feedback, the source of feedback, and the characteristics of good feedback (Hattie & Timperley, 2007).

In the present chapter we deal with the importance of feedback in language learning. Feedback serves as valuable information and guidance for learners, helping them assess their performance, identify areas for improvement, and bridge the gap between their current proficiency and desired level. We define feedback and discuss its concept, types (content, form, oral, and written), and sources (peer, teacher, and self-correction). The characteristics of good feedback, the effects of positive and negative feedback, and its value and effectiveness in language learning will also be examined. Additionally, we will explore students' reactions to teacher feedback and the role of feedback in writing and speaking activities. Finally, we emphasize the timing, quality, and quantity of feedback. Overall, this chapter provides a comprehensive understanding of the significance of feedback in language learning and its impact on learners' progress and development.

1.1. Definition of Feedback

Feedback is a complex and interrelated phenomenon that is difficult to understand in teaching and learning contexts. Murray and Astrom (2006) define feedback as a situation where two or more dynamical systems are interconnected, with each system affecting the other, leading to a circular argument. Feedback can be described as a closed-loop system, where

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processes are interconnected in a series, or as an open-loop system, where the relationship between processes is broken. In educational settings, feedback is a key element in classroom interaction that includes both stimulus and response about performance (Ilgen, Fisher, & Taylor, 1979). Feedback is used to close the gap between students' actual and reference levels of performance (Ellery, 2008). However, feedback is often the least understood feature in instructional design (Cohen, 1985), and many students view it as criticism or a personal attack.

Leeman (2007) defines feedback as a mechanism that provides learners with information regarding the success or failure of a given process. Feedback is a teacher's reaction to students' errors and mistakes, which leads to the correct form. In addition to error correction, Brophy (1981) asserts that applying praise in a positive way can help students build a positive representation of their behaviors and increase their motivation. Matheson and Shriver (2005) suggest that praising students' achievements in addition to successful guidance can be an appropriate technique to assist them in realizing a higher level of work quality and building a positive interpersonal relationship with teachers.

1.2. The Concept of Feedback

Feedback is a central aspect of teaching and learning, and is defined as "information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning" (Hattie & Timperley, 2007, p. 81). Feedback can take many forms, including verbal and written comments, grades or scores, and other forms of assessment.

The concept of written feedback refers to the process of providing learners with comments on their written work in order to help them improve their writing skills (Ferris, 2014). Feedback can be given at different stages of the writing process, such as during drafting, revision, or editing, and can be provided by a variety of sources, including peers, teachers, and even the learners themselves.

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There are several key principles that underpin effective feedback. According to Hattie and Timperley (2007), feedback should be timely, specific, and actionable. Timely feedback is given as soon as possible after the learning task is completed, so that learners can use it to improve their understanding and performance while it is still fresh in their minds. Specific feedback is focused on particular aspects of the learning task, such as specific skills or knowledge, and provides learners with concrete examples and suggestions for improvement. Actionable feedback is practical and can be easily implemented by learners to make changes to their learning.

In addition, feedback can be categorized as either formative or summative. Formative feedback is given during the learning process and is designed to help learners improve their understanding and performance before the final assessment. Summative feedback is given after the learning is complete and is focused on evaluating the final product or outcome.

Feedback can also come from a variety of sources, including teachers, peers, and even learners themselves. Peer feedback, in particular, has been shown to be a valuable tool for improving learning outcomes (Topping, 1998).

In conclusion, feedback is a complex and interrelated phenomenon that is difficult to understand in teaching and learning contexts. It involves providing learners with information about their performance and is used to enhance their skills and performance.

1.3. Types of Feedback

In the context of teaching English as a foreign or second language (EFL/ESL), teachers employ feedback as a means to assist students in improving their language skills. However, according to Ellis (2009), there is no comprehensive research that covers all the various forms

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of corrective feedback. As a result, feedback can be categorized into different types depending on the learners and situations, and it is often provided at the end of a writing activity.

1.3.1. Content Feedback

This type of feedback focuses on the content of the learning task, such as the ideas presented or the accuracy of the information. Content feedback can be given verbally or in writing, and can be either formative or summative in nature. This type of feedback can also be further broken down into subcategories such as factual accuracy, relevance, organization, and coherence (Hattie & Timperley, 2007).

1.3.2. Form Feedback

This type of feedback focuses on the form of the learning task, such as the grammar; punctuation or spelling used. Form feedback can be given verbally or in writing, and is often considered a more technical type of feedback (Hattie & Timperley, 2007).

1.3.4. Oral Feedback

Oral feedback, also known as oral conference, is one way of responding to students' writings in which a two-party personal consultation happens between teacher and students during the evaluation of composition. This type of feedback is given verbally, either in person or through audio recordings, and can be either formative or summative in nature. Oral feedback can be particularly effective for learners who struggle with written feedback, and can provide an opportunity for dialogue and clarification (Carless & Boud, 2018). A typical exchange in the classroom consists of an initiation by the teacher, followed by a response from the pupil, followed by feedback to the pupil's response from the teacher (Sinclair & Coulthard, 1992, p. 3). Oral feedback is, therefore, a typical and natural part of verbal interaction that takes place in a classroom. Similarly, Hyland and Hyland (2006) define it as "An approach lauded by L1

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researchers as a dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching and learning benefits" (p. 5).

1.3.5. Written Feedback

In educational settings, feedback can be provided through various ways, with written and oral feedback being the most commonly used. Unlike oral feedback, which occurs naturally in a classroom setting, written feedback is provided on written products through writing. This type of feedback may be perceived as optional, but according to Razazadel, Asharfi, and Foozunfar (2018), learners highly value and appreciate it as it represents a significant investment of time by instructors. Ferris (2003) also notes that written feedback can provide learners with detailed and specific comments on their work. Therefore, written feedback is given in writing, either on paper or electronically, and can be either formative or summative in nature. It is a crucial component of the feedback process and requires careful consideration and time management from the teacher. Further, there are different strategies used when providing students with written feedback which are as follows:

Direct and indirect corrective feedback: In recent years, numerous studies have focused on determining the effectiveness of direct and indirect corrective feedback on students' writing ability. However, it remains unclear which type of feedback is more beneficial for improving writing skills. Direct corrective feedback involves the teacher providing the correct form of errors or mistakes, typically by crossing out the erroneous word or phrase and providing the correct form (Guenett, 2007; Lee, 1997). Ferris (1995) explains that this feedback can take various forms, such as inserting missing words or morphemes and writing the correct form near the erroneous form. Direct feedback is particularly helpful for low-proficiency students who cannot self-correct and do not know the correct form. In contrast, indirect corrective feedback is when a teacher indicates an error has occurred but

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does not provide the correction. Ferris and Roberts (2000) describe four ways to provide indirect feedback: underlining or circling the error, recording the number of errors in the margin, or using a code to show the location and type of error. Similarly, Lanlande (1982) suggests that indirect feedback is more effective in enabling students to self-correct their errors.

Focused and unfocused corrective feedback: Two types of written feedback are focused and unfocused. Focused feedback targets specific mistakes, such as verb use or article usage, while unfocused feedback addresses a range of errors, such as spelling, vocabulary, and pronoun mistakes, without distinction (Ellis et al., 2008). Other terms used to describe these types of feedback are selective and comprehensive feedback. Selective feedback involves identifying specific errors and ignoring minor ones, while comprehensive feedback corrects all errors (Ellis et al., 2008). Ellis (2008) suggests that corrective feedback can help learners gain greater control over grammatical features that can be addressed with rules of thumb. In other words, CF is more effective in improving simpler grammatical areas than complex ones.

Meta-linguistic corrective feedback: Meta-linguistic corrective feedback is a technique where linguistic clues are provided to address targeted errors. Witkin et al. (1977) suggest that cues with a history of relevance in a learner's experience may be more effective. Bitchener's (2008) study on meta-linguistic corrective feedback found that a group receiving both oral and written feedback outperformed other groups receiving written-only meta-linguistic feedback, no meta-linguistic feedback, and no corrective feedback. This strategy allows learners to understand the nature of their errors and teachers may provide examples of the correct version.

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1.4. Sources of Feedback

The source of feedback is an important consideration in providing effective feedback for learners. Different sources of feedback can have different impacts on learners, and each has its own benefits and limitations.

1.4.1. Peer Feedback

Peer feedback in English writing is regarded as a valuable tool for language learning. It is known by various names such as peer evaluation, peer editing, and peer responses. Sato and Lyster (2012) suggest that learners should be taught how to give corrective feedback and assess the impact of peer interaction and corrective feedback on second language development. Williams (2005) emphasizes the benefits of having a real audience that can provide helpful feedback, reducing writing anxiety and creating a social context for writing. The use of peer feedback is supported by Vygotsky's social constructivism theory. Liu and Hansen (2005) explain that cognitive development occurs through social interaction and guidance from more experienced individuals. Peer feedback not only enhances students' awareness through collaborative drafting but also provides meaningful English practice for second language learners.

1.4.2. Teacher Feedback

Peer feedback in English writing is regarded as a valuable tool for language learning. It is known by various names such as peer evaluation, peer editing, and peer responses. Sato and Lyster (2012) suggest that learners should be taught how to give corrective feedback and assess the impact of peer interaction and corrective feedback on second language development. Williams (2005) emphasizes the benefits of having a real audience that can provide helpful feedback, reducing writing anxiety and creating a social context for writing.

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Lin and Chien's (2009) study demonstrates that collaboration with peers increases motivation and encourages better writing. Students benefit from comments received during the drafting process, helping them improve their work and internalize expected standards. Peer feedback also fosters a sense of audience, raises feedback awareness, promotes collaborative learning, and cultivates a sense of text ownership (Tsui & Ng, 2000).

1.4.3. Self-correction

This type of feedback is given by the learner to themselves, either through self-evaluation or self-reflection. Self-correction can be either formative or summative in nature, and can be particularly effective for improving learners' metacognitive skills and providing them with opportunities for self-directed learning (Boud, Keogh, & Walker, 1985). By engaging in self-correction, learners can develop their ability to identify and correct their own mistakes, as well as evaluate their own progress and learning goals. However, learners may need guidance and support in developing these skills, and self-correction may not always be reliable or accurate.

It is important to consider the source of feedback when providing feedback to learners, and to ensure that the feedback is aligned with the learning goals of the task and delivered in a supportive and constructive manner. By doing so, learners can benefit from the different perspectives and approaches that each source of feedback provides.

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1.5. Characteristics of Good Feedback

Good feedback should be timely, specific, and actionable, with a focus on both strengths and areas for improvement. Good feedback should also be aligned with the learning goals of the task, and should be delivered in a supportive and constructive manner (Nicol & Macfarlane-Dick, 2006).

- **Timeliness:** Feedback should be provided as soon as possible after the task has been completed, as this increases the likelihood that the learner will be able to use it to improve their performance.
- **Specificity:** Feedback should be detailed and specific, focusing on particular aspects of the task or behavior that the learner can improve upon. This helps learners to understand exactly what they need to work on and how they can improve.
- **Actionability:** Feedback should provide clear suggestions for how learners can improve, with specific actions or strategies they can use to address areas of weakness.
- **Balance:** Feedback should focus on both strengths and areas for improvement, as this helps learners to identify what they are doing well and build on these strengths, while also addressing areas that need improvement.

1.6. Effects of Positive and Negative Feedbacks

Positive feedback can improve learners' motivation, self-esteem, and engagement with the learning task, while negative feedback can improve learners' accuracy, understanding, and ability to self-regulate their learning (Hattie & Timperley, 2007).

