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The Impact of Teacher Feedback on Students' Writing Performance The Case of Master One Students At Mohamed Khider University of Biskra

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Dedication

*At first, we thank Allah the almighty for giving us
Strength to finish this work.*

*I dedicate this work to my parents who supported
Me during my study journey.*

*My husband who encouraged me in my master's degree
Journey*

*This achievement would not have been possible without
The support and contribution of my dearest family.*

*To everyone who helped me complete my work and
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Abstract

This study explores how teacher feedback improves the writing skills of Master one students at Mohamed Khider University of Biskra. We aim to understand the role of teacher feedback and hypothesize that it significantly enhances students' writing abilities. Using a descriptive research method, we collect data through questionnaires given to 26 learners and teachers. The purpose of this research is to examine the impact of teacher feedback on improving students writing skills. The study provides best insights, effective methods and strategies that educators employ to support the development of students' level in academic writing. Overall, the study highlights the importance of teacher feedback in developing students' writing skills and suggests that educational institutions should support teachers in providing effective feedback. The results show that students find teacher feedback crucial for identifying strengths and weaknesses in their writing. They appreciate detailed and personalized comments. Teachers believe that timely and specific feedback encourages critical thinking and improves writing. However, they also face challenges such as time constraints. The conclusion drawn from this research is that incorporating structured teacher feedback into the curriculum can be a valuable strategy to enhance student's writing proficiency and prepare them for academic and professional achievement.

Keywords: academic writing, teacher feedback, M1 EFL University of Biskra

List of Abbreviations

EFL: English as a Foreign Language.

Q: Question.

FS: feedback about the self as a person

FR: feedback about self-regulation

FP: feedback about the processing of the task

FT: feedback about the task

%: Percentage.

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Introduction

Introduction

Teaching is a professional practice that involves the facilitation of learning and the dissemination of knowledge, skills and values to learners. A complex process requires a deep understanding of pedagogy and effective communication strategies.

Teacher plays a crucial part in knowledge acquisition and dissemination. Teachers are responsible for designing and delivering curriculum, ensuring that students have access to comprehensive various subject through, their expertise and pedagogical approaches ,they are able to break down complex topics, make learning engaging and foster deeper understanding among their students.

Effective feedback from teachers can have a profound impact on students learning outcomes.it provides them with constructive insights that enables them to refine their skills, deepen their understanding of the subject matter, and cultivates a growth mindset. When delivered in a thoughtful and constructive manner, teacher feedback empowers students to take an active role in their own learning journey.

This research aims to explore the impact of teacher feedback and how it can be effectively used to enhance students writing abilities. The study delves deeper into the various methods (direct, indirect) providing practical insights and strategies (traditional, modern) for both teachers and learners. Significantly, teachers contribute to the academic and personal growth of their students.

Statement of the problem

Teacher feedback has a direct impact on student achievement that has a great role to guide the learners to develop their ability of academic writing. Not only investigate innovative approaches to teacher feedback but also facilitates the improvement in students writing performance.

Despite, the importance of teacher feedback in proving students writing performance, there is a lack of effective feedback strategies that address individual student needs. In addition, there is a fail to establish clear goals for improvement writing process and it does not provide actionable suggestions for progress.

Teacher provides guidance on how to improve various aspects of writing such as organization, clarity, coherence, grammar, vocabulary and style.

This project aims to understand the impact of teacher feedback on student academic writing.

Aim of the study

The study focuses on the value of teacher feedback and its role in improving writing achievement. Furthermore, it emphasizes the importance of feedback, methods, and strategies in the teaching-learning process.

The Feedback allows teachers to analyze students writing to identify their strengths and weaknesses. These are the main aims of the study:

- Investigating the effectiveness of different types of teacher feedback.
- Helping students to improve their grammar, vocabulary, and spelling.
- Providing recommendations and guidelines for educators to optimize the use of teacher feedback to foster improvements in students writing skills.
- Promoting critical thinking skills to think deeper about their ideas, arguments, and evidence.

Research questions

This study essays to answer the following questions:

1. What are the writing sub-skills that student has to acquire?
2. What are the proposed teacher's feedback strategy activities for teaching students?
3. How do different forms of feedback influence students writing development and their overall learning experience?
4. To what extent the quality of teacher feedback does affect student's ability to revise their written work?

Hypothesis

Based on the mentioned questions, we hypothesize after formulating this research hypothesis:

If EFL students use teacher feedback correctly, they will write academically.

Significance of the study

The impact of teacher feedback on improvement students' writing skills is crucial for enhancing education outcomes, fostering student's growth, and preparing learners for lifelong success. It can provide valuable insights for educators. Teacher feedback allows students to refine their writing techniques and enhance their overall writing competence. Furthermore, this study sheds light on the effect of teacher feedback and how they can be used effectively in the classroom to promote the learning process.

Research methodology and data gathering tools

In order to analyze the current research, we use the descriptive method. This method makes researchers delve into the specific types of feedback that provides by teachers, the frequency, timing of feedback, the student's perceptions and reactions to the feedback.it facilitates the exploration of the contextual factors that shape the effectiveness of teacher feedback. This study will deal with two questionnaires that will be handed to both EFL teachers(two members) and learners(26 learners) for the sake of investigating students attitudes and perspectives toward their teacher's feedback and investigating teacher perception about the effectiveness of feedback in enhancing a learner's writing skills. The collected data are intended to identify teacher feedback, and how and when it should be provide. The target population for this study is master one students of English at the University Mohamed Khider of Biskra for the academic year 2023-2024 (the LMD system).

Structure of the study

The current research is divided into three chapters. The first two chapters will deal with theoretical aspects, while the third chapter will focus on the practical aspect. The first section will delve in to academic writing, their definitions, characteristics, difficulties and problems of writing and its importance. The second section will concern with teacher feedback, definitions, forms, types and significance. This section consist with the focus of feedback in the four level then, how might a teacher prepare pupil for receiving feedback ending with benefits of effective feedback. We finalize with third chapter, which is practical part that deals with the interpretation and analysis of the collection data from students and teachers questionnaires.

CHAPTER ONE

Academic writing

CHAPTER ONE Academic writing

Introduction

Academic writing is a formal and structured style communication that is essential for success in the educational and research domains. Academic writing serves as a fundamental tool for students across all disciplines including EFL learners to develop academic writing skills. This section provides several of academic writing, its characteristics and its importance.

1.1 Writing

1.1.1 Definitions of Writing

According to White and Arndt (1991), writing involves assembling letters to form words, words to create sentences, and sentences to construct paragraphs, potentially resulting in larger compositions like books. It serves as a means to convey thoughts, emotions, opinions, and positions through the visual symbols of a language system.

Nunan (2003) suggests that writing is a mental exercise of generating ideas and contemplating how to articulate and organize them into coherent statements and paragraphs for clear comprehension by readers. This implies that writers must effectively convey their thoughts and structure them logically.

Furthermore, writing commits to specific conventions governing grammar, syntax, punctuation, and spelling, necessitating proficiency in various linguistic and compositional skills. It represents the transformation of abstract concepts or emotions into tangible written text.

White and Arndt (1991) also emphasize the intellectual effort required in writing, involving the generation of ideas, planning, goal setting, continuous monitoring, and evaluation of content and precise language usage to convey intended meanings.

Gaith (2002) describes writing as a multifaceted process enabling writers to delve into thoughts and ideas, rendering them tangible on paper. It offers a unique avenue for idea exploration and knowledge acquisition, facilitating clearer expression of thoughts.

Combining these perspectives, writing emerges as a cognitive endeavor aimed at expressing ideas, emotions, and viewpoints using the language's visual symbols while adhering to its rules and employing effective cognitive processes to ensure comprehension by readers.

1.1.2 The Importance of the Writing Skill

Effective writing holds immense significance across personal, academic, and professional realms, serving as a crucial avenue for individuals to articulate their thoughts, ideas, and perspectives, particularly for those who may struggle with oral expression, as noted by McArthur et al. (2008) who assert that "writing provides an important means of personal self-expression." It enables the manifestation of students' cognitive processes, offering clarity and insight into their reflections. Additionally, it streamlines the evaluation process for both educators and students during assessments and exams, as students translate their knowledge into tangible, persuasive written responses.

Writing stands as a pivotal skill, capable of transmuting thoughts, ideas, and emotions across diverse contexts. Rogers (2005) underscores its cultural significance, state that "Writing is one of the most significant cultural accomplishments of human beings," enabling the preservation and transmission of information and narratives beyond immediate circumstances. It transcends temporal and spatial constraints, empowering individuals to convey complex sentiments and concepts with clarity.

A notable attribute of writing is its permanence, endowing it with a distinct advantage over other forms of expression. This permanence underscores its paramount role in assessment, as highlighted by Bacha (2002), who emphasizes its centrality in academic evaluations, reports, and research endeavors. Furthermore, writing serves as a platform for honing communicative skills, thereby equipping students with essential competencies for their future professional endeavors, as noted by Coffin et al. (2003), who enumerates several reasons for engaging students in writing activities:

- As a means of assessment.
- As a catalyst for critical thinking.
- To extend learning beyond traditional lectures.
- To enhance communication skills.

1.2 Academic Writing

Once the skill of writing is established, it becomes essential to delineate a more scholarly variant known as academic writing.

1.2.1 Defining Academic Writing

Academic writing, broadly speaking, denotes a formal style of writing typically crafted within an educational or scholarly context, aimed at imparting scientific knowledge. A more nuanced definition offered by Labaree (2009) characterizes academic writing as a mode of expression utilized by researchers to delineate the intellectual parameters of their disciplines and specialized areas of expertise. Labaree further posits that it serves to articulate agreed-upon meanings surrounding intricate ideas or concepts for an audience of scholarly peers.

Various perspectives exist regarding the concept of academic writing. Hillard and Harris (2003) reject the notion of academic writing as a singular, uniform discourse, highlighting instead its intertextual and citational qualities. Aitchison and Lee (2006) corroborate this viewpoint, asserting that academic writing is embedded within a network of social, institutional, and peer relations, involving readers, reviewers, teachers, and examiners. Hillard and Harris argue that academic writing typically responds to existing texts, underscoring its integrative nature. Thus, academic writing is not an isolated endeavor; it necessitates careful consideration of the audience, their expectations, and a defined purpose. The academic writer engages with existing knowledge on the subjects before formulating their own perspective. Failure to inform or present a cogent argument risks falling short of the academic reader's expectations.

According to Foster and Russell, Written communication is vital for the sustained operation and future progress of significant institutions, such as professional, governmental, industrial, and commercial organizations, which increasingly rely on specialized written communication in a global context. (Foster & Russell, 2002, p. 1)

According to L.Irvin (2010), he stated that Academic writing is a style of writing commonly used in higher education institutions. It focuses on communicating information and ideas to a specific academic audience. Many students struggle with academic writing when they first start college because it is a skill that needs to develop. Academic writing is crucial as it helps improve students' communication and critical thinking abilities. To succeed in academic writing, students need to approach the writing process in a systematic and organized manner. They must also have a clear understanding of what they are writing about. Additionally, students need to address any misconceptions they may have about the components of academic writing. Having a strong mental picture of the assignment is also important for producing effective academic writing.

