People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Division of English

Enhancing Students' Writing Skill Through Teachers' Corrective Feedback

Case Study: Third Year LMD students of English at Mohamed Kheider University

-Biskra-

Dissertation submitted to the Department of Foreign Languages as partial fulfillment for Master Degree in English language: Sciences of Language.

Prepared by: Supervised by:
Mr. Guettaf Temam Tarek   Mrs. Aichaoui Theldja

Supervisor	Mrs. Aichaoui Theldja	M.A.B	University of Biskra
Chairman	Mr. Slimani Said	M.A.A	University of Biskra
Examiner	Dr. Meddour Mostefa	M.C.B	University of Biskra

Academic year: 2014/2015

Dedication

I dedicate this work :

To my "Father" and my "mother" for their endless love and aid. Really my tears will to get down appreciating their help.

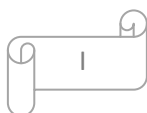To my awesome brothers

To my kind sisters

To all my family members

To my closest girl ever "Imane"

To all my friends with whom I shared nice times at school or outside.

To all my friends

To all those who share love with me.

Acknowledgements

All my greatest gratitude to my supervisor, Mrs. Aichaoui Theldja. I appreciate her patience, direction, and endless help throughout the conduction of this dissertation. Without her inspiring guidance and insightful feedback, this work could never be brought to light.

" She looks like a candle

Consumes her power to enlight the path of knowledge for me….

You are very patient, you are much greater.

You, Mrs. Aichaoui, still my example ever"

Special thanks go to my friends Ibrahim and Yahia for their help and encouragements. Additional thanks are for third year LMD students for their aid.

Finally, I would like to thank the examiners for their acceptance to examine this dissertation. I appreciate your awareness and careful reading of this dissertation: Dr. Meddour Mostefa and Mr. Slimani Said.

Thank you
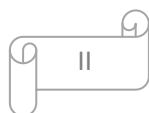
List of acronyms

ESL: English second language

EFL: English foreign language

ELT: English language teaching

TEFL: Teaching English as foreign language
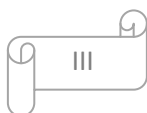
LMD: License Master Doctorate

OCF: Oral corrective feedback

WF: Written feedback

WCF: Written corrective feedback
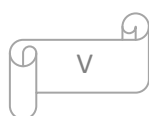
CF: Corrective feedback

WE: Written expression

List of tables

List of figures

Table of contents

Chapter One: Writing Skill

Chapter Two: The Role of Teachers' Corrective feedback

Part Two: Field work

Chapter Three: Data analysis and interpretation

Abstract

The aim of this study is to identify the role of teachers' corrective feedback on improving students writing skill or competence and whether it is an effective factor that pushes students to be better or not. To achieve this aim, this research is based on the descriptive method and the questionnaires for both teachers of written expression (WE) and students are considered to be the basic source of the collected data. This study takes place at Mohamed Khieder University of Biskra and deals with third year LMD students . Moreover, hypotheses that the teachers' corrective feedback develops and improves students' writing competence are confirmed through the results collected from the questionnaires of this research. Furthermore, the results signify that teachers and students are convinced by the effective role of corrective feedback and its positive results that serves students in specific and language learning in general. Finally, teachers should aware to the way that they provide their corrective feedback to their students and know how to motivate students to work harder and be skillful writers; whereas student also should accept their teachers' directions and guidance in order to achieve the general goal which is to learn a foreign language.

General introduction

Learning English language demands the mastery of four skill listening, speaking, reading and writing. Writing is considered to be one of the productive skills and an important means of communication. Also, it is seen as a tool that serves language learning through its observable benefits. Writing is a complex process which demands a cognitive analysis and linguistic synthesis. Thus, students face many difficulties when trying to be skillful writers because it need considerable effort and time. Nowadays, English writing instruction is witnessing an increasing role in foreign language education. The present study seeks to explore the effectiveness of teachers' corrective feedback and to what extent it is able to enhance students' writing competence. Various ways and strategies are then suggested so that teachers can adopt a more effective approach to improve students' writing proficiency. The process of mastering this skill and learning how to master it, i.e., before conducting any piece of writing , writer should know the components of the process, for example letters, how to use them appropriately and to make the difference between them.

Writing has an important role in human life because it helps them to express their ideas, feelings and emotions. It also facilitates communication between individuals in different aspects: business, science and technology, education….etc. Thus, it is considered to be an important tool of communication and facilitates relations between people. Through writing human being can write down his own inventions and ideas. So, writing has many benefits for individuals and groups.