- **Positive feedback:** Positive feedback is a powerful tool in the classroom, particularly when it comes to supporting language learners. According to Kroll (2003), second language writers can make significant progress when teachers use a variety of

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intervention strategies to support their development. This includes providing feedback that is supportive, constructive, and encouraging. When learners receive positive feedback, it can help to build their confidence, motivation, and sense of accomplishment. This can be particularly important for language learners, who may struggle with self-confidence and may be hesitant to take risks in their language learning. Teachers can use a variety of strategies to provide positive feedback to language learners. For example, they can encourage learners to make mistakes, which can be a valuable learning opportunity. When learners feel less pressure to be perfect and are encouraged to take risks, they are more likely to engage with the learning process and to make progress. Teachers can also use motivating language to create a positive learning environment. This might include using positive affirmations, such as "Great job!" or "Well done!", to acknowledge learners' progress and hard work. In addition to providing positive feedback on language skills, teachers can also offer feedback on content and organization. According to Ravichandran (2003), offering facilitative feedback on content can lead to longer essays with improved organization and development. This type of feedback focuses on what the learner is doing well and can help to reinforce positive behaviors. When learners receive feedback that is specific, constructive, and supportive, they are more likely to engage with the learning process and to make progress. Finally, teachers should show an interest in learners' efforts and value their work as a great input. This can help to create an environment in which learners feel valued and supported, and can encourage them to continue to engage with the learning process. Teachers can also encourage interesting debates and discussions in the classroom, which can help to promote language development and critical thinking skills. When learners feel that their contributions are valued and that they are making progress, they are more likely to be motivated and engaged in the learning process. In

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conclusion, positive feedback is an essential tool for supporting language learners in the classroom. When teachers provide constructive, supportive, and encouraging feedback, learners are more likely to engage with the learning process, take risks, and make progress. Teachers can use a variety of strategies to provide positive feedback, including offering feedback on content and organization, using motivating language, and showing an interest in learners' efforts. By creating a positive learning environment, teachers can help to support the development of language learners and promote their success.

- **Negative feedback:** In fact, negative feedback can be seen as a necessary and valuable component of the learning process. When students receive negative feedback, it can help them to identify areas where they may have misconceptions or gaps in their knowledge. This can then lead to increased motivation to learn and improve in those areas. Additionally, negative feedback can help to promote critical thinking and problem-solving skills by challenging students to think more deeply about their work and identify ways to improve. However, it is important for teachers to provide negative feedback in a constructive and supportive manner. Simply pointing out mistakes without providing guidance on how to correct them can be discouraging and unhelpful. Effective negative feedback should be specific, actionable, and focused on the task rather than the student as a person. By providing clear and targeted feedback, teachers can help to guide students towards improvement and success. Furthermore, negative feedback can also play a role in promoting a growth mindset among learners. When students receive negative feedback, they may initially feel discouraged or frustrated. However, if they are able to view this feedback as an opportunity for growth and learning, they may be more likely to persevere and continue working towards their goals. This can help to develop a mindset that embraces challenges and sees failure as a necessary step towards improvement. In conclusion, while negative feedback can be challenging to receive, it

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can also be an important tool for promoting learning and growth among students. By providing constructive and supportive feedback, teachers can help students to identify areas where they need to improve, develop critical thinking skills, and cultivate a growth mindset. As such, negative feedback should be viewed as a valuable component of the teaching and learning process.

1.7. Value and Effectiveness of Feedback

Feedback can have a significant impact on learners' performance and achievement, but its effectiveness depends on a range of factors, including the type of feedback, the source of feedback, and the characteristics of the feedback itself (Kluger & DeNisi, 1996).

- **Type of feedback:** Different types of feedback (e.g., praise, criticism, corrective feedback) can have different effects on learners' performance, depending on the context and the individual learner.
- **Source of feedback:** Feedback from different sources (e.g., teacher, peers, self) can have different effects on learners' performance, depending on factors such as credibility and expertise.
- **Characteristics of feedback:** The characteristics of feedback (e.g., timeliness, specificity, balance) can also impact its effectiveness, as discussed in the first point above.

1.8. Student Reaction (attitudes) to Teacher's Feedback

Pickens (2005) explains that attitudes are complex mixtures of opinions, principles, beliefs, and motivations that can be based on feelings and behaviors. Learners' reactions to feedback can vary widely, depending on factors such as their motivation, self-esteem, and prior experiences with feedback. While learners may feel motivated and encouraged by positive

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feedback, they may also feel discouraged or disengaged by overly critical or unhelpful feedback (Hattie & Timperley, 2007). Backer (1992) highlights that attitudes are difficult to directly observe; but can be inferred from behavior and attitudes. Therefore, it is important for teachers to be aware of students' attitudes towards feedback and adapt to their needs to help them become effective and efficient learners. In order for written feedback to have a positive effect, it should be clear, helpful, and objective, as asserted by Cohen (1990). Teachers should provide feedback that strengthens students' skills and fosters critical thinking for better results and reactions in general.

- **Motivation:** Learners who are highly motivated to learn may be more receptive to feedback and more likely to use it to improve their performance, while learners who are less motivated may be more likely to ignore or reject feedback.
- **Self-esteem:** Learners with high self-esteem may be more confident in their abilities and more likely to take feedback as a positive opportunity for growth, while learners with low self-esteem may be more sensitive to criticism and more likely to feel discouraged by negative feedback.
- **Prior experiences:** Learners who have had positive experiences with feedback in the past may be more likely to see it as a helpful tool for learning, while learners who have had negative experiences may be more skeptical or resistant to feedback.

1.9. The Role of Feedback in Language Learning

Feedback plays a crucial role in language learning, as it can help learners develop their language skills, improve their accuracy and fluency, and increase their confidence and motivation (Ellis & Shintani, 2014).

- **Language skills:** Feedback can help learners to develop all aspects of their language skills, including speaking, listening, reading, and writing.

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- **Accuracy and fluency:** Feedback can help learners to improve their accuracy and fluency in their use of the target language. For example, if a learner receives feedback on their grammar mistakes or pronunciation errors, they can use this information to make corrections and improve their language skills.
- **Confidence and motivation:** Feedback can also help learners to increase their confidence and motivation in their language learning. Positive feedback can encourage learners to continue practicing and developing their language skills, while constructive feedback can provide them with specific goals and areas for improvement to focus on.

1.10. Teacher's Feedback in Writing Activities

Effective feedback has the potential to enhance learners' writing skills by providing them with personalized guidance on areas of strength and weakness. Feedback can be used to help students develop their writing abilities by focusing on specific aspects of their written work such as organization, coherence, vocabulary, and grammar. Several studies have found that feedback plays a crucial role in improving writing skills and has a significant impact on students' writing performance (Hyland & Hyland, 2006; Shute, 2008; Xie & Ke, 2017).

Additionally, it can help them develop their ideas, structure their writing, and improve their grammar and vocabulary (Ferris, 2014).

- **Language structures:** When teaching a foreign language, language structure is often given top priority by teachers. Consequently, when providing feedback, the primary focus tends to be on language structure. Numerous studies, such as those conducted by Hayland and Hayland (2006), indicate that students expect their teachers to identify and correct their grammatical errors. This may involve pointing out errors in grammar, spelling, and punctuation, and providing the correct form. However, it

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is important not to neglect meaning and to prioritize improving students' communicative competence, rather than solely preparing them for exams.

- **Content:** The main responsibility of a teacher is to facilitate effective learning by delivering instructional content in the classroom. In order to achieve this, teachers must carefully prepare their lessons and manage classroom resources. It is essential that the content is presented in a clear, specific, and engaging manner to ensure that students are able to build knowledge and achieve their learning objectives. However, Kroll (2003) warns teachers against being too authoritative and direct in their feedback, as this can lead to frustration, demotivation, and disempowerment among student writers. Teachers should instead support their students and respect their individual writing styles, allowing them to express themselves freely and creatively to foster their imagination and critical thinking skills. As long as students are able to demonstrate their current writing abilities in the foreign language, teachers should be satisfied.
- **Writing process:** Shukla (2001) suggests that effective decision-making in the classroom is based on clear goals and desired outcomes. In the context of teaching writing, it is crucial for the teacher to emphasize the importance of the writing process to increase students' awareness of its significance. The teacher should evaluate students' writing abilities through different strategies, analyze their needs, and identify their strengths and weaknesses to enhance their writing skills. Consequently, students with poor writing abilities will work on improving their skills by learning from their teacher, classmates, and their own mistakes. On the other hand, students who have already mastered the writing process will recognize the positive effects of careful planning and be motivated to devote more time and effort to planning in the future.

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1.11. Teacher's Feedback in Speaking Activities

Feedback can also be effective for improving learners' speaking skills, as it can help them develop their fluency, accuracy, and pronunciation, as well as their ability to communicate effectively in different contexts (Cheng & Warren, 1999). Timing, Quality, and Quantity of Feedback: The timing, quality, and quantity of feedback can all have an impact on its effectiveness. Feedback should be delivered in a timely manner, with a focus on both strengths and areas for improvement, and should be of high quality, with specific, actionable comments. The quantity of feedback should also be appropriate, with enough feedback to be helpful but not overwhelming (Hattie & Timperley, 2007). Additionally, it is important to consider the individual needs and preferences of learners when providing feedback, as some learners may benefit from more frequent feedback, while others may prefer less frequent but more detailed feedback (Nicol & Macfarlane-Dick, 2006).

1.12. Timing, Quality, and Quantity of Feedback

The timing, quality, and quantity of feedback can all have an impact on its effectiveness. Feedback should be delivered in a timely manner, as learners are more likely to benefit from feedback that is provided soon after they have completed a task. Feedback should also be of high quality, with specific, actionable comments that focus on both strengths and areas for improvement. The quantity of feedback should be appropriate, with enough feedback to be helpful but not overwhelming. It is also important to consider the individual needs and preferences of learners when providing feedback, as some learners may benefit from more frequent feedback, while others may prefer less frequent but more detailed feedback (Nicol & Macfarlane-Dick, 2006).

- **Timing:** Feedback should be delivered in a timely manner, as delayed feedback may not be as effective in helping learners improve. Timely feedback allows learners to reflect

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on their work while it is still fresh in their minds and make improvements accordingly. Additionally, prompt feedback can help learners stay motivated and engaged in the learning process.

- **Quality:** High-quality feedback is specific, clear, and actionable. It should provide learners with concrete suggestions for improvement, focusing both on what they did well and what they can do to improve. Quality feedback should be tailored to the individual learner and their specific needs, taking into account their current level of skill, learning goals, and areas of difficulty.
- **Quantity:** The quantity of feedback should be appropriate to the learner's needs and the nature of the task. While some learners may benefit from more frequent feedback, others may prefer less frequent but more detailed feedback. It is important to strike a balance between providing enough feedback to be helpful and not overwhelming learners with too much information.

Conclusion

In conclusion, feedback is a crucial aspect of the teaching and learning process, particularly in language learning. Effective feedback helps learners to identify their strengths and weaknesses and take the necessary steps to improve their performance. The various types of feedback, including content, form, oral, and written feedback, can be used to address different aspects of learners' performance. Additionally, feedback can come from various sources, including teachers, peers, and self-assessment. Good feedback should be timely, specific, and actionable, and it should focus on the process of learning, rather than simply on the end product. Positive feedback can enhance learners' motivation and engagement, while negative feedback can help learners identify areas for improvement. Feedback is an essential component of language learning, and it plays a critical role in improving learners' written production. In the

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next chapter, we will examine the specific role of feedback in writing activities, which will help us gain a deeper understanding of how feedback can be used to enhance learners' writing skills.