1.2.2 Characteristics of Academic Writing

Academic writing is known for its distinct characteristics. Monippally and Pawar (2010) state that it is marked by the writer's detachment, clear and concise text, cautious tone, and rigor. Gillett (n.d) adds that academic writing in English is linear, focused on a central point, with each part contributing to the main argument, without digressions or repetitions. The primary goal of academic writing is to inform rather than entertain. Monippally and Pawar (2010) have identified eight key characteristics of this genre: complexity, formality, objectivity, explicitness, hedging, use of evidence, and citation of sources.

1.2.2.1 Complexity

Written language exhibits a higher level of complexity compared to spoken language. It comprises longer, intricate words, boasts a denser lexical structure, and incorporates a diverse and specialized vocabulary. It tends to utilize noun-based phrases more extensively, a feature which aids in succinctly conveying meaning. According to Tribble (1996), the prevalence of lexically dense nominalized styles facilitates the emphasis of specific information categories and establishes a formal, distant rapport with the reader. Moreover, written language is characterized by an increased usage of subordinate clauses and passive constructions.

1.2.2.2 Formality

Academic writing inherently adopts a formal tone, implying the necessity to avoid informal language, colloquialisms, redundancy, ambiguity, and common similes. Similarly, formality entails employing technical, sophisticated, or abstract terminology, intricate sentence constructions, and refraining from using the personal voice (such as "I" or "you"). According to Hacker (1998), formal writing accentuates the significance of its subject matter and the precision of its details. Its demeanor is dignified, preserving a respectful distance between the writer and the audience (Hacker, 1998, p.126).

1.2.2.3 Objectivity

Furthermore, academic writing typically adopts an objective stance rather than a personal one. Monippally & Pawar (2010) underscore the importance of maintaining a level of detachment from the subject matter and avoiding excessive enthusiasm. Authors advise to concentrate on presenting the topic without interjecting personal sentiments; hence, it is prudent to eschew personal language and embellished vocabulary.

1.2.2.4 Explicitness

Academic writing is meticulous in delineating the relationships within the text. Moreover, it falls upon the writer to elucidate to the reader the connections among different sections of the text. These relationships can be explicitly indicate using various signaling words. Clarity of expression also entails precise and appropriate language usage, coherent and cohesive writing, adherence to the conventions of the specific genre of writing, and ensuring relevance and comprehensiveness in the discourse.

1.2.2.5 Hedging

Cautious language, commonly referred to as hedging, is a pivotal aspect of academic writing, aimed at conveying probability rather than absolute certainty (Hyland, 1997). Writers must deliberate on the level of conviction in their assertions. Hedges can take various forms, including epistemic adjectives, adverbs, and lexical verbs. Hyland (1997) further observes that hedging can involve acknowledging the limitations and deficiencies of the findings.

Tentative language serves as an essential mechanism for mitigating or softening the certainty level of statements, allowing writers to maintain credibility in relation to the evidence presented on a given subject. Jordan (1997) outlines a taxonomy of hedges:

1. Modal verbs expressing possibility and semi-auxiliaries such as "to appear" or "to seem," along with probability adverbs like "probably" or "likely."
2. Approximators indicating quantity, degree, frequency, and time, such as "approximately," "roughly," or "often."
3. Phrases like "to our knowledge," convey personal doubt and involvement of the author.
4. Emotionally charged language and intensifiers, like "extremely interesting" or "particularly encouraging."
5. Compound hedging, involves the combination of multiple hedges, for instance, "It may suggest that...", "It seems reasonable to assume...", or "we might possibly be wrong (though it is not likely)."

1.2.2.6 Evidence

Evidence stands as a distinguishing characteristic of academic writing, setting it apart from other forms of discourse. Authors are tasked with substantiating their claims and arguments with pertinent and robust evidence, which may take the form of facts, statistics,

empirical research findings, and expert opinions. Consequently, the coherence of ideas and paragraphs is paramount, ensuring that arguments progress seamlessly while maintaining an appropriate tone.

1.2.2.7 Citing

Citing sources serves as a distinctive marker of a writer's responsibility and integrity. It is deemed crucial as it allows readers to trace and verify the sources used, thereby ensuring transparency and credibility in the presentation of conclusions drawn from others' work. Appropriately acknowledging others' ideas not only bolsters the writer's claims but also mitigates the risk of plagiarism.

Moreover, academic writing is characterized by linguistic features such as cohesion, achieved with linguistic devices to link sentences, and coherence, which pertains to the logical sequencing of sentences to convey meaning effectively. Additionally, attention to mechanics including capitalization, spelling, and punctuation is imperative for ensuring the clarity and professionalism of academic writing.

These aforementioned features collectively distinguish academic writing from other forms of discourse, contributing to its effectiveness and credibility.

1.3 Academic Genres

According to Jordan (1997), the primary focus of academic writing lies in acquainting students with "academic discourse genres and the range and nature of academic writing tasks, aimed at helping to socialize the student into the academic context" (p.166). Expounding on genres, Swales (1986) elucidates that a genre represents a recognized form of communication with a shared public purpose, characterized by aims understood by all participants involved. Moreover, genres exhibit patterns of similarity encompassing structure, style, content, and intended audience.

Students are expected to familiarize themselves with and produce various genres including abstracts, summaries, analyses, essays, reports, case studies, test replies, research papers (or term papers), dissertations, and theses. Each genre possesses its unique content structure or format, style, and set of standards. Among the most prevalent genres in academic contexts are abstracts, essays, dissertations, and theses.

1.3.1 Abstract

Day & Gastel (2006) define the abstract as “a miniature version of the paper” (p.52). It serves as a concise, one-paragraph summary of a dissertation or research paper, typically composed after the completion of the main document. The abstract generally includes sections outlining the purpose, methodology, findings, and conclusion. However, the specific components of an abstract may vary depending on the academic discipline; for instance, a social science or scientific study abstract may encompass the scope, purpose, results, and contents of the work, while a humanities abstract may focus on the thesis, background, and conclusion.

According to the University of North Carolina at Chapel Hill, an abstract should not mistake for a review or evaluation of the work summarized. Instead, it is an original text that captures significant phrases from the full document. Abstracts serve various purposes, aiding readers in identifying and selecting pertinent information. Moreover, they play a crucial role in indexing larger works in online databases, underscoring the importance of including keywords and phrases that enhance search ability.

1.3.2 Essay

An essay is a structured composition comprising an introduction, body paragraphs, and a conclusion. The term "essay" employed variably across different contexts. According to Crews, an essay define as "a fairly brief piece of nonfiction that tries to make a point in an interesting way."

Typically not exceeding a single page in length, essays can encompass a wide range of topics and may publish in magazines or newspapers. As a form of nonfiction, essays designed to convey truth rather than solely entertain. The central objective of an essay is to communicate a message, which is often the most significant and challenging aspect of the genre.

Unlike mere collections of words or paragraphs, essays possess cohesion, with each component contributing to a unified purpose. An essay converges towards a singular conclusion, distinguishing it from other forms of nonfiction such as encyclopedias. Furthermore, an essay is not merely an exploration of a topic but also advocates for a specific claim or thesis. In essence, an essay is more than informational; it serves to support and endorse a particular viewpoint.

1.4 Difficulties of academic writing

As a university student, you may encounter various difficulties when it comes to write particularly in academic settings. These challenges categorize into several areas:

-Students often struggle with developing a clear thesis statement, organizing their ideas, and providing supporting evidence for their arguments

-EFL learners may face difficulties with grammar, vocabulary, and sentence structure, which can lead to unclear or inaccurate expression of ideas

-Students may struggle with formatting, citation, and referencing, as well as adopting an appropriate academic writing style

-Most students may need to adapt to different cultural and linguistic expectations in academic writing, such as the importance of avoiding plagiarism and using proper citation styles.

-Effective time management and planning are crucial for academic writing, but students may struggle with these aspects, leading to difficulties in completing assignments on time. To overcome these challenges, it is essential for university students to:

- Develop a clear understanding of the assignment requirements and expectations
- Plan and organize their writing effectively
- Seek guidance from instructors or writing coaches
- Practice writing regularly to improve language and grammar skills
- Learn strategies for avoiding plagiarism and using proper citation styles
- Edit and proofread their work carefully to ensure accuracy and clarity

Conclusion

Academic writing is crucial step towards achieving a success in the educational and research fields. This section attempted to define writing with different definitions, its important its features, its difficulties and problems of academic writing. However, academic writing presents significant challenges for many students who really face with different aspects such as construction, organization, and citation. The difficulties encounter in academic writing affect a student's overall performance and academic success. Moreover, effective teacher feedback plays important role for helping students to improve their academic writing skills by providing

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constructive criticism, guidance and targeted instruction. Teachers have a great role for helping students to develop the necessary competencies to produce high quality academic work.

CHAPTER TWO

Teacher Feedback

CHAPTER TWO: Teacher Feedback

Introduction

This part provides literature of feedback with different scholar's definition and its types. More importantly, it presents the focus of feedback on the level of learners, then the preparation of learners to receive feedback and develop strategies to enhance their performance. At the end of this section provides the effectiveness of feedback depend on several factors including timing, the recipient's receptiveness in teaching and learning process.

2.1 Definition of Feedback

Feedback is a vital aspect of English as a Foreign Language (EFL) instruction as it serves as a motivating factor for students. Generally, feedback pertains to the teacher's response to a student's performance. According to Tsui (1995), feedback describes as a component of classroom interaction that ensues after the teacher's questioning and students' responses. Essentially, feedback enables students to gauge their performance and understand their level of achievement.

According to Sheen (2011), feedback should give regardless of whether students are right or wrong, and it does not always have to focus on the negatives; it can also highlight positives. Corrective feedback, however, points out mistakes that need fixing.

Ur (1991) defines feedback as "information that is given to the learner about his or her performance of a learning task, usually with the goal of improving this performance" (p. 242). According to Ur, feedback enables teachers to evaluate students' performance, thus enhancing their awareness of areas requiring improvement.

2.2 Forms of Feedback

Effective feedback plays a pivotal role in student learning with teachers employing diverse methods to aid students in enhancing their performance. Among the primary forms utilized are oral, written, and peer feedback. Oral feedback entails direct verbal communication from teachers to students, aimed at refining their responses. This type of feedback necessitates thoughtful timing and conducive environments to foster student encouragement and retention of positive remarks, ultimately fostering improved learning outcomes.

2.2.1 Oral feedback

Oral feedback encompasses verbal or face-to-face comments provided by teachers regarding the accuracy of students' responses, whether directed towards a group or an individual. Brookhart (2008) highlights oral feedback often relies on recognizing students' readiness to receive it (p. 48). He further emphasizes the importance of delivering feedback when students are receptive, stating, "You must speak to the student at a time and place when the student is ready and willing to hear what you have to say" (p. 47). Therefore, teachers should exercise care in selecting appropriate timing and settings for feedback to foster student encouragement and aid in the retention of positive remarks.