Teaching writing is not an easy task because is demands from teachers to make a plan to what to teach and how to teach different lessons of writing. Teachers have to create a motivational atmosphere for students to push them to learn writing and enjoy it by

providing different types of tasks and activities that attracts students to feel well motivated. Also, it is considered to be their job to select the approach that best fits the students' needs. Thus, teachers' role in writing instruction is a hard task regarding what they have to achieve and offer to students in order to serve the language learning and teaching.

Many studies have investigated the importance of teachers' corrective feedback on increasing students' writing proficiency (Hyland 2003, Ferris 2009). Because of its importance and its impact, teachers' corrective feedback plays an essential role because it pushes students to discover their mistakes and try to correct them by following their teachers' guidance. In addition, teachers' corrective feedback may create some kind of interaction between teachers and students, hence, it can play dual effect, both enhancing students' writing ability and providing them the needed motivation to write more and better.

Statement of the purpose

The purpose of this study is to find out the effective ways to give response on students' writings through their preference and reaction to teacher's feedback. As a result, the teacher will get better insight in feedback process and learn how to use it effectively. This study is conducted due to many observations that many students in EFL classes have a low level in written course because they do not receive information about their different types of writings from their teachers, or they receive it but not in an effective way. Some teachers turn back the students' writing full of red ink which make students disappointed to revise their work which lead to a bad quality of their final draft. As researcher, It's believed that teacher's feedback has great importance on enhancing students' writing skill if it is done in effective way.

Statement of the hypotheses

1. We hypothesize that teachers' corrective feedback enhances students' writing competence.

2. If teachers provide feedback in effective manner, students may enhance their writing skill.

Research questions

This study aims to answer a number of questions:

1. What are the methods that students prefer when teacher respond to their writing?

2. Do all methods that teachers use when responding to students' writings have the same impact on enhancing students' writing ability?

3. How can teachers use feedback in order to improve the students' writing?

4. Are students aware of the importance of the teachers' feedback?

Methodology

We have decided to use the descriptive method to undergo this research due to the fact that it is the most appropriate method to prove the hypotheses. Thus, we are going to describe the students' reactions and preference of teachers' feedback.

Research tools

In this study we will use two questionnaires due to the fact that questionnaire saves time. Two questionnaires will be programmed: one for teachers and the other for students. After handing back the questionnaires we will have some ideas about what type of

feedback is mostly given by teachers and which type of teacher's feedback is preferred by students, and what is their reaction towards it.

Participants

We have chosen to work with third year LMD students at foreign languages department, English branch, Mohamed Khieder University of Biskra. Our choice to them is due to many reasons: They are supposed to be teachers in the future or master students. Thus, they have to perform better writing level. Also, they are supposed to conduct dissertation or research in the near future, so they have to be good writers.

First chapter:

Writing skill

Introduction

Writing is the most important and sophisticated language skill, as it obeys rules and instructions. This is really true considering the efforts learners make to enhance their writing, and make words convey their thoughts in a clear and meaningful way.

This chapter is devoted to writing in general, starting by a summarized view about the history of writing over time, its definition and nature. This chapter also includes the approaches of teaching this skill and its components. In addition, it consists of the difference between writing and speaking, as well as it comprises the connection between writing and reading skill.

1. The Development of Writing Over Time

Relatively, writing as a recent phenomenon witnessed many changes and developments. According to Harmer (2007a: 1): " human activity of writing is a fairly recent development in the evolution of men and women . . . some of the earliest writing found so far dates from about 5,500 years ago". (Cited in Ghouthbane, N. 2010).

Early man is that he did not write he relied on drawing different forms and paintings to refer to various things related to his daily life. Yule (2010: 212) claimed that "human beings started to write some 20,000 to 25,000 year ago". The human protected the old forms of writings and paintings of animals and people in protected places such as caves. The pictures of animals were attempts at appearing their spirits after being hunted. While the pictures of people often represent people appearing in different physical positions as in a ceremonial dance.

Crystal (1999: 18) stated that : The representational messages for ancient cultures are called "petroglyphs" or "pictograms". In other way, pictures May represent different

symbols, for example, the following picture ☼ was used as a form of the sun. Those pictograms later on changed to become "ideograms" which were playing an essential role to be a part of a system of idea writing, or as it is well known "hieroglyphs". for example, ancient Egyptians used a sophisticated system of hieroglyphs .