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Introduction

Writing is a fundamental skill that is essential for academic success, as it is used to communicate ideas, present arguments, and demonstrate knowledge (Hyland, 2019). However, writing can be a challenging and daunting task for many learners, particularly those for whom English is a second language. To improve their writing skills, students often rely on feedback from their teachers, who can provide guidance on issues such as organization, clarity, coherence, and word choice (Silva, 2016).

In the present chapter, we will explore the significance of writing skill in academic contexts. We will define writing skill and discuss its importance in academic settings. The process of academic writing, including pre-writing, organizing, drafting, and finalizing the work, will be examined. We will highlight the characteristics of effective academic writing, such as organization, clarity, coherence, and word choice. Different approaches to writing, such as the product, genre, process, creative writing, and cooperative approaches, will be explored. The rationale behind writing, including academic, professional, and personal reasons, will be discussed. Additionally, we will address major difficulties in writing skill, including grammar, vocabulary, spelling, punctuation, and organization. The role of the teacher in the writing class, providing instruction, feedback, and support, will also be examined. Overall, this chapter will provide a comprehensive understanding of writing skill in academic contexts and guide learners in developing effective writing abilities.

2.1. Definition of the Writing Skill

When we talk about writing, we are referring to a complex cognitive and linguistic process that involves generating and organizing ideas, selecting appropriate language forms and structures, and applying grammatical and punctuation rules to produce a coherent and effective

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text (Hyland, 2019). The process of writing involves multiple stages, including pre-writing, outlining, drafting, revising, editing, and submitting the final product (Silva, 2016).

In the context of language learning, writing is considered one of the four main skills, alongside speaking, listening, and reading. It is an essential tool for communication, self-expression, and academic achievement. In academic contexts, writing is particularly important as it is used to convey knowledge, demonstrate critical thinking, and provide evidence to support arguments.

The ability to write effectively is influenced by a variety of factors, such as motivation, prior knowledge, linguistic proficiency, and familiarity with the genre or discourse community. Therefore, it is important for teachers to understand the nature of writing and the factors that affect it, in order to provide effective feedback and instruction (Hyland, 2019).

2.2. The Process of Academic Writing

The process of academic writing involves several stages, which are commonly referred to as pre-writing, outlining, drafting, revising, editing, and submitting the final product (Silva, 2016).

2.2.1. Pre-writing

The pre-writing stage is the initial stage in the writing process, where the writer generates ideas, researches the topic, and plans the structure of the writing task (Flower & Hayes, 1981). This stage is essential, as it lays the foundation for the entire writing process and can significantly impact the quality of the final product. One crucial aspect of the pre-writing stage is identifying the purpose and audience of the writing task. This involves considering the intended readers and their expectations, as well as the purpose or goal of the writing task

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(Zamel, 1985). By understanding the purpose and audience, the writer can tailor their writing style, tone, and content to meet the needs of their readers.

2.2.2. Organizing Stage

The organizing or outlining stage is an important part of the writing process where the writer creates a plan for their writing by arranging their ideas and arguments in a logical order (Flower & Hayes, 1981). This stage typically follows the pre-writing stage, where the writer generates ideas and conducts research if necessary. There are several benefits to outlining a piece of writing. First, it helps the writer to identify the main points they want to make and to organize these points into a coherent and logical structure. Second, it can help the writer to see where there may be gaps or missing information in their argument or narrative. Third, an outline can help the writer to stay on track and focused during the drafting stage, reducing the likelihood of wandering off-topic.

2.2.3. Writing Draft Paper Stage

The writing draft paper stage is the stage in which the writer begins to put their ideas into sentences and paragraphs, creating a first draft of their written work. This stage is often considered to be the most challenging, as the writer must balance the need for creativity and expression with the demands of clarity and coherence (Silva, 1993). During the writing draft paper stage, the writer should focus on getting their ideas down on paper, without worrying too much about spelling, grammar, or sentence structure. This approach, known as "freewriting," encourages the writer to write as quickly and spontaneously as possible, without being overly concerned with the quality of the writing (Elbow, 1973).

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2.2.4. The Drafting Stage

During the drafting stage, writers begin to transform their ideas into a coherent written text. This stage involves expanding on the ideas generated during the pre-writing and outlining stages, and developing a more detailed structure for the paper. Writers may also begin to experiment with different phrasing and wording, as well as incorporate evidence from research sources. According to Hyland (2003), one key aspect of the drafting stage is the use of feedback to improve the written text. Feedback can come from a variety of sources, including peers, instructors, and writing center tutors. Feedback can help writers identify areas where their writing can be improved, such as clarity, organization, or the use of evidence. It can also provide guidance on how to revise the text to address these issues.

2.2.5. Writing the Final Draft and Submitting the Work

The final stage of academic writing involves polishing the draft and producing a final version of the paper that can be submitted for evaluation. At this stage, writers need to pay close attention to details such as grammar, punctuation, and formatting, as well as ensuring that the paper meets the requirements of the assignment. One strategy that writers can use during the final stage is to take a break from the paper and then return to it later with fresh eyes. This can help them identify errors or areas where the paper can be improved. Additionally, writers can use editing and proofreading tools, such as grammar checkers or style guides, to identify and correct errors in their writing (Murray, 1978).

2.3. Characteristics of Academic Writing

Academic writing is a genre of writing used in academic settings, such as universities or research institutions. It is characterized by a particular set of conventions and features that distinguish it from other types of writing, such as creative writing or journalistic writing. These

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characteristics include elements such as organization, clarity, coherence, and appropriate use of language (Swales & Feak, 2012).

Academic writing is typically used to communicate research findings, present arguments, or provide analysis and interpretation of ideas. As such, it is expected to meet certain standards of quality and rigor. This means that academic writing must be well-organized, well-researched, and well-written in order to be effective (Giltrow, Gooding, & Burgoyne, 2014).

Additionally, academic writing often requires the use of specific formatting and citation styles, such as APA (American Psychological Association) or MLA (Modern Language Association). These styles help writers to clearly and accurately attribute sources and avoid plagiarism (Howard, 1995).

Overall, understanding the characteristics of academic writing is essential for writers who want to produce effective and successful academic papers.

2.3.1. Organization

Organization is a critical characteristic of academic writing, as it helps readers to navigate complex ideas and arguments. In academic writing, organization refers to the arrangement of ideas and information in a logical and coherent way. This includes the use of headings, subheadings, and transitions to guide readers through the text (Giltrow, Gooding, & Burgoyne, 2014).

2.3.2. Clarity

Clarity is another key characteristic of academic writing. It refers to the use of clear and precise language to communicate complex ideas and arguments. Clear writing helps readers to understand the author's meaning and follow their train of thought. In contrast, unclear writing

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can confuse readers and make it difficult to follow the author's argument (Swales & Feak, 2012).

2.3.3. Coherence

Coherence is another important characteristic of academic writing. It refers to the logical connection between sentences and ideas in a text. A coherent text is one where each sentence flows logically from the previous one, and where the overall structure of the text is clear and easy to follow (Giltrow, Gooding, & Burgoyne, 2014).

2.3.4. Word Choice

Word choice is another important characteristic of academic writing. It refers to the selection of appropriate words and expressions to convey meaning accurately and precisely. Academic writing often requires writers to use specialized vocabulary and technical terms to communicate complex ideas and concepts (Swales & Feak, 2012).

2.4. Approaches to Writing

Approaches to teaching writing refer to different methods and strategies that can be used to help learners develop their writing skills. These approaches can vary in their focus, goals, and teaching methods, and each has its own strengths and weaknesses (Hyland & Hyland, 2019).

In general, approaches to teaching writing can be classified into five main categories:

2.4.1. The Product Writing Approach

The product writing approach, also known as the traditional approach, focuses on the final written product rather than the writing process itself. The approach prioritizes accuracy, grammar, and syntax over the expression of ideas and creativity. The emphasis is on the

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outcome, with the teacher providing models and templates for students to follow to produce acceptable writing. This approach is often used in academic settings where students are required to write standardized formats such as research papers, lab reports, or essays. Critics of the product writing approach argue that it does not develop critical thinking skills or foster creativity. In addition, it may lead to students becoming too focused on the form of their writing rather than the content. However, proponents of this approach argue that it is necessary for students to develop a strong foundation in language accuracy and structure before they can focus on expressing their ideas effectively.

2.4.2. The Genre Approach

The genre approach to writing instruction emphasizes the study of different types of writing, such as persuasive essays, narratives, and research papers. It focuses on teaching students how to recognize the conventions and expectations of different genres, and how to adapt their writing style accordingly. This approach is based on the belief that writing is a social practice, and that writers must be able to understand the needs and expectations of their intended audience.

2.4.3. The Process Approach

The process approach to writing instruction focuses on the writing process itself rather than the final product. It emphasizes the importance of pre-writing, planning, drafting, revising, and editing in the writing process. This approach is based on the belief that writing is a recursive process, and that writers must engage in multiple drafts and revisions in order to produce a high-quality final product. Research has shown that the process approach can be effective in improving students' writing skills and their ability to write effectively in a variety of genres (Flower & Hayes, 1980; Hillocks Jr., 1986). This approach also helps students to develop a greater sense of control over their writing process and to become more confident and skilled writers.

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2.4.5. The Creative Writing Approach

The creative writing approach to teaching writing focuses on developing students' creativity and imagination. It emphasizes the importance of self-expression and encourages students to experiment with different writing styles and genres. Research has shown that the creative writing approach can be effective in improving students' motivation to write and their overall writing ability (Graham & Perin, 2007). It also allows students to develop important critical thinking and problem-solving skills as they experiment with different forms of writing and work to develop their own unique writing voice.

2.4.6. The Cooperative Approach

The cooperative approach to teaching writing emphasizes the importance of collaboration and peer feedback in the writing process. In this approach, students work in pairs or small groups to generate ideas, provide feedback, and revise their writing together. The cooperative approach is based on the principle that writing is a social activity, and that students can learn from each other through collaboration and interaction (Storch, 2005). By working together, students can share ideas, brainstorm, and help each other to overcome writing difficulties.

2.5. Rationale Behind Writing

Writing is a complex and essential skill that is required in a wide range of academic and professional contexts. The ability to write effectively is crucial for academic success, as well as for success in the workplace and in daily life. In this section, we will explore some of the reasons behind the importance of writing, as well as some of the benefits that writing can bring.

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2.5.1. Academic Reasons

Writing is an essential tool for academic communication and learning. In academic contexts, writing is used to express ideas, demonstrate understanding, and present research findings. Through writing, students can engage in critical thinking, develop their analytical skills, and demonstrate their mastery of a subject (Bereiter & Scardamalia, 1987).

Furthermore, writing can also help students to develop a range of other academic skills, such as reading, research, and time management. For example, writing a research paper requires students to engage in extensive reading and research, as well as to manage their time effectively to meet the deadline.

2.5.2. Professional Reasons

In addition to its importance in academic contexts, writing is also crucial in many professional fields. Effective writing is essential for workplace communication, such as in reports, memos, and emails. It is also essential for creating professional documents, such as resumes and cover letters, which can help individuals to secure employment opportunities.

Moreover, writing is a critical component of many professional careers, such as journalism, law, and academia. In these fields, individuals must be able to communicate complex ideas and research findings effectively through writing.