2.2.2 Written feedback

Written feedback plays a vital role in the learning journey of students, comprising comments or remarks provided by teachers upon completion of tasks or assignments. Its objective is to illuminate areas of strength and areas for improvement to aid students' comprehension and learning enhancement. Through written feedback, teachers equip students with insights to refine their work and elevate their learning. Clarity and simplicity in language and style are imperative in written feedback, ensuring ease of comprehension for students and precise guidance on areas necessitating improvement. Targeting specific areas for enhancement enables students to concentrate their efforts effectively, fostering meaningful changes in their work and ultimately enhancing learning outcomes. This targeted approach empowers students to identify and address areas needing improvement, underlining the role of written feedback in facilitating student growth and academic success.

Writing feedback divided on two types

The first type of written feedback is direct feedback. This is when the teacher provides the correct form for the student's errors or mistakes, either written or orally. While this clearly shows the student what is wrong, it does not require them to think about or correct the errors themselves. Many researchers argue that direct feedback is the least effective method, as it does not engage the student in the learning process.

The second type is indirect feedback. This involves the teacher indicating the location and type of error using symbols or codes, without providing the correct answer. Two subtypes 'coded indirect feedback uses symbols, and 'encoded indirect feedback' that just underlines/circles the error.

Researchers generally see indirect feedback as more effective than direct correction. It requires the student to think about and correct the errors themselves, which can be more instructive for both the student and teacher.

2.2.3 Peer feedback

Peer feedback is collaborative work in which students can learn from one another through active interactive communication. According to Harmer (2007), peer feedback has a significant positive impact on working and thinking as a group and allows them to be a part of the feedback process. Besides, it allows students to experience and improve collaborative writing while also increasing learners' autonomy (Nunan, 1993). The great impact of peer feedback is undeniable however peers have insufficient knowledge of the language which makes it less valuable than teachers' feedback. Peer feedback has an undeniable impact; however, peers have insufficient knowledge of the language, making it less valuable than teachers' feedback.

2.3 Definition of teacher feedback

Kluger and Denisi (1996) defined feedback as the information provided by an observer to an individual about their performance or behavior. This can include a parent's response to their child, a reader's clarification of an idea from a book, or a student's corrective and evaluative response. In essence, feedback is the information provided to someone regarding their performance or actions.

Hattie and Timperley (2007) identified several examples of feedback actions, such as a teacher's corrections of a student's mistakes, a peer's assistance to a partner, and a parent's motivation or encouragement provided to their child. The tone of the paraphrased text is professional and objective, conveying the key information from the original passage in a clear and concise manner.

Grabe and Kaplon (1996) described teacher feedback as "a conversation about the writer's ideas, structures, successes, and difficulties." This definition emphasizes the interactive and collaborative nature of the feedback process, where the teacher and the writer engage in a dialogue that discuss various aspects of the writing.

2.4 Significance of teacher feedback

Feedback is the information that comes back to the writer from readers. It is an important part of the writing process and learning to write. There are several key benefits of feedback:

CHAPTER TWO: Teacher Feedback

1. Feedback helps writers evaluate their own performance. It allows them to see if they are writing well or not.
2. When writers are not performing well, feedback can guide them on how to improve their writing and reach an acceptable level.
3. Feedback encourages writers to consider the reader's perspective and adapt their writing accordingly.
4. Feedback provides teachers with valuable insights into their students' writing abilities. This helps teachers identify and address students' problem areas.

Without feedback, students can become demotivated and develop an inaccurate understanding of their writing skills. They may also fail to recognize the need to revise and improve their writing.

Overall, feedback is crucial for writers to monitor their progress, make necessary corrections, and ultimately enhance their writing abilities. It plays a central role in the writing learning process.

The literature has extensively documented the potential impact of teacher feedback on student learning guidance and its outcomes (Hattie & Timperley, 2007). According to Santana (2009), educational guidance should integrate into the curriculum: a) to assist students in their learning process and b) to support teachers in their teaching process, with the ultimate goal of improving the quality of education. The teachers' role is to create a set of experiences to facilitate educational guidance, in order to address educational needs and support the development of vocational identities (Martins et al 2012) and consequently, life design projects (Savickas, 2012). The full significance of teacher feedback can understand as guidance information that reflects on students' future school trajectories (William, 2011). Teacher feedback is a powerful pedagogical tool for promoting interaction in educational guidance between teachers and students (Hattie & Timperley, 2007). Therefore, teacher feedback may be useful in the construction of personally meaningful and socially valuable student life projects (Guichard et al, 2010).

2.5 Types of teacher feedback

According to Boud (2002) suggests that effective feedback should provide in a neutral and objective manner, focusing on the facts rather than personal judgments or opinions. The feedback should be constructive, aiming to guide the recipient towards future improvement rather than dwelling on past performance.

CHAPTER TWO: Teacher Feedback

In the educational context, numerous forms of feedback can leverage to support and enhance student learning. However, the key lies not only in the availability of these feedback mechanisms, but also in the careful selection of the most appropriate type of feedback based on the specific needs of the students and the instructional activities being implemented (Konold, Miller, 2004).

Providing effective feedback is a crucial aspect of the teaching and learning process. Different forms of feedback, such as written comments, verbal exchanges, or performance-based assessments, can offer valuable insights and guidance to students, helping them identify their strengths, address their weaknesses, and make progress in their learning. Yet, the mere presence of various feedback options is not enough. Educators must thoughtfully consider the specific needs and characteristics of their students, as well as the nature of the instructional activities, in order to choose the most suitable type of feedback. This tailored approach ensures that the feedback provided is meaningful, relevant, and ultimately effective in supporting student learning and growth. By striking the right balance between the availability of feedback types and the appropriate selection based on student and instructional needs, educators can create a learning environment that maximizes the impact of feedback and fosters the development of students' knowledge, skills, and understanding.

2.5.1 Evaluative feedback

Evaluative feedback is a type of feedback that involves making judgments on the learner's performance (Nunn, 2001). This form of feedback has found to be the most commonly used type of feedback in second and foreign language classrooms (Cattalo, 2000). Teachers who employ evaluative feedback often use words or phrases to indicate that the learner's response is acceptable, such as "Good," "Very Good," "Yes," "Correct," and "Okay." The analysis of the data revealed two common patterns in the teacher's feedback: i) the teacher repeating the answers (responses) given by the students, and ii) the teacher praising the students after they provide a correct response.

2.5.2 Interactive feedback

Authors Richard and Lockhart (1996) introduced the concept of "interactional feedback" as a technique for expanding or modifying a student's response. In the example provided, the teacher initiates the exchange and follows it up with positive reinforcement (e.g., "yes," "very good"). However, when the student responds with an incomplete answer, the teacher then provides additional information to complete the student's response. This type of

extended feedback is not view as negative, but rather as a way to maintain the flow of the discussion and encourage the student's communicative language use in the classroom. The key points are:

1. Interactional feedback is a strategy to build upon or modify a student's answer.
2. The teacher in the example uses praise initially, but then provides supplementary information when the student's response is incomplete.
3. This extended feedback seen as a positive way to keep the conversation going and support the student's language development, rather than as a negative intervention.

2.5.3 Corrective feedback

As described by Ellis (2009), can be viewed as a form of negative feedback. In this interaction, the teacher provides feedback on a student's utterance that contains an error. This feedback can take various forms: i) identifying the error, ii) providing the correct version of the erroneous form, and iii) offering additional (metalinguistic) information about the nature of the error. The following examples illustrate different types of corrective feedback.

2.6 The focus of feedback: the four level

The Levels of Feedback The focus of feedback is critically important, as there are four major levels at which feedback can be directed and the level influences its effectiveness.

First, feedback can be about a task or product, providing information on whether the work is correct or incorrect and what additional information may be needed.

Second, feedback can target the process used to complete a task, focusing on the learning and information processing involved.

Third, feedback can direct at the self-regulation level, influencing a student's self-evaluation skills, confidence, and ability to engage with the task more effectively.

Finally, feedback can direct at the personal "self," which is often less related to task performance. The authors argue that feedback focused solely on the self (FS) is the least effective. Feedback on the task process (FR) and on the personal self (FP) are powerful in terms of deep processing and task mastery. Feedback on the task (FT) is powerful when it subsequently helps improve strategy processing or self-regulation, which the authors note is not always the case.

2.6.1 Feedback about the task

It discusses the importance of feedback in learning and task completion, which explains the most common type of feedback, is at the task level, which provides information on the correctness of answers. This can be effective in building basic knowledge.

However, feedback that focuses on the process and self-regulation is even more powerful. The passage cautions that too much specific feedback at the task level can actually be detrimental, as it may cause learners to focus too much on the immediate goal rather than developing effective strategies.

Instead, the most effective feedback helps learners progress from just getting the right answers to developing a deeper understanding of the underlying processes and being able to regulate their learning. The key is ensuring the feedback is straightforward and feels relevant to the individual receiving it. Airian (1997).

In summary, the most impactful feedback goes beyond just correcting answers and instead helps develop learners' ability to understand the processes involved and manage their own learning effectively.

2.6.2 The feedback about the processing of the task

According to Early et al (1990), feedback about the underlying processes of a task is more detailed and specific compared to feedback about the task itself. This type of feedback provides information about the relationships, cognitive processes and how the task relates to other similar or more challenging tasks.

The key benefit of process-level feedback is that it helps students identify and correct errors. When students face difficulties, this feedback prompts them to re-evaluate the situation and consider whether they need to adjust their strategies or seek assistance to achieve their goals.

Process-level feedback can also serve as a guide, helping students find information and use more effective task strategies. This type of feedback shows the connection between a specific approach and the likelihood of successful performance.

Overall, research suggests that process-level feedback is more effective than task-level feedback for promoting deeper learning and understanding. However, the two types of feedback can work well together, with task-level feedback boosting confidence and self-efficacy.

2.6.3 Feedback about self-regulation

Self-regulation is an important part of learning. It involves students' commitment, control and confidence in their own abilities. Self-regulation means a student can monitor, guide, and control their own actions towards their learning goals. It shows independence, self-control, self-direction, and self-discipline.

People generally like to receive feedback about their performance, even if it does not actually improve their performance. The level of confidence a person has in their response affects how they respond to feedback. If they are very confident but wrong, feedback can help correct their misunderstanding. However, if they have low confidence and are wrong, they are less likely to pay attention to the feedback. Believing in one's own abilities (self-efficacy) is important. Feedback that boosts self-efficacy and self-regulation tends to be more effective in improving performance. (Zimmerman, 2000).

The way feedback is delivered and explained can also influence its effectiveness. Unclear or unfair feedback that does not explain the reasons for success or failure can have negative effects on self-image and performance. Positive feedback that is undeserved can also lead to unhelpful strategies.

In addition, the effectiveness of feedback depends on the person's confidence, self-efficacy, and how the feedback presents, not just the potential benefits versus costs. People generally find feedback psychologically reassuring, even if it does not directly improve their performance. As students gain more skills and abilities, they should find it easier to succeed.

However, focusing on their abilities can distract them from the actual learning process and make them more focused on performance. Research has shown that when students receive feedback about their abilities, they tend to do worse and enjoy tasks less after experiencing failure. Asking for help is an important skill for learners to develop. Asking for hints or guidance, rather than directly asking for answers, is more beneficial because it provides feedback that helps the student regulate their own learning. In contrast, simply asking for the answers or direct help is more focus on the specific task. Emotional factors, such as worrying about looking incompetent or embarrassed, can prevent students from seeking the kind of helpful guidance that would actually benefit their learning (Butler and Winne, 1995). The main point is that as students become more skilled, the focus should shift from effort to ability. It is also important to encourage students to seek instrumental help, which supports their self-regulated learning, while being aware of the emotional barriers that can get in the way of this.