This Egyptian hieroglyph/ideogram ▭ refers to a house. On the other hand, **Petroglyphs** (also called rock engravings) are considered to be pictograms and logogram images created by removing part of a rock surface by incising, picking, carving, and abrading. Outside North America, scholars often use terms such as "carving", "engraving", or other descriptions of the technique to refer to such images. Petroglyphs are found world-wide, and are often associated with prehistoric peoples. The word comes from the Greek words *petro-*, theme of the word "petra" meaning "stone", and *glyphein* meaning "to carve", and was originally coined in French as *pétroglyphe*.

The term *petroglyph* should not be confused with petrograph which is drawing or painting an image on a rock face. Both types of image belong to the wider and more general category of rock art or partial art . petroforms, or patterns and shapes made by many large rocks and boulders over the ground, are also quite different. We can say that petroglyphs refer to the the cliff paintings of Native Americans in the desert South West. Although Native American tribal groups did not speak each other's languages; the petroglyphs are surprisingly standard; however, they are not as sophisticated as were the Egyptian hieroglyphs. Logograms disparate languages may also use the same or similar alphabets, abjads, abugidas, syllabaries and the like, the degree to which they may share identical representations for words with disparate pronunciations is much more limited. For instance, the logographic writing used by Sumerians in the southern part of modern Iraq, between 5,000 and 6,000 years ago, as reported in this quotation re commonly known also as "ideograms". Strictly speaking, however, ideograms represent ideas directly

rather than words and morphemes, and none of the logographic systems described here is truly ideographic . A feature of logograms is that a single logogram may be used by a plurality of languages to represent words with similar meanings. While Yule claims that :

> Because of the particular shapes used in their [the Sumerian] symbolism these inscriptions are more generally described as cuneiform writing. The term cuneiform means wedge-shaped and the inscription used by the Sumerians were produced by pressing a wedge- shopped implement into soft clay tablets, resulting informs like . (Yule, 2010, p. 214).

The Phoenicians invention of an alphabet from the Egyptians hieroglyphs was in about 3,500 years ago. For instance, the Egyptian hieroglyph meaning house becomes the following Phoenician one. And in about 1000B.C. the Phoenicians had developed syllabic system of writing fully. Their alphabet extended into Northern Africa to become the system used by the Arabs when writing, and North West to Greece whose modified further the letters to become the Cyrillic Alphabets of Russia and the Balkans. After that the Romans made a modification to the nature of the letters to become the alphabets we recognize and use. Thus, those alphabets are called the Roman alphabets which can be differentiated from other writing systems in that the symbols represent sounds, not pictures or ideas.
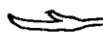
Egyptian	Phoenician	Early Greek	Roman
			A
			B
			K
			M
			N
			T
			S

Table .1. Development of Writing (Yule, 2010, p. 217)

Finally, O'Grady, Dobrovolsky, and Katamba (1996: 620) summarized the historical development of writing in the following quotation :

> The development of writing has been one of humanity's greatest intellectual achievements. From pictograms and logograms, the graphic representation of language has developed through syllabic writing to the alphabet. This was achieved through the discovery that the sounds of language can be associated with arbitrary graphic symbols. Eventually, this was followed by another discovery that a fairly small number of symbols is sufficient to represent language in written form.

O'Grady, Dobrovolsky, and Katamba (1996: 620)

In other way, to summarize the development of writing. Its beginning was considered as pictograms (picture-writing) which represent particular images in a consistent manner before it changes to the modern forms . Then, it developed to ideograms (idea-writing); later on these ideograms changed to what concept of logograms which refers word-writing. The best example used is that of the Sumerians where the writing system is word-based. More specifically, the alphabet replaced pictographs between 1700 and 1500B.C. in the Sinaitic word. The ink, invented by the Chinese philosopher, Tien-Lcheu (2697B.C.), became common by the year 1200 B.C. in parallel with the invention of paper (Bellis, 2003, p.34). To make it more clear and comprehensible, the next elements will give additional information about writing skill.