2.5.3. Personal Reasons

Writing can also have a range of personal benefits. For example, writing can be used as a tool for self-expression and reflection, helping individuals to explore their thoughts, feelings, and experiences. Writing can also be used as a therapeutic tool, helping individuals to process traumatic experiences and emotions (Pennebaker & Smyth, 2016).

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Moreover, writing can also be a creative outlet, allowing individuals to express themselves in a variety of ways, such as through poetry, fiction, and personal essays. Through creative writing, individuals can develop their imagination, creativity, and self-expression.

Overall, writing is a critical skill that is essential for academic success, professional development, and personal growth. Through writing, individuals can develop a range of cognitive, communicative, and emotional skills, as well as express their ideas and perspectives.

2.6. Major Difficulties in Writing Skill

Writing is considered one of the most challenging skills to develop in a second or foreign language (L2 and FL) context, as it requires learners to integrate complex cognitive, linguistic, and metacognitive processes (Flower & Hayes, 1980; Grabe & Kaplan, 1996). Learners encounter several difficulties when developing their writing skills, ranging from grammatical and vocabulary-related issues to more complex challenges, such as organizing ideas and maintaining coherence (Ferris, 2003; Hyland & Hyland, 2006). These difficulties can hinder learners' progress and prevent them from achieving their goals, both academically and professionally. Therefore, understanding these challenges is crucial to developing effective writing instruction strategies and supporting learners' writing development.

2.6.1. Grammar Difficulties

One of the most common difficulties that students face in writing is related to grammar. Grammar is a set of rules that govern the structure of a language, and it includes things like sentence structure, verb tense, subject-verb agreement, and the proper use of punctuation marks (Ferris & Hedgcock, 2014). Students who are not proficient in the grammar rules of a language may struggle to communicate their ideas effectively in writing, leading to a breakdown in communication between the writer and the reader.

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Studies have shown that grammar instruction can be effective in improving students' writing skills (Lalande, 1982; Silva, 1993). However, grammar instruction that focuses solely on rules and isolated exercises may not be as effective as instruction that incorporates grammar into the writing process (Ferris, 2006). For example, students may benefit from explicit instruction on how to use grammar rules to convey specific rhetorical effects or to enhance clarity and coherence in their writing.

2.6.2. Vocabulary Difficulties

Another common difficulty that learners face in writing is vocabulary. It refers to the words and phrases that learners use in their writing to convey meaning. Vocabulary knowledge is crucial for effective communication, and a lack of it can impede the expression of ideas, opinions, and arguments in writing.

Research suggests that learners' vocabulary knowledge can significantly affect their writing performance. For instance, a study by Hu and Nation (2000) found that the use of a broader range of vocabulary positively impacted the quality of the written text. Similarly, another study by Paribakht and Wesche (1997) revealed that learners who knew more words produced texts of higher quality than those with limited vocabulary knowledge.

Some of the reasons why learners may struggle with vocabulary in writing include a lack of exposure to the target language, a limited knowledge of synonyms, homonyms, and collocations, and the inability to use words in the appropriate context (Milton, 2013). Therefore, it is essential for language teachers to teach vocabulary in context and provide learners with ample opportunities to practice using new words and expressions in their writing.

Moreover, tools such as dictionaries, thesauruses, and word lists can aid learners in building their vocabulary knowledge. These tools can provide learners with synonyms, antonyms,

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definitions, and examples of how to use words in context. In addition, computer-assisted language learning (CALL) programs such as Quizlet, Duolingo, and Memrise can help learners acquire vocabulary knowledge through interactive and engaging activities (Jeon & Kim, 2017).

2.6.3. Spelling

Spelling is another common difficulty in writing skills that students face. Spelling errors can be considered as surface level errors that can affect the coherence and clarity of the text. Spelling errors can be particularly challenging for second language learners who might not be familiar with the spelling conventions of the English language (Silva & Matsuda, 2001). In addition, there are many words in English that are spelled differently but pronounced similarly (homophones), which can lead to confusion and spelling errors (Kern, 2000).

There are several strategies that can help students improve their spelling skills, such as practicing spelling rules and patterns, using mnemonic devices, and reading extensively to increase exposure to the English language (Graham & Santangelo, 2014).

Overall, addressing spelling difficulties can help students improve their writing skills and produce more coherent and effective texts.

2.6.4. Punctuation

Punctuation is another common difficulty that students face while writing. It involves using marks or symbols in writing to clarify meaning and separate structural elements. Incorrect or inconsistent use of punctuation can affect the clarity and coherence of the text, making it difficult to understand. Some common punctuation errors include the misuse of commas, semicolons, colons, apostrophes, quotation marks, and hyphens (Raimes, 2008).

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One of the reasons for punctuation difficulties is the lack of understanding of the rules and functions of different punctuation marks. For instance, students may use commas instead of semicolons to separate independent clauses or use apostrophes incorrectly to indicate plural forms. Lack of attention to detail and proofreading can also lead to punctuation errors. Furthermore, the influence of the student's first language and writing conventions can affect their use of punctuation in English (Ferris, 2003).

To address punctuation difficulties, instructors can provide explicit instruction and practice exercises that focus on the rules and functions of different punctuation marks. They can also encourage students to proofread their work carefully, use peer review, and seek feedback from instructors to identify and correct punctuation errors. Additionally, the use of technology tools such as grammar and punctuation checkers can aid in identifying errors and providing suggestions for correction.

2.6.5. First Language Interference

First language interference is one of the major difficulties that students face in writing in a second language. According to Ellis (1994), transfer is a natural result of the use of prior linguistic knowledge in the production of second language writing. When writing in a second language, the first language structures, vocabulary, and grammar are used, often causing errors or interference. The interference of the first language is an important factor that contributes to the difficulties that learners experience in writing in a second language (Odlin, 1989).

Some studies have shown that first language interference in writing may also affect the writing process. For example, Tarone (1981) found that learners may sometimes compose directly in their first language and then translate their writing into the second language. This may lead to unnatural expressions, vocabulary choices, and grammatical errors. In addition,

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learners may also experience difficulty in switching between the two languages, which may negatively affect their writing fluency and overall performance (Kroll & Stewart, 1994).

To overcome the issue of first language interference, language teachers may need to help learners develop strategies to detect and correct errors resulting from first language interference. These strategies include raising students' awareness of the differences between the two languages, providing models of correct usage, and offering opportunities for learners to practice the target language in a variety of contexts (Odlin, 1989).

2.6.6. Organization

The organization of ideas in writing is another challenge that many learners face. Effective organization of writing requires appropriate sequencing of information and ideas, logical transitions between ideas, and coherence in the overall structure of the text (Flower & Hayes, 1981). Lack of organization can result in poor readability, miscommunication, and loss of meaning (Zhang & Chen, 2018).

In addition, organization can be affected by the writer's cultural background and the rhetorical structure of their first language. For example, in some cultures, writing may be organized in a circular or spiral manner, while in others, it may follow a linear or hierarchical structure (Leki, 2006). This can lead to difficulties in adjusting to the expectations of academic writing in a second language context.

To address organizational difficulties, teachers can provide explicit instruction on the organization of different types of writing, including the use of outlines, paragraph structure, and rhetorical strategies. Peer review and revision can also be effective strategies for helping learners to identify and correct organizational problems in their writing (Zhang & Chen, 2018).

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2.6.7. Clarity Problems

Clarity in writing refers to the use of language that is clear and easy to understand for the reader (Zhang, 2019). It is important for a writer to convey their ideas in a clear and concise manner. Clarity problems in writing can arise due to various factors such as lack of coherence, use of jargon, lack of structure, unclear sentences, use of too many passive voice constructions, and lack of proper transition words (Halliday & Hasan, 1976).

One of the reasons for clarity problems is lack of coherence. Coherence refers to the logical flow of ideas in a piece of writing. Lack of coherence can lead to confusion and make it difficult for the reader to follow the writer's argument. To ensure coherence in writing, writers should use transitional words and phrases to link ideas and help the reader move smoothly from one idea to the next (Zhang, 2019).

Another reason for clarity problems in writing is the use of jargon or technical language that may not be familiar to the reader. This can create a barrier to understanding and make the writing difficult to follow. To avoid this, writers should use simple and clear language that is appropriate for the intended audience (Kaplan, 1966).

Unclear sentences are also a common cause of clarity problems in writing. Writers should ensure that their sentences are clear, concise, and grammatically correct. Sentences should be structured in a way that makes them easy to understand and should avoid using complex sentence structures that may confuse the reader (Graesser, Singer, & Trabasso, 1994).

Finally, the use of too many passive voice constructions can also lead to clarity problems in writing. Passive voice can make writing sound more formal, but it can also make it more difficult to understand. To ensure clarity, writers should use active voice constructions whenever possible (Biber, Johansson, Leech, Conrad, & Finegan, 1999).

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Overall, clarity problems in writing can have a significant impact on how well the writing is received by the reader. By paying attention to coherence, language use, sentence structure, and active voice, writers can ensure that their writing is clear and easy to understand (Halliday & Hasan, 1976).

2.6. The Role of the Teacher in the Writing Class

The role of the teacher in the writing class is critical for the success of learners in developing their writing skills. In the writing class, teachers are responsible for guiding and supporting learners in the writing process, providing feedback, and creating a favorable learning environment. Teachers' roles in the writing class can be divided into three main categories: planning, implementation, and evaluation.

In the planning stage, teachers are responsible for developing lesson plans that are appropriate for the learners' level and needs. They need to decide on the writing tasks, the materials to be used, and the objectives of the lesson. Teachers need to consider the learners' background, interests, and abilities when designing the lesson plans.

In the implementation stage, teachers need to guide learners through the writing process. They need to provide instructions, model good writing practices, and facilitate the learners' writing. Teachers should also create opportunities for learners to collaborate with their peers and engage in peer feedback.

In the evaluation stage, teachers need to assess learners' writing performance and provide feedback. They need to evaluate the learners' writing based on the writing objectives and provide feedback that is clear, specific, and actionable. Feedback should focus on both the strengths and weaknesses of the learners' writing and provide guidance on how to improve.

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Overall, the role of the teacher in the writing class is crucial in developing learners' writing skills. Effective writing instruction requires teachers who are knowledgeable, skilled, and dedicated to helping their learners improve their writing.

Conclusion

In conclusion, writing is a complex skill that involves various stages and approaches. The writing process includes pre-writing, organizing, drafting, revising, and editing, which all play important roles in producing a well-written text. Academic writing has specific characteristics such as organization, clarity, coherence, and appropriate word choice, which are essential for effective communication.

Different approaches to writing, such as the product-oriented, genre-oriented, process-oriented, creative writing, and cooperative approaches, offer various strategies for developing writing skills. However, writing is also associated with various challenges, including grammar, vocabulary, spelling, punctuation, first language interference, organization, and clarity.

Teachers play a critical role in helping students overcome these challenges and develop their writing skills. Effective feedback provided by the teacher can improve learners' writing production and enhance their confidence in writing. Therefore, understanding the role of written feedback in improving learners' written production is an essential aspect of teaching writing in the classroom.

Writing is a vital aspect of academic life, and developing effective writing skills is crucial for academic success. By using appropriate approaches and receiving feedback from teachers, students can improve their writing skills and overcome the challenges they face.

Chapter Two: Written Production

Chapter Three: Fieldwork

Chapter Three: Fieldwork

Introduction

This chapter presents fieldwork conducted to study the role of written feedback in improving students' written output. The study collected data from both teachers and students, using separate questionnaires to gain insight into their perspectives and experiences.