2.6.4 The feedback about the self as a person

Self-level feedback, such as simply saying "Good job" or "Great effort," is often used in classroom settings but is generally not effective for promoting learning and achievement. This type of feedback expresses positive or negative evaluations about the student rather than providing specific information related to the task. The impact of this self-level feedback is limited because it does not lead to changes in the student's effort, engagement, or sense of self-efficacy in relation to the learning task. The information is too general and not directly relevant to the task. However, it is important to distinguish between praise that is direct away from the task towards the self, and praise that focused on the student's effort, self-regulation, engagement, or task-relevant strategies. This latter type of praise can be more beneficial, as it can enhance the student's self-efficacy and have a greater impact on learning and performance (Bond, Smith, Baker and Hattie, 2000)

2.7 How might a teacher prepare pupils for receiving feedback

According to Naomi and Winston et al (2017) stated, "Giving feedback to learners does not "Magically" improve their skills or boost their grades without those learners acting "

More research is needed to fully understand how students receive and use feedback, known as 'perception processes'. Until then, teachers can employ some strategies to prepare students to effectively receive and utilize feedback.

Firstly, teachers should discuss the purpose of feedback with students, emphasizing that it is provided because the teacher has high standards and believes the students can meet them, not to be overly critical.

Secondly, teachers can model the effective use of feedback by highlighting examples of students who have to improve their work due to feedback. This can help demonstrate to students that feedback meant to support their learning, not judge them.

Additionally, teachers should aim to provide clear, concise, and focus feedback that does not overwhelm students. Ensuring students understand the feedback given, through clear language and handwriting is crucial.

Ultimately, teachers should monitor whether students are actually using the feedback provided, and be willing to adapt their approach if needed to ensure students are receptive to and acting upon the information shared.

2.8 The benefits of effective feedback in teaching and learning

Effective feedback is crucial for both teachers and learners, as it improves learning outcomes, encourages learners to be responsive to their learning, and significantly enhances teachers' instructional practices. Some key benefits include:

1. Identifying the gap between a student's current performance and their desired level of learning. Effective feedback uncovers and addresses the gaps that arise from the teaching and learning process.
2. Fostering responsive learners. When students actively process the feedback and information provided by the teacher, their learning is enhanced. Teachers should help students develop the skill of responding to feedback, as self-regulated learners achieve better results.
3. Occurring in both directions - from teacher to student and from student to teacher. As students use feedback to improve their learning, teachers can also leverage feedback to refine their teaching strategies, adjust their approaches, and enhance their relationships with students. The process of assessment benefits both the assessor and the assessed.
4. Providing clear information about students' performance and expected behaviors, which can reshape student conduct. Particularly when self-assessment and peer assessment are involved, students' reflections and peer feedback can enrich the overall feedback process and enhance learning.
5. Promoting curiosity and encouraging students to try new behaviors, especially when they interact with each other, exchange and review teacher comments, and share ideas. Effective feedback fosters enthusiasm and motivation for further learning, ultimately leading to improved outcomes.
6. Enhancing students' desire to learn by boosting their self-esteem, confidence, and belief in their ability to achieve the intended learning outcomes.
7. Motivating students to progress in their next learning experiences by focusing their efforts more precisely towards achieving their goals (Hattie and Timperly, 2007).

Conclusion

In conclusion, this chapter highlights the significance of feedback in language learning process by understanding the different types of feedback, which are evaluative, interactive and corrective feedback. Moreover, the chapter deliveries the focus of feedback in four levels and which one is powerful to improve learners writing levels by specific strategy. At the end, it

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provides the effectiveness of teacher feedback, how teacher prepare pupils for receiving feedback that using effective strategies to enhance their academic levels.

Chapter Three

The field work

Chapter Three: The field work

Introduction

This research aims to explore the impact of teacher feedback on the writing skills of student. This chapter will deal with the results of the research and discuss the methods, data collection, and sample methodology. The research presents the analysis of both questionnaires students and teachers, then the results of this study will contribute to the understanding of the effect of teacher feedback on EFL learners' writing performance. At the end of this study, it concludes a discussion of the findings and some of the pedagogical recommendations for language teachers to enhance the quality of their feedback.

3.1 Methodological Design

3.1.1 Choice of the Method

The method used in this research is the description method. It is the appropriate method to analysis this study which is the impact of the teacher feedback one master one students when they write English language to improve their level of writing performance.

3.1.2 Means of the research

The main objective of this research is to investigate with the master one EFL learners at Mohamed Khider Biskra of the academic years 2023-2024 about the impact of teacher feedback. It aims to present the difficulties in writing that have and the role of the impact of teacher feedback.

3.1.3 Sample of the study

We deal with master one students, the total population is 169 and we chose twenty six (26) students to answer the questionnaire. The purpose of choosing to work with master one EFL learners is the opportunity to make a significant difference in their language acquisition and overall academic success.

3.2 Students' Questionnaires

3.2.1 Administration of the students' questionnaire

The questionnaire used in this research is composed 23 questions that divided into three sections. The questions designed in a mainly closed and multiple-choice format, with students being asked to select one answer from a list of options are "Yes" or "No". The questionnaire

consists one open – ended question that asks student to answer a full statement, specify their masters.

Description of the students' questionnaire

It is divided into three sections are:

3.2.1.1 Section 1: Background information

This section aims to collect general information about the students including their English language experience. Participants were asked to indicate how long they have been studying English as a foreign language

3.2.1.2 Section 2: English proficiency and academic writing

This section includes seven questions, the first question participants asked to determine their proficiency level in English. The following questions they asked about their level of writing and its difficulty ending with the ability of learners to write and how to receive written tips.

3.2.1.3 Section 3: students 'perception towards teacher feedback

It consists of six (6) questions starting with “Yes” or “No” questions about the role of the teacher in the classroom started from question 11 until the last. The following questions explore the effect of teacher Feedback on EFL learners to improve their level. The next question investigates about the importance of feedback and how it is helpful to enhance their level, on the other hand, the research asked which type of strategy that must the teacher use to guide them in developing their level of writing skills. In the end, the question is how often they receive writing corrective feedback from the teacher.

3.2.2 Analysis of student questionnaire

Section 1: Background information

1- Specify your gender

We had recorded two (2) male participants 8% while female are 24 92% actually this is real fact that female have the preference towards studying foreign language especially English language. Additionally males have the preference to study scientific and technical branches.

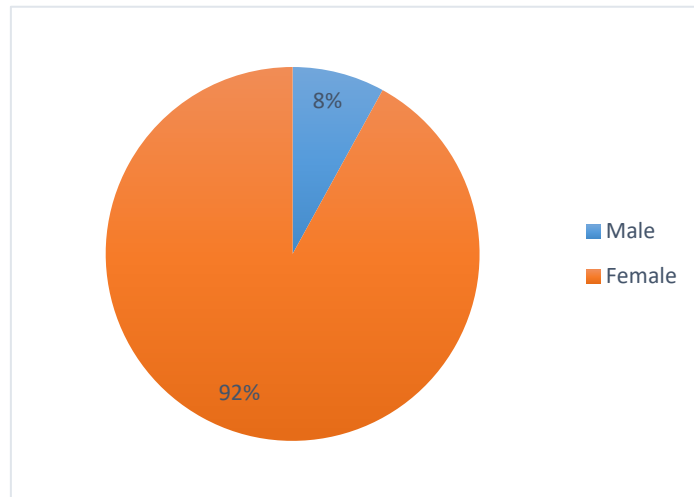


Figure 1 : Students' gender

2- What is your age?

The majority of students are from 20- 30 years old. So our participants are adult, the first group 92% from 20-25 , the second group consists only 8% from the total number of the sample are between 26-30 years old while no student choose the option ' C' which is more than 30 years old in this study.

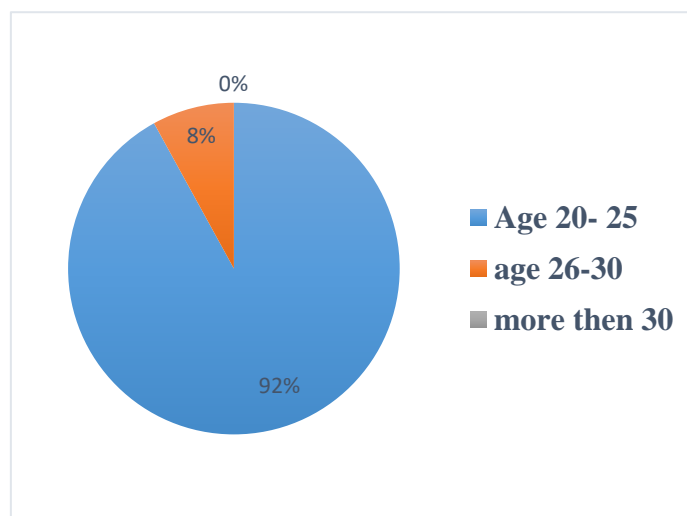


Figure 2 : students' Age

3 – How long have you been studying English?

The most of the participants (86%) they had been studying English for 10 years from middle school then secondary school after that the university till master one; while others 24% select 6 years. Besides a few percentage 2 % select 8 years and 6% choose 9 years, while 7 years no student choose it.

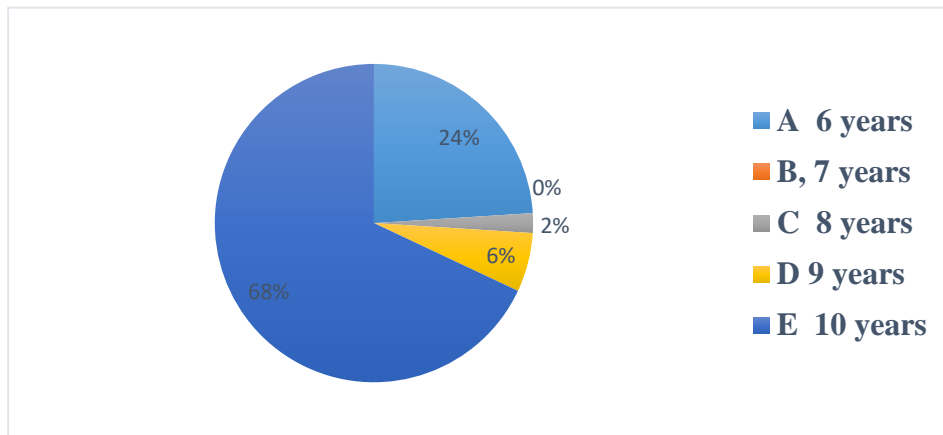


Figure 3 : duration of students' English language study.

Section 2: English proficiency and academic writing

4-What is your level in English proficiency?

The results of this figure present a big different between the first option is Advanced 2% and the second option Intermediate 76%, the results above shows that the learners are not skilled enough in mastering the language, so they are need extra courses for improvement in teaching and learning to help them to reach the advanced levels. At the end learners of master one have intermediate level of English language.