2. Definition of writing :

Simply, writing is the use of graphic symbols that are called letters.. When it involves producing clear and meaningful pieces to carry a message in the language, writing becomes more complicated. Accordingly, Widdowson (2001: 62) stated that " writing is the use of visual medium to manifest the graphological and grammatical system of the

language. That is to say, writing in one sense is the production of sentences as instances of usages". consequently, students must have an acceptable level of mastering different aspects of language such as : the graphic system, the grammatical structure, and select appropriate vocabulary (mechanisms of writing) related to the subject matter. However , they fail to do so this explains the complexity of writing skill, and in addition to that it is an act of discovery. Another definition was given by Crystal (1999: 214) who stated that "writing is not a merely mechanical task, a simple matter of putting speech down on paper. It is an exploration in the use of the graphic potential of a language -a creative process- an act of discovery". In addition, Harris (1995: 11) stated that:

> writing makes it possible to record business transactions, to set down stories and musical compositions, to do complex mathematical calculations, to choreograph dances, to keep calendars and accounts, and deal with information of many different kinds.
>
> Harris (1995: 11).

According to Byrne (1991: 1) : "the act of forming these symbols: making marks on a flat surface of some kind". However, Crystal (2006: 257) specifies that: "writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression". For Bloomfield: "Writing is not language, but merely a way of recording language by means of visible marks."(Bloomfield. Cited in Crystal. 1994: 178).

Also, Sohel (2014) stated that : "writing is the record or the recorded form of speech. It is a medium of communication that represents language through the inscription of signs and symbols. The development of writing, as we know it, is a relatively recent phenomenon". Olshtain (1991 235) stated that "writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study ". Writing is considered to be a tool which enables students to express and communicate their ideas, feelings, and different attitudes in a written form. Writing can be an individual, a personal,

and social endeavor. (Cited in Maarek, S . 2009). As it is reported by Miller (2001, as cited in Richards & Renanya,2003: 25) "even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communicating with people".

Richards and Schmidt (2002) supported this idea where it is stated "writing is viewed as a result of complex processes of planning, drafting, reviewing and revising" (p.529). Which means, various operations cause the final draft. Also , Pincas (1992: 125. Cited in Ghothbene, N. 2010) claimed that "writing is a system of graphic symbols, i.e., letters or combinations of letters which relate to the sounds we produce while speaking" . Writing can be defined as much more than the production of these symbols. For that, the graphic symbols must be arranged according to some conventions in order to form words, and words to form sentences, and sentences to form paragraphs and essays. Accordingly, writing is not producing or making list of words, as inventories of items of a shopping list."Although this shopping list may not seem to provide an example of sophisticated writing, it tells us something about the writing process".

The achievement of writing is linked to the existence of coherence between the words or the sentences which are arranged in a particular order and linked together in certain ways and above all, holding a meaning. In this respect, "learners at schools [and universities] must master the academic writing which was needed in writing essays and paragraphs or other assignments for exams" (Bailey, 2003: 1).

Furthermore, Kate and Guy (2003: 1480. Cited in Ghothbene, N. 2010) stated that:"writing is a process of exploring one's thoughts and learning from the act of writing itself from what thoughts are. It means that writing is a tool of learning rather than a process limited to express thoughts via written symbols. As it is considered to be the most difficult and complex skill to be mastered by EFL students, Rivers and Temperley point

out: "To write so that one is really communicating a message isolated in place and time, is an art that requires consciously directed effort and deliberate choice in language" (Rivers and Temperley 1979: 263. Cited in Azzioui, A. 2009).

In addition to the complexity of writing, it needs a considerable training to be mastered. Hedge (2000) had completely investigated this issue and came with a result "all the time spent in communicative activities, adults devote 45% of their energies to listening, 30% to speaking, 16% to reading, and 9% to writing" (Hedge, 2000: 305). This explains why the majority of students feel stress which prevents them from conveying the desired message. Accordingly, Brookes and Grundy (2009: 11. Cited in Ghothbene, N. 2010) reported that "it must be worth asking precisely what is difficult about writing and, especially, about writing in a second language" .

Moreover, Ramet (2007: 9) stated that : " Whatever your writing interest may be, fiction or nonfiction, literary novels or specialist articles, you should read anything and everything in your chosen genre". This my refer to the importance of reading before the process of writing takes place. The following quotation shows that writing is viewed as a powerful tool "although writing is not this explosive, it is one of the humankind's powerful tool. But they are sometimes confused about the source of its power"(Mc Arthur, Graham, & Fitzgerald, 2008: 1. Cited in Ghothben, N. 2010). Also, to clarify things about this skill, we have to investigate its nature which is the next point.