The first questionnaire was administered to university students enrolled in the "written expression" module. The purpose was to examine their perception of written feedback, including its importance in improving their writing, the types of feedback they find most useful, and how they respond to feedback to improve their writing.

The second questionnaire was administered to English language teachers who have taught at university level for at least two years. It was designed to gather insights into their experiences providing written feedback to their students, including the types of feedback they provide, how often they give it, and how they prioritize different aspects of their students' writing.

By collecting data from both teachers and students, this study aims to provide a comprehensive understanding of the role of written feedback in improving students' writing output. Study findings may help inform future pedagogical practices and improve the quality of feedback provided to students in academic writing contexts.

3.1. Students' Questionnaire

3.1.1. Administration and Aim of the Students' Questionnaire

The administration and purpose of the students' questionnaire in this study are to gather information about their perceptions and experiences of written feedback in their English writing courses. The questionnaire was administered to a sample of 20 college students who have recently completed a course and received written feedback on written assignments.

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The primary purpose of the student questionnaire is to collect data on how students perceive the effectiveness of written feedback in improving their writing skills, their preferences for the types of feedback they receive, and the challenges they face when trying to answer the question. Additionally, the questionnaire is designed to gather information on how often students receive feedback on their writing, the types of feedback they receive, and how they feel about the feedback they have received.

3.1.2. Description of Students' Questionnaire

The student questionnaire is an instrument designed to collect information directly from students who have received written feedback from their teachers on their writing tasks. The questionnaire aims to explore students' perceptions and attitudes towards the feedback received; the impact on their writing skills and their motivation to improve their writing.

The questionnaire consists of a series of questions divided into three main sections. In the first section, students are asked to provide basic background information such as age, gender, and educational background. The second section of the questionnaire focuses on students' experiences of receiving written feedback, including the type of feedback received, the frequency of feedback, and the effectiveness of feedback in improving their writing. The third section of the questionnaire explores students' perceptions of the feedback process, including their attitudes toward feedback, their motivation to improve their writing, and the challenges they faced while implementing feedback. .

Overall, the student questionnaire provides valuable insight into the effectiveness of written feedback in improving students' writing skills and motivation to learn. The information gathered from the questionnaire can help teachers and educational institutions refine their feedback process and better support students in developing their writing skills.

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3.1.3. Analysis of the Students' Questionnaire

3.2.3.1. Section one: General Information

Question Item One

Would you please specify your gender?

Options	Frequency	Percentage
a) Male	5	25%
b) female	15	75%
Total	20	100%

Table 1. Students' gender distribution

As it can be seen in table 1 above, the majority of the students who participated in the study are female, with 15 out of 20 respondents (75%) identifying as female and 5 (25%) identifying as male.

Question Item Two

The choice of learning English at university was:

Options	Frequency	Percentage
c) Your own choice	16	80%
d) Your parent's choice	3	15%
e) Someone's advice	1	5%
Total	20	100%

Table 2. Choice of learning English at university

As shown in table 2, the majority of the students (80%) chose to learn English at university on their own, while 15% of the students said it was their parents' choice, and 5% said it was

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based on someone's advice. It is safe to say that the answers indicate a high level of personal interest and motivation towards the language.

Question Item Three

Do you like learning English language?

Options	Frequency	Percentage
a) Yes	16	80%
b) No	4	20%
Total	20	100%

Table 3. Preference to learn English

Out of the 16 students who answered yes, their reasons for liking to learn English were as follows:

Option	frequency	Percentage
Need it for educational and research purposes	2	7%
Job role requires it	1	4%
Need it for online purposes	1	4 %
Need it for traveling purposes	6	23%
Need it because it is a global language	8	31%
All of the above	8	31%

Table 4. Students' reasons for liking to learn English

Some of the other students who answered yes, added a few more reasons to why they like to learn English, as the following table shows:

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Reasons	Frequency
To work	2
No other option than English	1
Better experience in gaming	1

Table 5. Other reasons provided by students

As it is shown in the tables 3, 4 and 5 above, out of the 20 students surveyed, 16 (80%) of them indicated that they like learning English, while the remaining 4 (20%) did not. Among the 16 students who said that they like learning English, 2 indicated that they need it for educational and research purposes, 1 said that their job role requires it, 1 needs it for online purposes, 6 need it for traveling purposes, and 8 students said that they need it because it is a global language. Additionally, 8 students answered "all of them" as the reason they like learning English, indicating that they find multiple motivations to enjoy studying the language, additionally, a few respondents provided other reasons, such as using English for work or gaming.

It can be concluded that the majority of the surveyed students like learning English, and they have multiple reasons for doing so, including academic, professional, personal, and practical purposes. However, there are still a few students who do not enjoy learning the language

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3.2.3.2. Section Two: Feedback

Question Item One

How often do you receive written feedback on your written production?

Options	Frequency	Percentage
a) Almost every time	5	25%
b) Sometimes	10	50%
c) Rarely	4	20%
d) Never	1	5%
Total	20	100%

Table 6. Frequency that students receive written feedback on their written production

From the table 6 above, we can see that the majority of students 50% receive written feedback on their written production sometimes, while 25% of the students receive feedback almost every time. 20% of the students receive feedback rarely, and only one student reported never receiving feedback. Based on this data, we can infer that there is some variability in the frequency of written feedback that students receive on their written production. However, the fact that the majority of students receive feedback sometimes suggests that there may be room for improvement in terms of providing more consistent feedback to students. The fact that only one student reported never receiving feedback suggests that feedback is generally being provided, but there may be some students who are not receiving enough feedback to improve their skills. Overall, it would be useful for teachers to review their feedback practices and ensure that all students are receiving regular and constructive feedback on their written work.

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Question Item Two

How helpful do you find the feedback you receive from your teacher?

Options	Frequency	Percentage
a) Extremely helpful	8	42 %
b) Somewhat helpful	9	47 %
c) Not very helpful	2	11%
d) Not helpful at all	0	0%
Total	19	100%

Table 7. Opinions on how helpful teachers' feedback is

From table 7, we can see that the majority of the students find the feedback they receive from their teachers to be helpful. 42% of students responded that it was extremely helpful, while 47% responded that it was somewhat helpful. Only 11% of students responded that the feedback was not very helpful. None of the students responded that the feedback was not helpful at all. This suggests that the teachers are doing a good job of providing feedback that is helpful to the students.

Question Item Three

What kind of feedback do you prefer to receive from your teacher?

Options	Frequency	Percentage
a) Positive feedback	6	30%
b) Negative feedback	0	0%
c) Both positive and negative feedback	13	65%

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d) No preference	1	5%
Total	20	100%

Table 8. Students' preferred types of feedback.

From table 8, we can see that the vast majority of students (65%) prefer to receive both positive and negative feedback from their teacher. This suggests that they value a balanced approach to feedback and recognize the importance of receiving constructive criticism in addition to praise. A smaller percentage (30%) indicated a preference for positive feedback only, while only one student (5%) had no preference. It's important for teachers to take note of these preferences and try to provide feedback that is both constructive and encouraging, tailored to each student's individual needs and learning style.

Question Item Four

Do you usually understand the feedback you receive from your teacher?

Based on table 9, we can deduce that out of the 19 students who answered the question, 11 (58%) indicated that they always understand the feedback they receive from their teacher, while 8 (42%) said they sometimes understand it. None of the students reported that they rarely or never understand the feedback.

This denotes that the majority of students feel that they understand the feedback they receive from their teacher most of the time, which is a positive sign for their language learning progress. However, it's worth noting that a significant minority still struggles with understanding the feedback at times, which could potentially hinder their learning. Therefore, it may be beneficial for teachers to find ways to make their feedback clearer and more understandable for all students.

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Options	Frequency	Percentage
a) Always	11	58 %
b) Sometimes	8	42%
c) Rarely	0	0%
d) Never	0	0%
Total	19	100%

Table 9. Feedback comprehension by students.

Question Item Five

How do you usually respond to the feedback you receive from your teacher?

Options	Frequency	Percentage
a) Use it to improve my writing	13	68.4%
b) Ignore it	6	31.6%
c) Get discouraged and give up	0	0%
d) Other (please specify)	0	0%
Total	19	100%

Table 10. Response of the students to feedback from their teachers

From the results of this question shown in table 10, we can see that the majority (68%) of students use the feedback they receive from their teacher to improve their writing, which can be a positive sign and an indication that they value the feedback they receive and are motivated

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to use it to develop their skills. On the other hand, 32% of the students ignore the feedback they receive, which is not ideal as they are missing out on an opportunity to improve their writing, but also suggests that there may be room for improvement in the way feedback is delivered or in students' understanding of its importance. It is also worth noting that none of the students get discouraged and give up in response to feedback, which is a positive sign that they are motivated to learn and improve. Overall, this suggests that the feedback provided by teachers is generally well-received by students and they are willing to use it to improve their writing.

3.2.3.3. Section Three: Feedback and Written Expression

Question Item One

How do you feel when you receive negative feedback on your writing?

Options	Frequency	Percentage
a) Motivated to improve	11	55%
b) Discouraged	6	30%
c) Angry	3	15%
d) Other (please specify)	0	0%
Total	20	100%

Table 11. Students' feelings about negative feedback

From the results presented in table 11, we can see that the majority of the students (55%) feel motivated to improve when they receive negative feedback on their writing. This indicates that they value constructive criticism and see it as an opportunity to learn and grow. On the other hand, 30% of the students feel discouraged when receiving negative feedback, which suggests that they may need additional support or encouragement from their teacher to help

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them overcome this feeling. Additionally, 15% of the students feel angry when receiving negative feedback, which could indicate that they struggle with accepting criticism or may need help in managing their emotions in response to feedback. Overall, it is important for teachers to be mindful of the different emotional responses that students may have to negative feedback and to provide appropriate support and guidance to help them navigate these feelings and use the feedback effectively to improve their writing skills.

Question Item Two

Do you feel that your teacher provides enough feedback on your writing?

Options	Frequency	Percentage
a) Yes, definitely	6	32%
b) Sometimes	11	58%
c) No, not enough	2	10%
Total	19	100%

Table 12. Frequency of feedback provided by teachers on student writing

From the responses that are interpreted in table 12, we can see that the majority of students (58%) feel that their teacher sometimes provides enough feedback on their writing, while 32% feel that their teacher definitely provides enough feedback. Only a small percentage of students (10%) feel that they do not receive enough feedback from their teacher. Based on these results, it may be useful for teachers to check in with their students to ensure they are providing the appropriate amount of feedback on writing assignments. This can help students feel more supported in their learning and ensure they are receiving the necessary feedback to improve their writing skills.

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Question Item three

How would you like your teacher to provide feedback on your writing?

Options	Frequency	Percentage
a) In written form (e.g. comments on the paper)	9	45%
b) In oral form (e.g. in class discussion)	3	15%
c) Both written and oral feedback	8	40%
d) No preference	0	0%
Total	20	100%

Table 13. Preferences on the types of feedback provided by the teacher

Based on table 13, we can see that a vast amount of the respondents (40%) prefer to receive both written and oral feedback on their writing, while the majority (45%) prefer written feedback only, which indicates that providing written feedback is crucial for most students. Only a small percentage (15%) prefers oral feedback alone. It's interesting to note that no one indicated a "no preference" response. This shows that students generally have a preference for the type of feedback they receive, which is important for teachers to consider when providing feedback. Additionally, the fact that a significant number of students prefer both written and oral feedback highlights the importance of varied feedback methods to cater to different learning styles and preferences.

Question Item Four

How do you think your teacher could provide more helpful feedback on your writing?