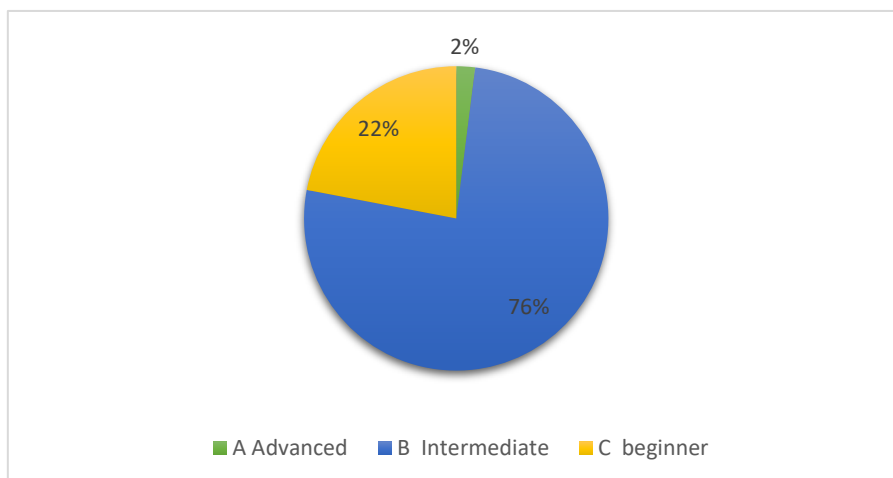


Figure 4 : students' level of English language

5- What is your level of academic writing?

The majority of students 88% consider their level as medium in academic writing, on other hand only three 3 participants said that had high level 12% in academic writing, from the analysis of this figure, we remark master one learner have a medium level.

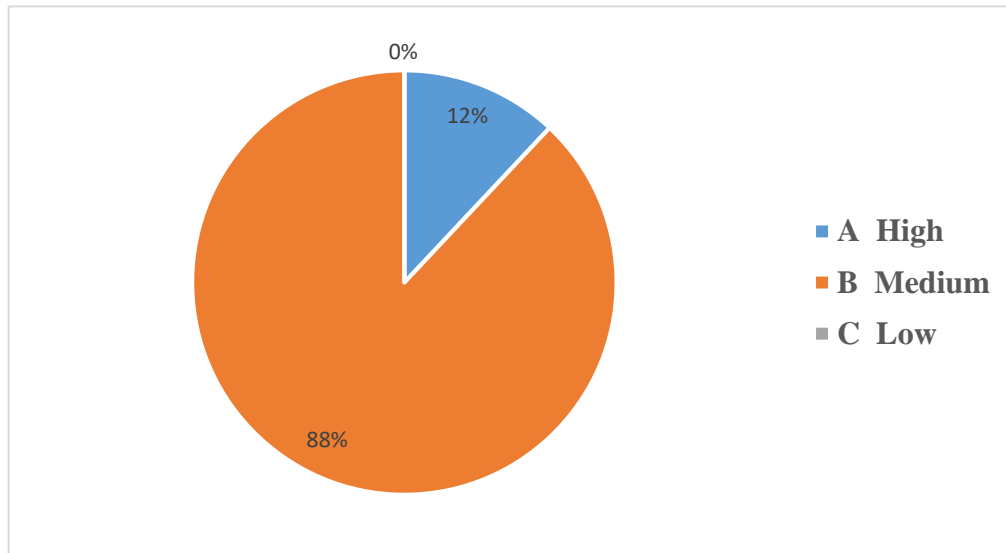


Figure 5 : student's level of Academic writing

6- Your knowledge about academic writing comes from?

The results of this question present the most of participant 23 are choose” lecture by teacher” 88% which emphasize the fact that statement taken their learners from teacher in the academic setting which is classroom. Otherwise, only three student select” your own reading who take their knowledge 12% from their efforts.

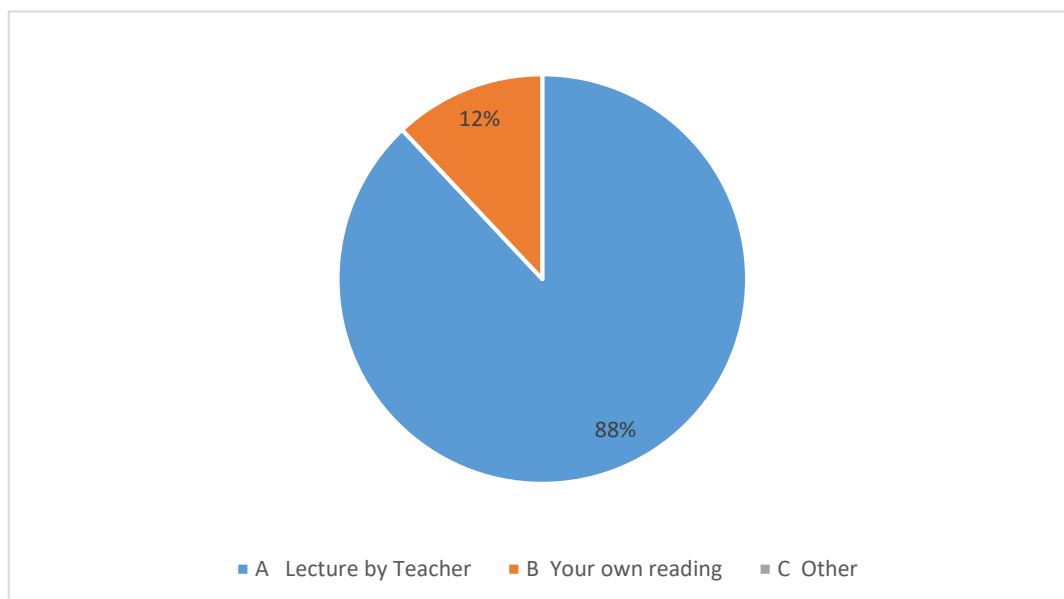


Figure 6 : students' knowledge about academic writing

7- Do you think you have received a sufficient number of assignments related to academic writing?

The results of this question show that most of participant 19 answer No 74%. According to them, assignment about academic writing does not enough which impact negatively to their academic learning as student stated “not enough time so not enough assignment” on other hand 7 of student answer Yes 26% as participants said “since T.D session the teacher give assignment related to the lecture we have done”. Another student declared, “I think we received all information that we need it to know how to write a good paragraph essay”.

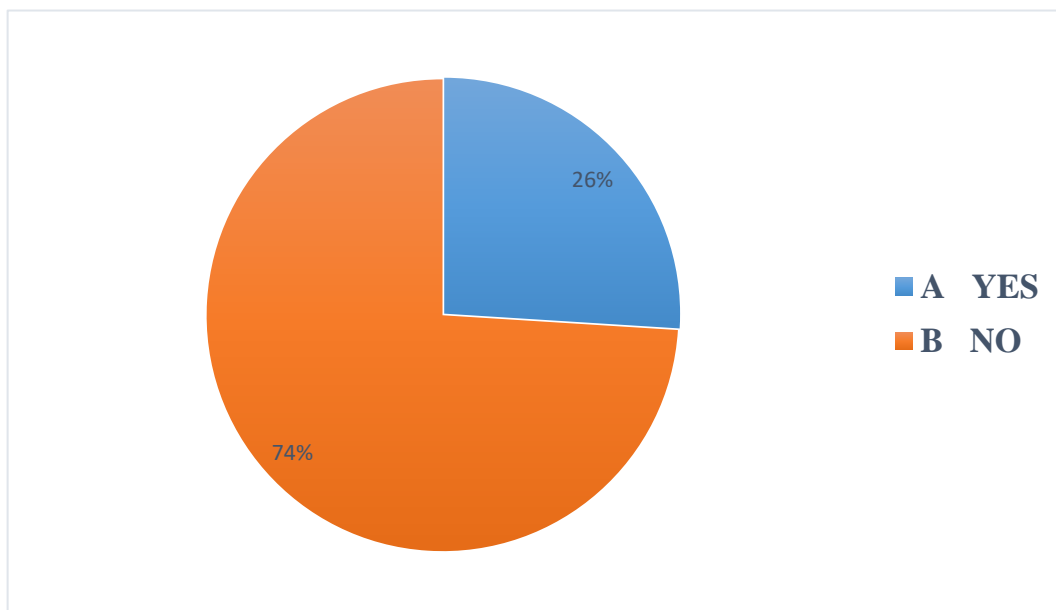


Figure 7 : students' answer about assignment related to academic writing

8- Do you find difficulty in writing?

The results show that 70% of participants said “yes” who were struggling in writing structure of statement, lack of ideas related with the content. A participant wrote that problem related with vocabulary, grammar rules. Therefore, they said that had difficult to write academically. According to the answer of students 30% who choose “No” they had not problem or difficulty in their ability of writing. These answers summarize the multiple area that learners find difficulties during the writing class, especially vocabulary, grammar and the use of the appropriate academic work.

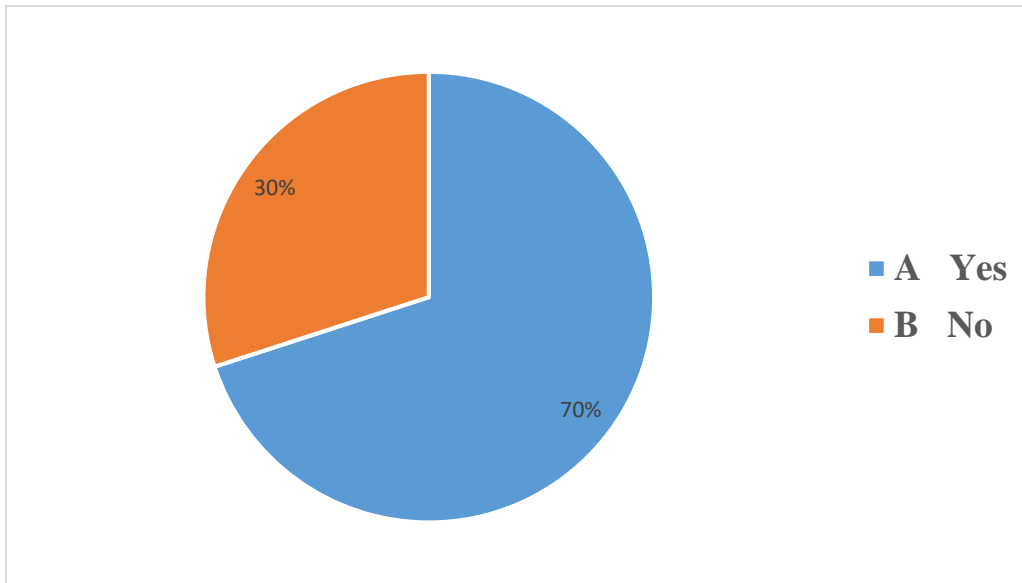


Figure 8 : students' difficulty in writing

9- What types of mistakes have you make in class?

This question divided into four type of mistakes (grammar, spelling, agreement and punctuation). According to the most students, 50% faced a great problem of grammar more than other type while 33% faced a problem with spelling. Ten 10% of the participants chose the option, which is punctuation. Two % chose option agreement.