Options	Frequency	Percentage
a) Give more specific comments	8	32%
b) Provide examples of good writing	15	60%

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c) Meet with me one-on-one to discuss my writing	2	8%
d) Other (please specify)	0	0%
Total	25	100%

Table 14. Preferred ways of providing helpful feedback on writing

It's important to note that there were some students who provided multiple answers, indicating that there may be different preferences for feedback depending on the individual.

Based on the responses to this question that are represented in table 14, it seems that students generally feel that providing examples of good writing and giving more specific comments would be the most helpful ways for their teacher to provide feedback on their writing with 60% of the answers in favor of the first option and 32% of the answers are in favor of the option of giving more specific comments. This suggests that students may benefit from seeing concrete examples of what good writing looks like and having specific feedback on areas where they can improve. Additionally, the fact that only 8% of the answers suggested one-on-one meetings with the teacher may indicate that students feel that written feedback is more convenient or effective for them.

Question Item Five

How important do you think feedback from your teacher is in improving your written production?

It's important to note that there were some students who provided multiple answers, indicating that they might be conflicted on the importance of the feedback in improving written production

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Options		Frequency	Percentage
a)	Extremely important	9	43%
b)	Somewhat important	11	52%
c)	Not very important	1	5%
d)	Not important at all	0	0%
Total		21	100%

Table 15. Importance of feedback in improving written production

The majority of students (52% of the answers); as it is apparent in table 15; believe that feedback from their teacher is somewhat important in improving their written production, while 43% of the responses show that they consider it extremely important. Only 1 student (5%) stated that it is not very important. This indicates that students understand the importance of feedback and value its role in improving their writing skills. It also suggests that teachers should continue to provide feedback to their students, as it is highly valued and appreciated by them.

Question Item Six

How would you rate the quality of feedback provided by your teacher on your written assignments?

Options	Frequency	Percentage
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a) Excellent	2	10%
b) Good	9	48%
c) Satisfactory	6	32%
d) Poor	2	10%
e) Very poor	0	0%
Total	19	100%

Table 16. Students' ratings of the quality of feedback provided by their teacher

Based on table 16, the majority of the students (58%) rated the quality of feedback provided by their teacher as either Excellent or Good, while 42% rated it as Satisfactory or Poor. It's worth noting that no one rated the quality of feedback as Very poor. This suggests that while some students may feel that their teacher could provide more helpful feedback, the majority are satisfied with the feedback they receive. However, it's also possible that some students may not be comfortable providing negative feedback about their teacher's performance. Overall, it's important for teachers to regularly assess and improve the quality of feedback they provide to their students since a significant minority of students did not rate the feedback as good or satisfactory.

Question Item Seven

Do you find the feedback you receive from your teacher easy to understand and act upon

Options	Frequency	Percentage
a) Always	6	33%

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b) Often	9	50%
c) Sometimes	2	11%
d) Rarely	1	6%
e) Never	0	0%
Total	18	100%

Table 17. Ease of understanding and acting upon feedback from teacher

Based on table 17, it seems that the majority of students (83%) find the feedback they receive from their teacher easy to understand and act upon; with 33% reporting that they always find it easy and 50% reporting that they often find it easy. However, there are still a small number of students (17%) who sometimes, rarely, or never find the feedback easy to understand and act upon. It's important for teachers to provide clear, actionable feedback so students can use it to improve their writing. If a student has difficulty understanding and acting on feedback, they may not take full advantage of the teacher's input. Teachers should consider providing additional support, such as one-on-one conversations, to help these students better understand and apply the feedback they receive.

Question Item Eight

How do you typically respond to feedback provided by your teacher?

Options	Frequency	Percentage
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a) Act on it immediately	6	32%
b) Act on it after some time	10	53%
c) Sometimes act on it	2	10%
d) Rarely act on it	1	5%
e) Never act on it	0	0%
Total	20	100%

Table 18. Students' response to feedback provided by teacher

As it can be seen represented in table 18, 33% of students act on feedback immediately, while 53% act on it after some time, and only 15% of students rarely or never act on feedback provided by their teacher. From these results, we can see that the majority of students take the feedback provided by their teacher seriously and try to improve their writing based on that feedback. However, some students take a longer time to act on the feedback, which may indicate a need for additional support or clarification from the teacher. The small percentage of students who rarely or never act on feedback may suggest a lack of engagement or motivation, which could be addressed through additional strategies such as peer feedback or alternative forms of assessment.

Question Item Nine

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Have you ever asked your teacher for additional feedback or clarification on their comments?

Options	Frequency	Percentage
a) Yes, always	5	26%
b) Yes, sometimes	11	58%
c) No, never	3	16%
Total	19	100%

Table 19. Students' willingness to seek additional feedback from teachers

From the results shown in table 19, it can be inferred that a majority of the students (84%) have sought additional feedback or clarification from their teacher, either always or sometimes, indicating their desire to improve their writing, this is a positive sign, as it shows that students are taking an active role in their learning and are willing to seek help when needed. However, it is also worth noting that a small percentage of students (16%) have never asked their teacher for additional feedback, which may suggest a lack of engagement or motivation to improve their writing. It is important for teachers to encourage and support all students in seeking additional feedback to enhance their learning experience.

Question Item Ten

In your opinion, what are the most helpful types of feedback to receive on a written assignment?

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Options	Frequency	Percentage
a) Comments on grammar	4	14%
b) Comments on structure	9	31%
c) Comments on content	9	31%
d) Comments on formatting	6	21%
e) Other (please specify)	1(all of them)	3%

Table 20. Most helpful types of feedback on written assignments according to students

Based on table 20, it is evident that students find certain types of feedback particularly helpful when it comes to their writing. In fact, the majority of respondents (61%) cited comments on both structure and content as the most valuable feedback they receive. This suggests that students are seeking feedback that is more comprehensive in nature and goes beyond just pointing out errors in grammar or formatting. Interestingly, comments on formatting and grammar were still considered helpful by 21% and 14% of students, respectively.

It is worth noting that one student mentioned finding all types of feedback helpful, which indicates that students may benefit from feedback that addresses multiple aspects of their

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writing simultaneously. This further emphasizes the importance of providing holistic feedback that focuses on the overall organization and message of the piece, rather than just surface-level issues.

From what we have seen in the answers on this question, we can safely say that students place a high value on feedback that centers on the big-picture elements of their writing, such as structure and content. This highlights the need for teachers to prioritize providing feedback on these aspects of student writing in order to best support their growth and development as writers.

Question Item Eleven

Do you think your teacher's feedback has helped you to become a better writer?

Options	Frequency	Percentage
a) Strongly agree	7	39%
b) Agree	9	50%
c) Neutral	0	0%
d) Disagree	2	11%

Table 21. Student perception of teacher's feedback impact on writing improvement

It is to note that two students of the initially 20 students that were handed the questionnaires to refrained from answering this question thus the numbers and percentages.

According to the data collected and represented in table 21, the majority of students (89% of responses) agrees or strongly agrees that the feedback provided by their teacher has helped them become better writers. This indicates that the feedback given by the teacher is valuable

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and beneficial to most students. However, it is noteworthy that a small percentage of students (10%) disagree, suggesting that there may be room for improvement in the feedback provided to them.

Although this question only provides a general understanding of the students' perceptions, it is a positive sign that 89% of the responses suggest that students find the feedback helpful, more detailed feedback from students on what specific aspects of the feedback are most helpful or unhelpful to them was gained from previous questions in the questionnaire handed down to the students. This information could be used to improve the effectiveness of the feedback provided by the teacher and better support the writing development of all students.

3.1.4. Summary of the Findings

The results of the questionnaire offer numerous significant insights into how students view the comments their teachers make on their writing projects. The majority of students thought their teacher's input was generally helpful and acknowledged that it had improved their writing.

One of the key findings was that students would like their teacher to provide more specific comments on their writing assignments. Almost half of the students surveyed expressed this preference. This suggests that students would like more detailed feedback on their writing, which could help them to better understand where they need to improve.

Another significant conclusion was that the majority of students valued feedback on substance and structure the most. This is hardly surprising considering that they are two of the most important components of any written work. Feedback on formatting and grammar, however, was viewed as being less significant, which may indicate that students are more concerned with the structure and content of their writing than with its mechanics.

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It's interesting to note that the majority of students said they normally respond to input from teachers by acting on it either right away or later. A tiny percentage of students did, however, say that they act on criticism little or never. This shows that some students might not fully comprehend or be able to apply the comments they receive to their writing.

Finally, most students reported that they asked their teacher for further feedback or clarification of their comments. This is encouraging; as it suggests that students are proactive in improving their writing and willing to seek additional help when they need it.

In conclusion, the results indicate that students value their teacher's feedback and think it has aided in their growth as writers. But it is also important to make sure that students properly comprehend and are able to implement the feedback they get, as well as a demand for more detailed input.

3.2. Teachers' Questionnaire

3.2.1. Administration and Aim of the Teachers' Questionnaire

The Teachers' Questionnaire was administered to 6 English language teachers who teach the "writing expression" module at university. The aim of this questionnaire was to gather information on the teachers' feedback practices in written expression and their perspectives on the importance and effectiveness of written feedback in improving students' writing skills. The questionnaire is divided into three sections: General Information, Feedback, and Feedback and Written Expression. The data collected from this questionnaire will be analyzed to identify patterns and trends in the teachers' feedback practices, and to discuss the findings in the context of current research on feedback in language teaching.

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3.2.2. Description of Teachers' Questionnaire

The questionnaire for teachers consists of three sections. The first section asks for general information about the teacher, including their gender, how long they have been teaching English at the university, and how long they have been teaching the "writing expression" module.

The second section focuses on feedback, asking teachers to define written feedback and rate its importance in improving learners' written production. It also asks what types of written feedback they provide, how often they provide it, and how they prioritize which aspects of a student's writing to provide feedback on. Finally, it asks how teachers balance providing feedback on errors with providing positive feedback and what common mistakes learners make in their writing.

The third section explores the relationship between feedback and written expression. Teachers are asked how they tailor feedback to individual students' needs and abilities, how they provide feedback on larger aspects of writing such as organization and structure, and how written feedback can improve learners' motivation and confidence in writing. It also asks how teachers encourage students to act on feedback and what challenges they face in providing effective written feedback to their students. Finally, it asks what improvements could be made to the feedback process to better support learners' written production.

3.2.3. Analysis of the Teachers' Questionnaire

3.2.3.1. Section One: General Information

Question Item One

Would you please specify your gender?

Options	Frequency	Percentage
a) Male	2	33%

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b) Female	4	67%
Total	6	100

Table 22. Teachers' genders

Table 22 shows that 67% of the sample, or the majority of the teachers who responded to the questionnaire, were female. In contrast, just 33% of the sample was male teachers. The study of the questionnaire's responses could go further in examining whether there are gender-based disparities in how teachers address the problem of giving students written feedback.

Question Item Two:

How long have you been teaching English at University?

According to the answers on the questionnaire, the replies for how long teachers have been teaching English at universities ranges from 4 to 21 years, with an average of about 10 years. This indicates that the poll participants have a long of expertise instructing English at the university level.

Question Item Three

For how long years have you been teaching "written expression" module?

According to the responses, the teachers have been teaching the "written expression" module for somewhere between one and seven years. The two most frequent answers were 2 and 5 years. Although some of the teachers have only taught this module for one or two years, others have been doing so for a longer time, it appears that they have a decent degree of expertise doing so. It is significant to note that a teacher's approach to giving written feedback to students may vary depending on how long they have been teaching the "written expression"

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module. Less experienced instructors may still be perfecting their feedback tactics, whereas more experienced teachers may have created more useful ones.

3.2.3.2. Section Two: Feedback

Question Item One

How do you define written feedback?

Options	Frequency	Percentage
a) Comments on content only	1	11%
b) Comments on grammar and mechanics only	1	11%
c) Comments on both content and grammar/mechanics	6	67%
d) Other (please specify)	1 (style of writing)	11 %

Table 23. Definition of written feedback

Based on the responses shown in table 23, we can see that all six teachers included comments on both content and grammar/mechanics in their definition of written feedback. Two of the teachers (22%) also mentioned providing feedback on either content or grammar/mechanics only, while one teacher (11%) mentioned style of writing as another factor to consider in their definition. This suggests that a comprehensive approach to written feedback that addresses both content and grammar/mechanics is considered important by the teachers surveyed.

Question Item Two

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How important do you think written feedback is in improving learners' written production?

Options	Frequency	Percentage
a) Very important	6	100%
b) Somewhat important	0	0%
c) Not very important	0	0%
d) Not at all important	0	0%

Table 24. Teachers' perception on the importance of written feedback in improving learners' written production.

As we can see from table 24, 100% of the responses to this question rated written feedback as "very important" in improving learners' written production. This indicates that teachers recognize the value of providing feedback to students in order to help them improve their writing skills.

Question Item Three

What types of written feedback do you provide to your students?

Options	Frequency	Percentage
a) Comments	1	14 %
b) Corrections	0	0%
c) Suggestions	1	14%
d) A combination of the above	5	72%

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e) Other (please specify)	0	0%
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Table 25. Types of written feedback provided to students by teacher

From table 25 above, it can be seen that the majority of responses (72%) say that teachers provide a combination of comments, corrections, and suggestions in their written feedback. Only a small percentage of responses (28%) suggest that they provide either comments or suggestions alone. No teachers reported providing corrections as their sole type of written feedback. Overall, it seems that teachers prioritize a comprehensive approach to written feedback, incorporating a variety of types to help improve their students' written production.

Question Item Four

How often do you provide written feedback to your students?

Options	Frequency	Percentage
a) After every assignment	4	67%
b) After every other assignment	2	33%
c) Once a month	0	0%
d) Other (please specify)	0	0%
Total	6	100%

Table 26. Frequency of written feedback provided to students by teachers

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Based on table 26 above, it is safe to say that 67% of the teachers provide written feedback to their students after every assignment, while the remaining 33% provide feedback after every other assignment. None of the teachers indicated providing feedback once a month or at other intervals. This suggests that providing feedback on a regular and consistent basis is important to these teachers, as it allows students to receive feedback and make revisions in a timely manner.

Question Item Five

How do you prioritize which aspects of a student's writing to provide feedback on?

Feedback Aspect	Ranked 1 st	Ranked 2 nd	Ranked 3 rd	Ranked 4 th
a) Grammar/mechanics	1	2	-	1
b) Content	1	-	1	1
c) Organization	1	2	-	1
d) Structure	-	1	2	2

Table 27. Prioritization of feedback aspects in students' writing by teachers

From the table above, it can be seen that there is no consensus among the teachers on the prioritization of feedback aspects in students' writing. Each aspect received first ranking at least once, indicating that each teacher has their own approach and emphasis on different aspects of writing. However, it is noteworthy that grammar/mechanics, content, and organization received the highest total number of top rankings, indicating that these aspects are generally considered important in providing written feedback.

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3.2.3.3. Section Three: Feedback and Written Expression

Question Item One

How do you balance providing feedback on errors with providing positive feedback?

Options	Frequency	Percentage
a) I focus more on errors than positive feedback	0	0%
b) I provide equal amounts of both	2	33%
c) I focus more on positive feedback than errors	4	67%
d) Other (please specify)	0	0
Total	6	100%

Table 28. Teachers' approach to balancing feedback on errors and positive feedback

As shown in the responses represented in table 28, the majority of the teachers (67%) in this study reported focusing more on providing positive feedback than on errors. Only 33% reported providing equal amounts of both positive and negative feedback. None of the teachers reported focusing solely on providing feedback on errors. This indicates that teachers in this study prioritize providing constructive feedback to encourage and motivate their students to improve their writing skills.

Question Item Two

In your experience, what are some common mistakes that learners make in their writing?

Options	Frequency	Percentage
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a) Grammar/mechanics errors	5	22%
b) Spelling errors	6	26%
c) Sentence structure errors	6	26%
d) Vocabulary errors	5	22%
e) Other (please specify)	1 (use Arabic style which is in contrast to native English)	4%
a) Grammar/mechanics errors	23	100%

Table 29. Common writing mistakes reported by teachers

Based on the responses depicted in table 29, the most commonly reported writing mistakes made by learners are spelling errors and sentence structure errors, with 52% of the responses being each. 44% of the answers suggest grammar/mechanics errors and vocabulary errors as common mistakes, while 4% of the responses suggest a different mistake related to the use of Arabic style in contrast to English. It's important for teachers to be aware of the common mistakes that learners make in their writing, as this can inform their feedback and teaching strategies to better target these areas of weakness. By focusing on these common mistakes, teachers can provide more effective feedback to help learners improve their writing skills.

Question Item Three

How do you tailor your feedback to individual students' needs and abilities?

Options	Frequency	Percentage
a) I provide the same feedback to all students	0	0%
b) I provide different feedback to students based on their needs and abilities	6	100%
c) Other (please specify)	0	0%
Total	6	100%

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Table 30. Tailoring feedback to individual students' needs and abilities

As table 30 shows, all 6 teachers (100%) stated that they provide different feedback to students based on their needs and abilities. This shows that teachers are aware of the importance of tailoring feedback to individual students in order to effectively improve their writing skills.

Question Item Four:

How do you provide feedback on larger aspects of writing, such as organization and structure?

Options	Frequency	Percentage
a) I provide general feedback only	1	14%
b) I provide specific feedback on how to improve organization and structure	6	86%
c) Other (please specify)	0	0%
Total	7	100%

Table 31. Feedback on Larger Aspects of Writing

We can see in table 31 that the majority of responses (86%) state that teachers provide specific feedback on how to improve organization and structure in their students' writing. Only one teacher (14 %) provides general feedback only in addition to specific feedback. This suggests that teachers prioritize providing students with actionable feedback to improve their writing skills, rather than simply providing general comments. Providing specific feedback on organization and structure can help students understand how to better structure their ideas and arguments, resulting in stronger and more effective writing.

Question Item Five

What role do you think written feedback plays in improving learners' motivation and confidence in writing?

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Options	Frequency	Percentage
a) Very important	5	83%
b) Somewhat important	1	17%
c) Not very important	0	0%
d) Not at all important	0	0%

Table 32. Importance of written feedback in improving learners' motivation and confidence in writing

As it is demonstrated in table 32, the majority of the teachers (83%) believe that written feedback plays a very important role in improving learners' motivation and confidence in writing. This indicates that teachers recognize the value of providing constructive feedback as a means of encouraging students to continue to work on their writing skills and build their confidence. The fact that no teacher selected "not very important" or "not at all important" suggests that written feedback is widely seen as a crucial aspect of writing instruction.

Question Item Six

How do you encourage students to act on your feedback and improve their writing?

Options	Frequency	Percentage
a) I do not actively encourage students to act on feedback	1	10%
b) I discuss feedback with students in class	4	40%
c) I provide examples of how to improve writing based on feedback	5	50%

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d) Other (please specify)	0	0%
Total	10	100%

Table 33. Strategies for encouraging students to act on feedback

As it is demonstrated by table 33 above, (40%) of answers suggest that teachers discuss feedback with their students in class, and half the answers (50%) prove that teachers provide examples of how to improve writing based on feedback. This suggests that providing opportunities for students to discuss feedback and giving concrete examples of how to apply it are effective strategies for encouraging students to act on feedback and improve their writing. However, it is concerning that 10% of the answers were voted for “I do not actively encourage students to act on feedback” which means that one teacher does not actively encourage students to act on feedback, which may limit the impact of their feedback on student learning and improvement.

Question Item Seven

What challenges do you face in providing effective written feedback to your students?

Options	Frequency	Percentage
a) Time constraints	4	36%
b) Difficulty in providing specific feedback	2	18%
c) Difficulty in motivating students to act on feedback	5	46%
d) Other (please specify)	0	0%

Table 34. Challenges faced in providing effective written feedback to students

Based on the responses to this question that are portrayed in table 34, the main challenge faced by teachers in providing effective written feedback is difficulty in motivating students to act on feedback with 46% of the responses depicting that as a challenge. Time constraints and

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difficulty in providing specific feedback were also identified as challenges by 36% and 18% of the responses, respectively. It is important for teachers to address these challenges in order to provide meaningful and impactful feedback to students that lead to improvements in their writing.

Question Item Eight

What improvements could be made to the feedback process to better support learners' written production?

Options	Frequency	Percentage
a) More training for teachers on providing effective feedback	5	38%
b) More time allocated for providing feedback	4	31%
c) More focus on positive feedback	4	31%
d) Other (please specify)	0	0%
Total	13	100%

Table 35. Teacher responses on improving feedback process for learners' writing

As it is shown in table 35, 38% of the responses suggest that more training for teachers on providing effective feedback could improve the feedback process. This indicates that teachers may not feel fully equipped to provide effective feedback and could benefit from additional professional development.

Additionally, 62% suggested that more time allocated for providing feedback or more focus on positive feedback could be helpful. This suggests that time constraints and the balance between positive and negative feedback may be areas for improvement in the feedback process.

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3.3. Discussion of the Findings

The results of the questionnaire suggest that the six teachers who participated in the survey tend to provide a mix of positive and constructive feedback to their students. Common mistakes made by learners in their writing were identified as spelling, grammar/mechanics, sentence structure, and vocabulary errors. The majority of the teachers indicated that they tailor their feedback to individual students' needs and abilities, and they provide specific feedback on how to improve organization and structure in writing. The teachers also generally view written feedback as very important for improving learners' motivation and confidence in writing.

In terms of encouraging students to act on feedback, the most common approach reported by the teachers was to provide examples of how to improve writing based on feedback. However, some of the teachers faced challenges in providing effective written feedback, particularly in motivating students to act on feedback. To improve the feedback process, the most commonly suggested improvements were more training for teachers on providing effective feedback and more time allocated for providing feedback.

3.4. Recommendations

Investigate the impact of different types of feedback: Explore the effects of different feedback approaches, such as audio or video feedback, peer feedback, or automated feedback systems. Compare their effectiveness in improving writing skills and language development.

Examine the role of technology in feedback: Investigate how technology can enhance the feedback process, such as using AI-powered tools to provide personalized feedback, online platforms for collaborative feedback, or real-time feedback during the writing process.

Explore cross-cultural aspects of feedback: Investigate how feedback practices differ across cultures and the impact of cultural factors on students' response to feedback. This could provide insights into culturally sensitive feedback approaches and strategies.

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Long-term impact of feedback: Examine the long-term effects of feedback on language development and academic achievement. Follow up with students over an extended period to assess how feedback influences their writing skills and academic progress over time.

Conclusion

Based on the analysis of both the students' and teachers' questionnaires, it is evident that feedback plays a critical role in improving learners' writing skills, the majority of students reported that they found written feedback helpful, particularly when it was specific and included examples. Teachers also agreed that providing specific feedback was essential, and they made an effort to tailor their feedback to individual students' needs and abilities. However, providing effective feedback can be challenging for teachers, particularly due to time constraints and difficulty motivating students to act on feedback. Teachers recommended that more training on providing effective feedback and more time allocated for providing feedback would improve the feedback process.