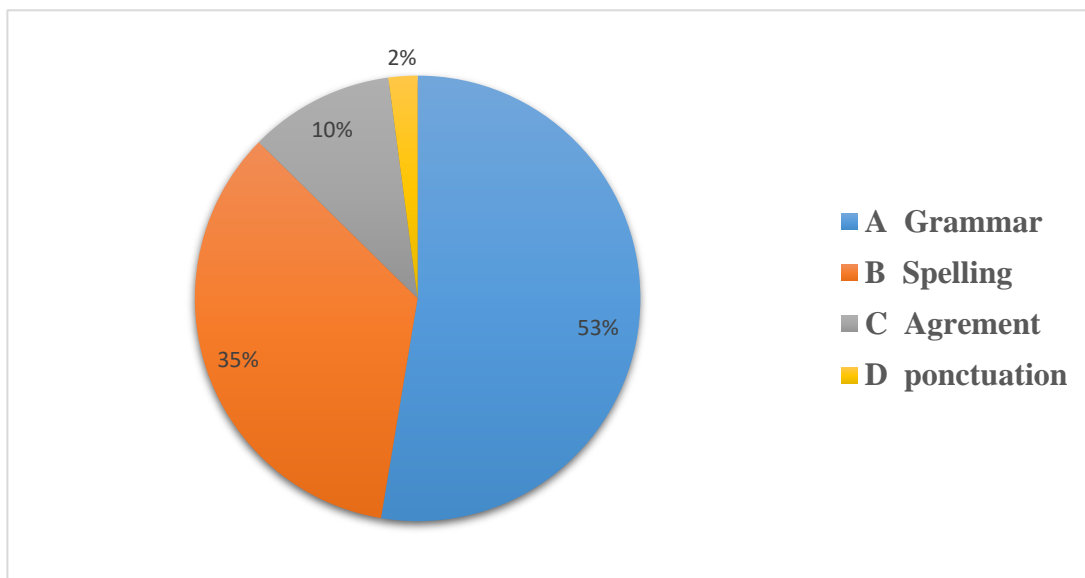


Figure 9 : students' type of mistakes

10- How do you compare your current writing ability to your ability before you started receiving written tips?

The result indicates that the most of students 54% select “there has been no noticeable improvement” to their ability between the current and previous ability writing. Other participants 46% select that” they have improved significantly” on their writing, since they started receiving writing tips from their teacher, while no respondents choose the last answer .

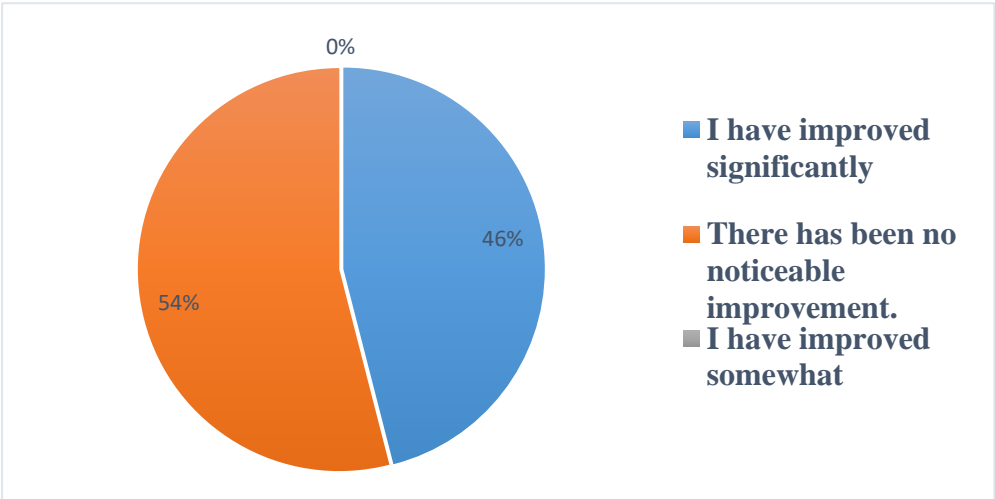


Figure 10 : Comparison between current ability with previous ability of writing

Section 3: students’ perception towards teacher feedback.

11- Do you think teacher has important role in the class?

According to the results of this question, we noticed that teacher has important role in classroom. The answers present that 84% are chose “yes”. A participant said, “Teacher is the manager, the controller and the assessor”. Other student declared, “Teacher is the main source of information” while she/he said, “teacher has a crucial role in class for facilitate the picture of lesson”. On other hand 16% of learners chose “No” the second option.

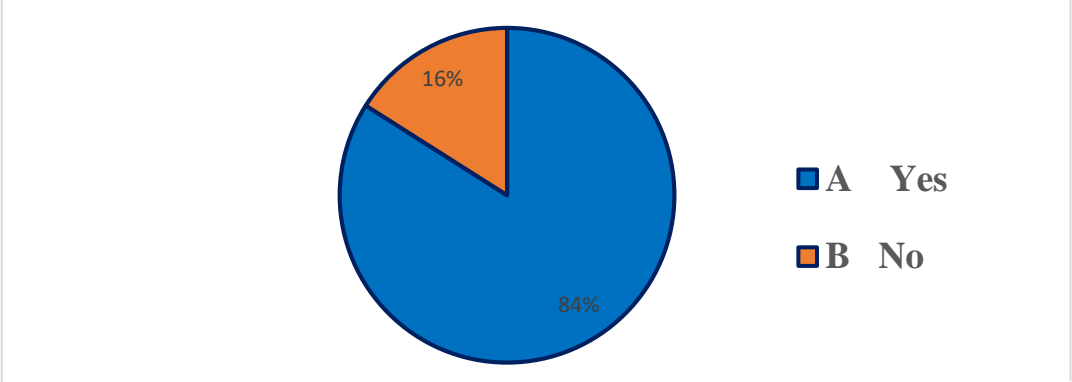


Figure 11 : The role of the teacher

12- How teacher feedback does influence to improve your writing skills?

Based on the results of this question presents how affect teacher feedback on level of students who majority of them 65% are choose “direct tips”. Other students 35% are choose indirect tips while no student select» other tips”.

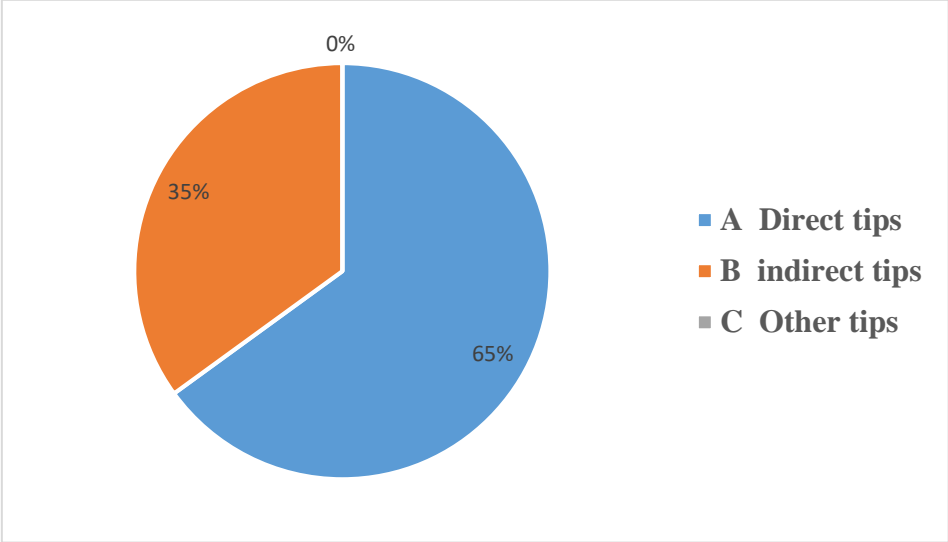


Figure 12 : Teacher impact on student.

13- How helpful do you find teacher feedback in improving your writing skills?

Based on the given data, we can see that the majority of the respondents 53% selected “extremely helpful”. This indicates that students value and recognize the importance of teacher feedback for helping to improve their level of academic writing. Additionally, 38% of the respondents considered it somewhat helpful, while 9% of them considered it not very helpful while no respondent choose “not at all”.

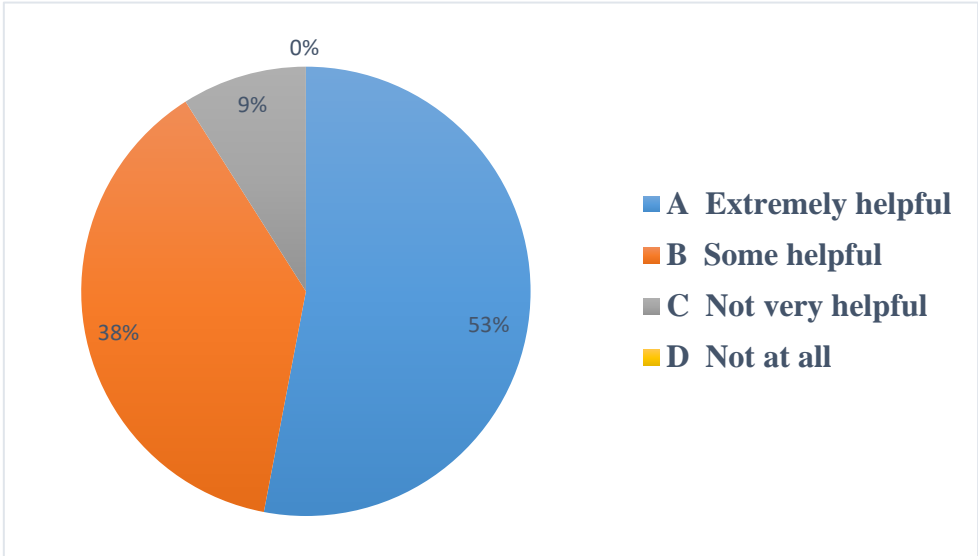


Figure 13 : students' perception of improvement of writing skills

14- How important do you think feedback of teacher improve your writing skills?

The results of this question show that the majority of learners 54% recognize the crucial importance of teacher feedback in improving their academic writing skills. Additionally, 35% of learners considered it "important," while 11% selected "rarely." besides no students chose options "slightly" or "not important."