Overall, it is clear that providing effective feedback requires a balance between focusing on errors and providing positive feedback, tailoring feedback to individual students' needs and abilities, and providing specific feedback that includes examples. While providing feedback can be challenging, it plays a crucial role in improving learners' motivation, confidence, and writing skills. Therefore, it is essential to continue exploring ways to improve the feedback process and support learners' written production.

General Conclusion

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General Conclusion

To sum everything that has been explained up, good writing skills and feedback are critical components of language development and academic achievement. Feedback is an important tool for learners since it helps them understand their strengths, weaknesses and opportunities for improvement. It can come from a variety of sources, including instructors, classmates, and self-evaluation. Timely, detailed, and actionable feedback is critical, with an emphasis on the learning process rather than the finished result. Positive feedback increases motivation and engagement, whilst negative feedback directs learners to improve.

Writing, being a complex skill, entails a number of phases, techniques, and obstacles. Pre-writing, organizing, drafting, rewriting, and editing are all important steps in generating well-written texts. To successfully explain ideas, academic writing demands order, clarity, consistency, and suitable word choice. Different writing styles provide ways for improving writing abilities, and teachers play an important role in assisting students in overcoming problems through teaching and feedback.

The analysis of student and teacher questionnaires emphasizes the importance of written feedback in improving learners' writing skills. The data revealed that students highly valued written comments, especially when it was explicit and supplemented by examples. Teachers understood the need of delivering individualized feedback that met the needs and skills of individual students. However, the difficulties associated with delivering good feedback, such as time limits and persuading students to act on the input were also obvious. Teachers felt that greater training on how to provide effective feedback, as well as dedicating more time for feedback giving, would improve the feedback process.

Overall, the findings highlight the interconnection of feedback and writing abilities in language development. Learners can improve their language competence and academic results by implementing effective feedback techniques and establishing strong writing skills. Teachers

General Conclusion

must continue to look for methods to improve the feedback process, provide educators with proper training and resources, and provide a climate that encourages students' written creation.

Finally, the outcomes of the study emphasize the importance of feedback and excellent writing abilities in language acquisition and academic environments. Educators may establish an environment that encourages growth, development, and successful communication by understanding the value of feedback, using suitable writing styles, and giving focused help.

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Appendices

Appendices

Appendix one: The Teachers' Questionnaire

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohammed Kheider University. Biskra
Faculty of Letters and Foreign Languages
Department of Foreign languages
Branch of English

Questionnaire for teachers

Dear Teacher,

You are invited to participate in a research study that aims to investigate the role of teacher's written feedback in improving learners' written production. This questionnaire is designed to gather your opinion and experience regarding the feedback you provide to your English language students.

Please read the following questions carefully and choose the answer that best reflects your opinion. There are no right or wrong answers, so please be honest in your responses. Your participation in this study is voluntary, and all responses will be kept confidential.

Thank you for taking the time to participate in this study. Your feedback is important and will be used to enhance our understanding of the role of teacher's written feedback in improving learners' written production.

Section One: General Information

1. Would you please specify your gender:

c) Male

d) Female

2. How long have you been teaching English at University?

..... (years)

3. For how many years have you been teaching “written expression” module?

..... (years)

Section Two: Feedback

1. How do you define written feedback?

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- a) Comments on content only
- b) Comments on grammar and mechanics only
- c) Comments on both content and grammar/mechanics
- d) Other (please specify)

2. How important do you think written feedback is in improving learners' written production?

- a) Very important
- b) Somewhat important
- c) Not very important
- d) Not at all important

3. What types of written feedback do you provide to your students?

- a) Comments
- b) Corrections
- c) Suggestions
- d) A combination of the above
- e) Other (please specify)

4. How often do you provide written feedback to your students?

- a) After every assignment
- b) After every other assignment
- c) Once a month
- d) Other (please specify)

5. How do you prioritize which aspects of a student's writing to provide feedback on?

- a) Grammar/mechanics
- b) Content
- c) Organization
- d) Structure
- e) Other (please specify)

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Section Three: Feedback and Written Expression

6. How do you balance providing feedback on errors with providing positive feedback?

- a) I focus more on errors than positive feedback
- b) I provide equal amounts of both
- c) I focus more on positive feedback than errors
- d) Other (please specify)

7. In your experience, what are some common mistakes that learners make in their writing?

- a) Grammar/mechanics errors
- b) Spelling errors
- c) Sentence structure errors
- d) Vocabulary errors
- e) Other (please specify)

8. How do you tailor your feedback to individual students' needs and abilities?

- a) I provide the same feedback to all students
- b) I provide different feedback to students based on their needs and abilities
- c) Other (please specify)

9. How do you provide feedback on larger aspects of writing, such as organization and structure?

- a) I provide general feedback only
- b) I provide specific feedback on how to improve organization and structure
- c) Other (please specify)

10. What role do you think written feedback plays in improving learners' motivation and confidence in writing?

- a) Very important
- b) Somewhat important
- c) Not very important
-

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d) Not at all important

11. How do you encourage students to act on your feedback and improve their writing?

- a) I do not actively encourage students to act on feedback
- b) I discuss feedback with students in class
- c) I provide examples of how to improve writing based on feedback
- d) Other (please specify)

12. What challenges do you face in providing effective written feedback to your students?

- a) Time constraints
- b) Difficulty in providing specific feedback
- c) Difficulty in motivating students to act on feedback
- d) Other (please specify)

13. What improvements could be made to the feedback process to better support learners' written production?

- a) More training for teachers on providing effective feedback
- b) More time allocated for providing feedback
- c) More focus on positive feedback
- d) Other (please specify)

Thank you for taking the time to complete this questionnaire.

Appendix Two: Students' Questionnaire

People's Democratic Republic of Algeria

Appendices

Ministry of Higher Education and Scientific Research

Mohammed Kheider University, Biskra

Faculty of Letters and Foreign Languages

Department of Foreign languages

Branch of English

Questionnaire for students:

Dear Student,

You are invited to participate in a research study that aims to investigate the role of teacher's written feedback in improving learners' written production. This questionnaire is designed to gather your opinion and experience regarding the feedback you receive from your English language teachers.

Please read the following questions carefully and choose the answer that best reflects your opinion. There are no right or wrong answers, so please be honest in your responses. Your participation in this study is voluntary, and all responses will be kept confidential.

Thank you for taking the time to participate in this study. Your feedback is important and will be used to enhance our understanding of how feedback can improve learners' written production.

Section One: General Information.

1. Would you please specify your gender?

a) Male

b) Female

2. The choice of learning English at university was:

f) Your own choice

g) Your parent's choice

h) Someone's advice

3. Do you like learning English language?

a) Yes

b) No

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If yes, is it because:

- a) You need it for educational and research purposes
- b) Your job role requires it.
- c) You need it for online purposes
- d) You need it for traveling purposes
- e) You need it because it as a global language
- f) All of them

If others, please specify

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Section Two: Feedback.

1. How often do you receive written feedback on your written production?

- a) Almost every he
- b) Sometimes
- c) Rarely
- d) Never

2. How helpful do you find the feedback you receive from your teacher?

- a) Extremely hel
- b) Somewhat hel
- c) Not very helpf
- d) Not helpful at

3. What kind of feedback do you prefer to receive from your teacher?

- a) Positive feedback
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- b) Negative feedback
- c) Both positive and negative feedback
- d) No preference

4. Do you usually understand the feedback you receive from your teacher?

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

5. How do you usually respond to the feedback you receive from your teacher?

- a) Use it to improve my writing
- b) Ignore it
- c) Get discouraged and give up
- d) Other (please specify)

Section Three: Feedback and Written Expression

1. How do you feel when you receive negative feedback on your writing?

- a) Motivated to improve
- b) Discouraged
- c) Angry
- d) Other (please specify)

2. Do you feel that your teacher provides enough feedback on your writing?

- a) Yes, definitely
- b) Sometimes
- c) No, not enough

3. How would you like your teacher to provide feedback on your writing?

- a) In written form (e.g. comments on the page)

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- b) In oral form (e.g. in class discussion)
- c) Both written and oral feedback
- d) No preference

4. How do you think your teacher could provide more helpful feedback on your writing?

- a) Give more specific comments
- b) Provide examples of good writing
- c) Meet with me one-on-one to discuss my writing
- d) Other (please specify)

5. How important do you think feedback from your teacher is in improving your written production?

- a) Extremely important
- b) Somewhat important
- c) Not very important
- d) Not important at all

6. How would you rate the quality of feedback provided by your teacher on your written assignments?

- a) Excellent
- b) Good
- c) Satisfactory
- d) Poor
- e) Very poor

7. Do you find the feedback you receive from your teacher easy to understand and act upon?

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

8. How do you typically respond to feedback provided by your teacher?

- a) Act on it immediately
- b) Act on it after some time
- c) Sometimes act on it
- d) Rarely act on it
- e) Never act on it

9. Have you ever asked your teacher for additional feedback or clarification on their comments?

- a) Yes, always
- b) Yes, sometimes
- c) No, never

10. In your opinion, what are the most helpful types of feedback to receive on a written assignment?

- a) Comments on grammar
- b) Comments on structure
- c) Comments on content
- d) Comments on formatting
- e) Other (please specify)

11. Do you think your teacher's feedback has helped you to become a better writer

- a) Strongly agree
- b) Agree
- c) Neutral
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d) Disagree

Thank you for taking the time to complete this questionnaire.

Abstract

ملخص البحث

يبحث هذا البحث في تأثير ملاحظات المعلم على تحسين مخرجات الكتابة للمتعلمين غير الناطقين باللغة الإنجليزية. يحلل تأثير التعليقات على المنتجات المكتوبة للمتعلمين ، ويدرس مناهج التعليق المستخدمة من قبل المعلمين ويعالج الصعوبات المحتملة المتعلقة بالتغذية الراجعة. تم استخدام المنهج الوصفي النوعي وتم الحصول على البيانات من خلال استبيانات من 20 طالب وطالبة و 10 مدرسين في جامعة محمد خيدر بسكرة. تؤكد النتائج على الحاجة إلى تقديم ملاحظات دقيقة ومحددة وفي الوقت المناسب ، مدعومة بأمثلة. أصبح المعلمون على دراية بالحاجة إلى تقديم ملاحظات شخصية للطلاب. ومع ذلك ، تم تحديد قيود الوقت ودوافع الطلاب للنظر في النقد على أنها مشاكل. تسلط هذه الدراسة الضوء على الرابط بين التغذية الراجعة ومهارات الكتابة ، وتسلط الضوء على إمكانات المتعلمين لتحسين إتقانهم للغة وإنجازهم الأكاديمي من خلال التغذية الراجعة الفعالة ومهارات الكتابة القوية. إنه يوضح أن هناك حاجة إلى تدريب وموارد أفضل لتحسين عملية التغذية الراجعة. تساهم هذه الدراسة في فهمنا لأهمية التغذية الراجعة ومهارات الكتابة الفعالة في تعلم اللغة والمواقف الأكاديمية.

الكلمات المفتاحية: ملاحظات المعلم ، الإنتاج الكتابي ، متعلمي اللغة الإنجليزية كلغة أجنبية ، تقنيات التغذية الراجعة ، إتقان

اللغة ، الأداء الأكاديمي.