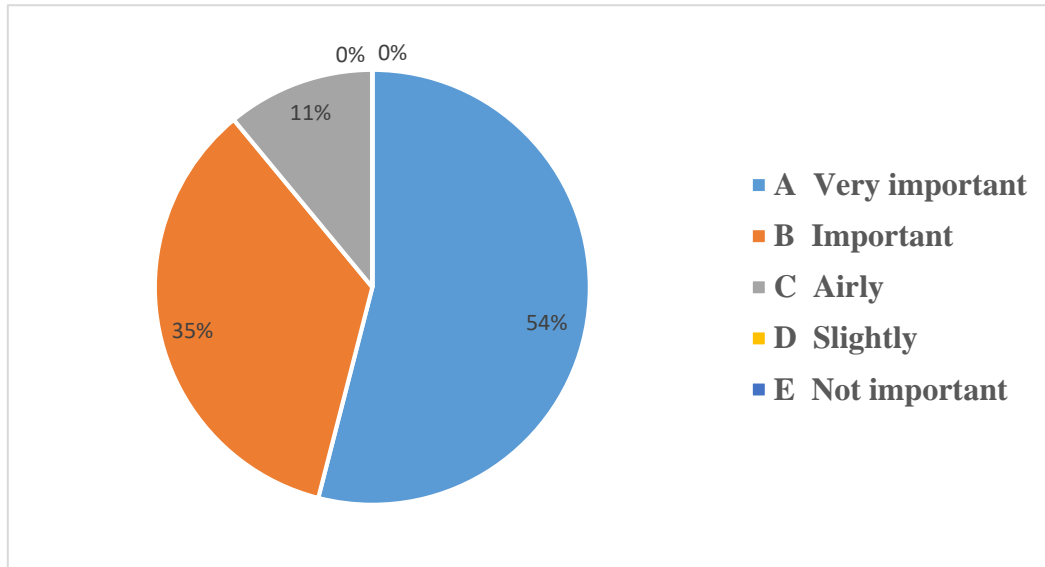


Figure 14 : The students' perception about the importance of teacher feedback

15- What type of strategy do teachers use to guide you in developing your writing?

The results indicate that students have expose two types of teaching strategies employed in the classroom: traditional and modern strategies. The majority of students 73% select the traditional strategies utilized by teachers in the classroom, while 27% of students choose the "modern strategy." This suggests that the predominantly useful teaching strategies at the university level are traditional.

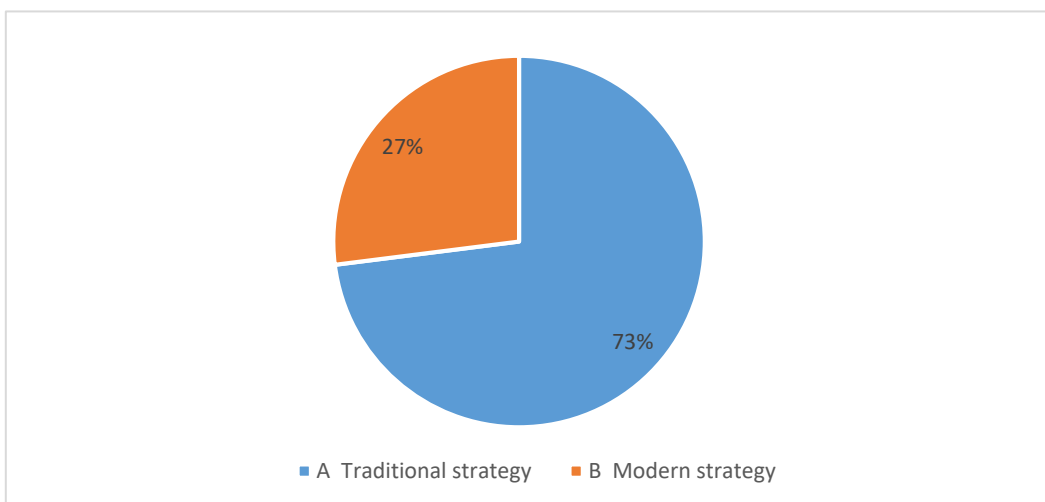


Figure 15 : types of strategy

16- How often do you receive writing corrective feedback from your teacher?

According to the results, large percentage 78% select “Sometimes” participants are aware that teacher should give them corrective comments to their writing works. Additionally only small percentage 11% are select both “always” and “often” option which are always and often. Finally, the writing corrective feedback is sometimes useful in class.

3.3 Teachers questionnaire

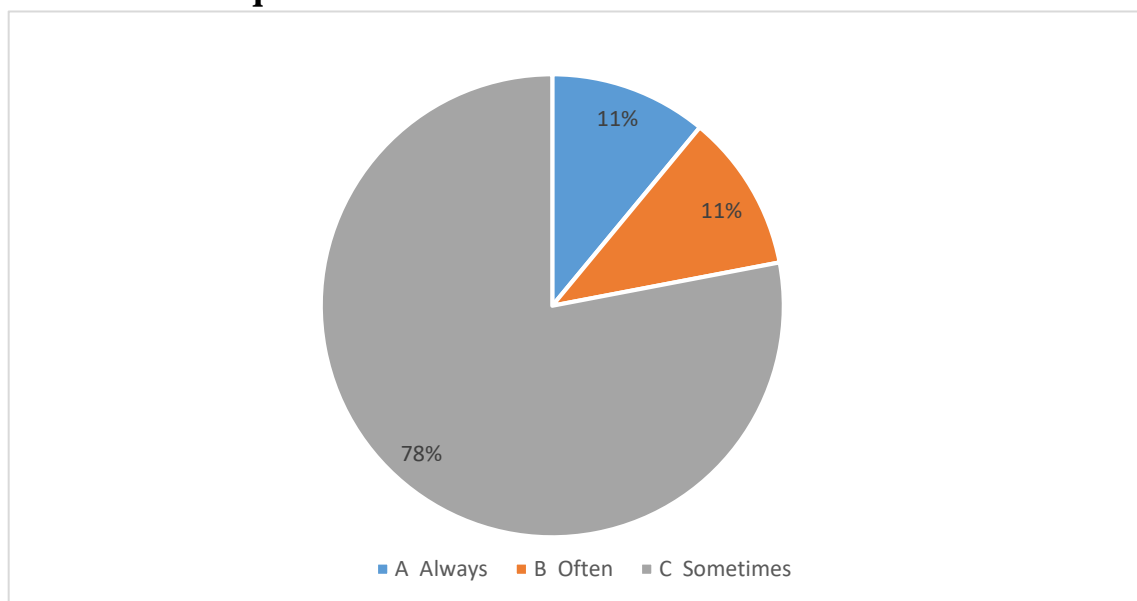


Figure 16 : Students frequency of receiving writing corrective feedback from their teacher

3.3.1 Description teachers questionnaire

The teacher questionnaire is designed to assess the effective of teacher feedback in enhancing students writing abilities. The questionnaire consists eight questions that aims the understood of which method course materials, writing assignments and what is the mains challenges are used to improve the level of master one EFL learners writing at the university.

3.3.2 Administration of questionnaire

The questionnaire are target teacher of English who are teaching master one students at Mohamed Khider University of Biskra. The scope of this reach is give the question to teachers, then we collect the responses paper that intend to discuss.

3.3.3 Analysis of the teachers' questionnaire

The questions and the answers in this section are analyzed individually. I have been able to collect just two answers' paper from six papers and no answers about email examples.

Question 1: How frequently do you provide written feedback on students' writing assignments in your English courses?

- a) Rarely b) Occasionally c) Frequently d) Always

Teacher A : always

Teacher B : always

The responses of teachers were positively about how they provide written feedback on students writing, it means teachers were always provide written feedback assignments in English courses. It considered best answers to provide written feedback to students on their writing assignments.

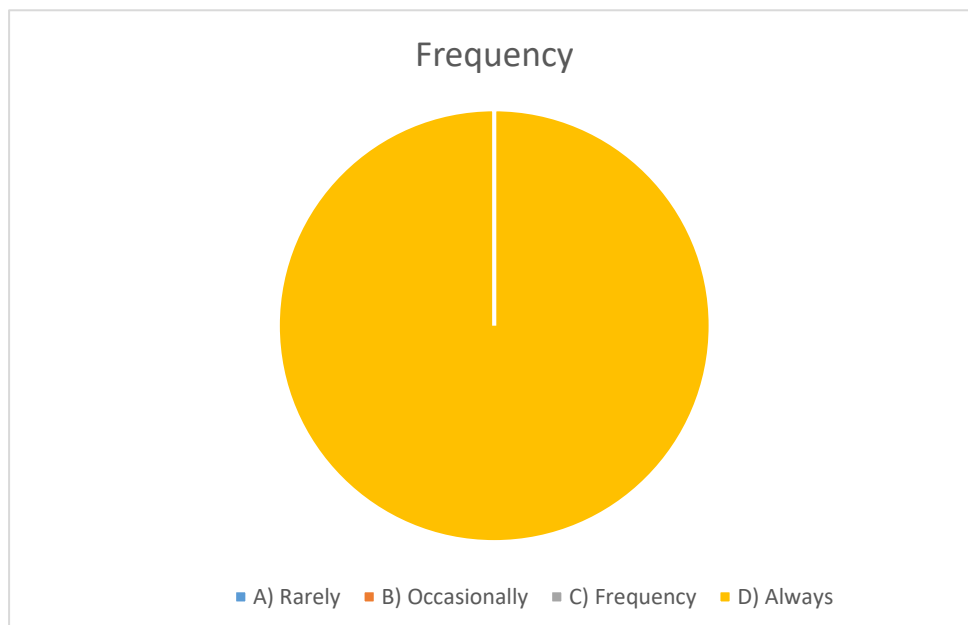


Figure 17: The frequency of providing written assignments feedback on students writing

Question 2: What methods do you primarily use to provide feedback on student writing?
(Select all that apply)

- A) Written comments on the paper B) Rubrics
C) Conferences D) Track Changes/Comments in digital documents
E) Audio feedback F) Other

Teacher A : Written comments

Teacher B: both written comments and audio feedback.

After analyzing the answers of the second question, we notice that teachers have chosen only three answers audio feedback and written comments on the paper, that is mean they choose direct feedback to give direct impact on their learners for identifying areas for improvement as sentences structure, paragraph development or research achievement. The teachers have to use modern tools to account their writing level, enhancing academic goals and any specific challenges may be facing.

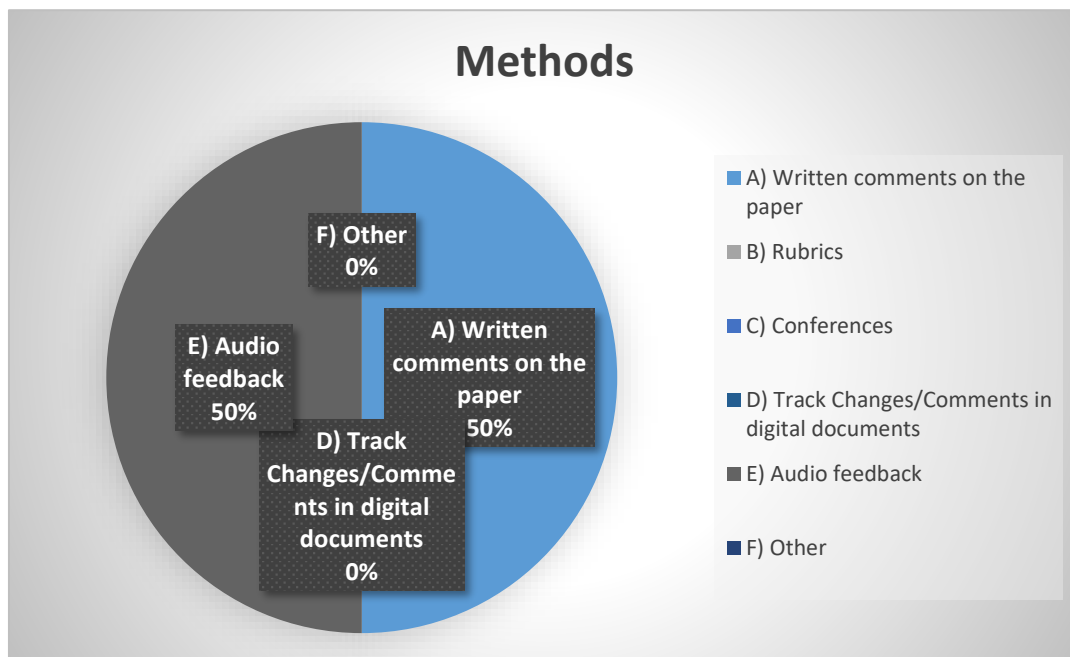


Figure 18: Methods of teaterchers use

Question 3: Do you find peer review and feedback sessions effective in improving student writing? Why or why not?

Teacher A : Of course, students will learn from the experience of teachers since they are enough knowledge.

Teacher B: I can say that peer review and feedback sessions are highly effective in improving students writing skills. These collaborative offer numerous benefits that contribute to the overall development of students' written communication abilities.

According to the teachers' response, they said that peer-review and feedback sessions encourage students to improve their level from the experience of teachers and doing more activities. Peer review encourages students to analyze critically their classmates' work, and offer suggestions for improvement while feedback sessions led by teachers can offer students targeted guidance and insights that they not have considered on their own. In addition, receiving feedback from knowledgeable sources help to growth and refine their writing techniques.

Question 4: How do you believe your feedback influences student engagement with course materials and writing assignments?

Teacher A: feedback can motivate students since they will learn from their mistakes.

Teacher B: my feedback should be constructive and focused on helping students improve. I aim to provide clear guidance on how they can strengthen their work to encourage them more deeply with the materials and approach writing assignments with greater enthusiasm and determination.

According to the teachers' answers, we notice that teachers can help students by providing a clear guidance to strengthen their work by focus on the process of learning and improvement rather than just evaluating the final product. Teacher can motivate them to reach their full potential as learners.

Question 5 : What are the main challenges you encounter in providing feedback on student writing at the university level?

Teacher A: firstly, time does not enough for give sufficient courses, secondly student being shy (stress). Grammar, spelling, punctuation errors.

Teacher B: the teachers should be clear, specific and actionable to gain time; so that students understand exactly what they need to improve upon and how to do so.

As seen above in the teachers answers, they said the main challenge is time that is does not enough for give a sufficient lectures and courses. So the big challenges are how managing time and how do with workload. On other hand, teachers add other challenges as grammar spelling and punctuations mistakes. Both of teachers and learners have a big challenges should face it together to enhance teaching and learning process.

Question 6: What strategies or techniques do you employ to ensure your feedback is actionable and fosters student growth in writing proficiency?

Teacher A: - Highlighting their mistakes- Teach them some tricks to improve their level. Monitoring their enhancement through practice.

Teacher B: - encourage students to read academic texts. - Give them practice and activity about grammar rules to reinforce their application.

As we have seen in this question, the responses presented different strategies, which are helped and motivated learners to improve ability for writing academically (practice, reading, tasks, and tricks). Moreover, they had offer specific suggestions and recommendations for enhancing their ability of writing as guide them to build correct structure, word choice and development of ideas. Teachers should be available for follow up and discuss the student progress.

Question 7: Are there any resources or professional development opportunities you believe would enhance your ability to provide effective feedback on student writing?

Teacher A: work shop - Training sessions evidence

Teacher B: I believe I can enhance my ability to deliver effectively, that support the growth and development of my student skills by using online resources of virtual conference, formal mentoring programs and track change.

After the analysis of this question, teachers shed light of several elements as workshop, training session evidence, and useful the online resources as virtual conferences. Teachers believe in their feedback to enhance their ability to improve students writing skills. Beside, teachers access resource such as teaching manuals, scholarly articles or online professional learning.

3.4 Synthesis and discussion of the findings

This section of the study reviews and summarize the crucial findings both of the students and teachers questionnaire. Beside the hypothesis shows the impact of teacher's feedback to improve students writing skills, have confirmed.

3.4.1 Results of students' questionnaire

Based on obtained results of EFL learners have different language proficiency level, as we have seen the majority considering themselves as an intermediate even they are master student. In addition, most of the students encounter difficulties related to academic writing as grammar, vocabulary, and punctuation while others have not difficulty in writing. Besides, learners emphasize the fact that they did not receive a sufficient number of assignments and academic writing courses. Equally important, a good number of students' agreed that teacher feedback and the role of teachers have a crucial impact in developing and improving their writing level. Many learners stated that the feedback they received from teachers was constructive and enabled them to make meaningful progress in their writing while others

reported that the feedback was exceptionally helpful to make tangible improvements to their writing skills.

3.4.2 Results of teacher questionnaire

The teachers answer show a big awareness about effective feedback and how affect student; they think feedback has a significant positive impact on improving students' writing skills by using different method such as direct, indirect corrective comments and peer review. Additionally feedback provides students with valuable insights and encouragement to continue enhancing their writing skills. They should be clear, specific and actionable to gain time, so the advice EFL learners to read academic texts to enhance their academic level. Teachers look at effective techniques and beneficial strategies that support the growth and development of student writing creativity. Otherwise, teachers reported they faced various challenges as time constraint, huge class size, the latest teaching methodologies and effective strategies.

Conclusion

In conclusion, the main goal of this chapter was to analyze and discuss the findings results from data that is acquired from students and teachers questionnaire. Master first years students' at English department of the university Mohamed Khider of Biskra were given a questionnaire to show both of levels of language proficiency and academic writing. The questionnaire aimed collect their opinions about the role of teacher and the impact of teacher feedback on students writing competence. The teacher also were give their opinions about the effectiveness feedback and its impact on the students' writing skills.

General conclusion

General conclusion

This study set out to explore the critical role of teacher feedback in enhancing the writing skills of students. The aims highlighted several key areas: analyzing student writing to identify strengths and weaknesses, improving clarity and coherence, developing language proficiency, enhancing grammar, vocabulary, and spelling, and promoting critical thinking skills.

Through examining these aspects, the research addressed three primary questions: identifying essential writing sub-skills, proposing effective teacher feedback strategies, and assessing the impact of these strategies on student writing performance. The hypothesis posited that first-year master's students would hold positive attitudes towards teacher feedback, thereby supporting and encouraging their writing improvement.

The findings of this study confirm the significant benefits of teacher feedback in writing instruction. Teacher feedback not only helps in pinpointing areas where students excel and where they need improvement, but also aids students in making their writing clearer and more coherent. Moreover, feedback is instrumental in developing students' language proficiency, refining their grammar, vocabulary, and spelling, and fostering critical thinking.

Effective feedback strategies, as identified in this study, include specific, constructive comments, guided practice, and regular, structured opportunities for revision. These strategies significantly enhance the writing performance of learners by making them more aware of their writing processes and encouraging a more thoughtful and reflective approach to writing.

In conclusion, the positive attitudes of first-year master's students towards teacher feedback underscore its value as a tool for improving writing performance. Teacher feedback is not merely a corrective measure but a developmental one, essential for nurturing proficient, thoughtful, and articulate writers. The study's findings advocate for the continued and strategic use of teacher feedback in writing education to achieve these ends.

Pedagogical implications and recommendation

- Effective teacher feedback provides students with valuable insights into their writing, highlighting areas for improvement and guiding them towards better writing practices. This feedback driven approach fosters a learning environment where students can actively engage with the writing process and make meaningful progress.
- Teachers can focus on the developmental aspect of writing as content, organization and clarity rather than solely emphasizing surface level errors. This method helps students improve their overall writing competence and encourage them to think more deeply about the substance of their work.
- Quality feedback encourages students to reflect on their writing, analyze their strengths and weaknesses to develop a deeper understanding of writing impact.
- Teach learners how to write in an academic way, teachers should give diverse feedback approaches. This can include audio feedback, written comments, etc. Change even digital documents and online platforms for improvement of students' competence.

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Appendices

9. What types of mistakes have you make it in class?

- A) Grammar B) Spelling C) Agreement E) punctuation
- F) Other (please specify)

10. How do you compare your current writing ability to your ability before you started receiving written tips?

- A) I have improved significantly
- B) There has been no noticeable improvement
- C) I have improved somewhat

11. Do you think teacher has important role in class?

- A) Yes B) No

Explain:

12. How teacher feedback does influence to improve writing skills?

- A) Direct tips B) Indirect tips C) other tips

13. How helpful do you find teacher feedback in improving your writing skills?

- A) Extremely helpful B) some helpful
- C) Not very helpful D) Not at all

14. How important do you think feedback of teacher improve your writing skills?

- A) Very important B) Important C) rarely
- D) Slightly E) Not important

15. What type of strategy do teachers use to guide you in developing your writing?"

- A) Traditional strategy B) Modern strategy

16. How often do you receive writing corrective feedback from your English teacher?

- A) Always B) Often C) Sometimes

Appendix 2

Teacher' Questionnaire

Section 3: teacher Feedback

17. How frequently do you provide written feedback on students' writing assignments in your English courses?

- a) Rarely b) Occasionally c) Frequently d) Always

18. What methods do you primarily use to provide feedback on student writing? (Select all that apply)

- a) Written comments on the paper b) Rubrics c) Conferences
d) Track Changes/Comments in digital documents e) Audio feedback
f) Other: _____

19. Do you find peer review and feedback sessions effective in improving student writing? Why or why not?

20. How do you believe your feedback influences on student engagement with course materials and writing assignments?

21. What are the main challenges you encounter in providing feedback on student writing at the university level?

22. What strategies or techniques do you employ to ensure your feedback is actionable and fosters student growth in writing proficiency?

23. Are there any resources or professional development opportunities you believe would enhance your ability to provide effective feedback on student writing?

Resume

المخلص

الهدف الأساسي من هذه الدراسة هو تسليط الضوء على التغذية الراجعة وأثرها على طلبة سنة أولى ماستر في جامعة محمد خيضر بسكرة 2024/2023

لقد اتبعنا في هذه الدراسة المنهج الوصفي لتأكيد الفرضية المقترحة لهذا البحث المتمثلة في أن الطلبة يواجهون صعوبات في انجاز مشاريع ودراسات في كتابتها باللغة الانجليزية بحيث تم استعمال استبيان كأداة لجمع المعطيات من طلبة السنة أولى ماستر قسم اللغة الانجليزية تخصص علوم اللغة، والتي أشارت بأن نتائج الطلبة يواجهون مشاكل في كيفية كتابة نصوص اكااديمية وصحيحة بالإضافة إلى المشاكل التي يواجهونها في الجامعة من ضيق الوقت ونقص في الحصص المخصصة لهذا المجال وشح في الوسائل الجديدة لتطوير مهاراتهم الكتابية. كما تطرقنا الى موضوع وهو دور المهم للأستاذ في تقديم التغذية الراجعة التصحيحية وأثرها في تعزيز قدرات الطالب وتحقيقهم الاكاديمي.

استكشفنا من خلال الاسئلة المطروحة على الطلبة ان هناك اهمية كبيرة للتغذية الراجعة واهميتها على قدراتهم الكتابية.