3. The nature of writing:

Writing is a complex process that demands the mastery of many language levels; morphological level, syntax, semantics, pragmatics and discourse level. In contrast to speaking, writing includes more elaborated linguistic systems, complex clauses, different syntax and vocabularies. Many experts, therefore, consider writing the barometer of one's

proficiency on a particular language. They also think that writing is the most difficult basic language skills due to its complexity and complete reliance on these language levels.

Also, writing is considered to be a productive skill that urges the writer to carry out the meanings or messages in the written form. In the writing process, the writer tries to interact with the readers by exploring the ideas in the written form. The ideas usually contain the context, prior knowledge, and discourse. As writing is transactional and message-oriented, its goal must be conveyed information accurately, effectively and appropriately. The writer must be able to express the ideas explicitly using the effective language and avoiding the ambiguous words. The writer must be aware that the readers cannot confirm the ideas being delivered to writer immediately as what they can do in speaking process. Therefore, it is the writer's duty to make his writing clear enough before the readers.

For Bloomfield : "Writing is not language, but merely a way of recording language by means of visible marks."(Bloomfield; cited in Crystal 1994: 178). For him it means that writing is considered to be limited in visible marks. Further, Crystal (2006: 257) specifies that: "writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression". Here, Crystal also explained the nature of writing in the use of graphic and visual marks. Also, Byrne (1991: 1) stated that : "writing can be said to be the act of forming these symbols : making marks on a Flat surface of some kinds". In addition, Nancy Arapoff (1967: 233. Cited in Selmen, S. 2006) described writing as " much more than an orthographic symbolization of speech. It is, most importantly, a purposeful selection and organization of experience". According to her, "experience" includes all thoughts, facts, opinions, or ideas, whether acquired first hand through direct perceptions and/or actions or second hand through reading and hearsay. To explain more about the complexity of writing Scrivener (1994: 192. Cited in

Maarek, S. 2009) argued that Writing is a great challenge to produce a fluent and coherent piece of writing "….involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternative and better solutions .

The overall difficulty of writing was fairly observed by Collins and Genther (1980: 62. Cited in Ouskourt, M. 2008) who saw that :

> Much of the difficulty of writing stems from the large
> number of constraints that must be satisfied at the same
> time. In expressing an idea the writer must consider at least
> four structural levels : Overall text structure paragraph
> structure sentence structure (syntax), and word structure …
> clearly the attempt to coordinate all these requirements is a
> staggering job .

This quotation may refer to the complexity of the writing skill, and to what extent students should aware about this productive skill in order to be able to produce well structured and meaningful productions.

4.Approaches to teaching writing :

There are different types of approaches to teaching writing. The next production will include the three main types of approaches that are : the product approach, the process approach, and the genre.

4.1 The product approach :

The main focus of the product approach is on the production of well-produced composition.

> The product approach to writing focuses on the end results of the act of

composition, i.e. the letter, assay, story and so on. The writing teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on.

(Nunan, 1989: 36. Cited in Maarek, S. 2009)

The product approach is concerned with the writers' knowledge of the structure of the language, and writing in this case is considered to be an imitation of texts produced by the teacher. Basically, writing in product-based approaches has served to reinforce L2 writing in terms of grammatical and syntactical forms. There are a variety of activities in the product writing which can raise students' awareness in second language writing from the lower level of language proficiency to advance like English major students such as the use of model paragraphs, sentence-combining, and rhetorical pattern exercises. Writing in the product approach is viewed as a simple linear model of the writing process which proceeds systematically from prewriting to composing and to correcting Tribble (1990). Besides, instructors and learners believe that planning stage of writing in text based approaches begins and finishes in the primary period of composition. However, Raimes (1983) found that product-based writing can in no way be described as linear or as neat as is generally believed:

Contrary to what many textbooks
advise, writers do not follow a neat sequence
of planning, organizing, writing and then revising. For while a writer's
product - the finished essay, story or
novel - is presented in lines, the process
that produces it is not linear at all.
Instead, it is recursive.

(Raimes, 1985: 229)

Nevertheless, the pattern-product writing approach is widely accepted among writing teachers because they have found several advantages in it for the writing classroom. Firstly, learners learn how to write in English composition systematically from using the pattern-product techniques, namely the logic of English rhetorical patterns such as narration, description, and persuasion. They also learn how to use vocabulary and sentence structures for each type of rhetorical pattern appropriately. Finally, product-based writing helps instructors raise learners' L2 writing awareness, especially in grammatical structures. However, there are also disadvantages associated with the use of the product-based writing. Writing with this approach gives little attention to audience and the writing purpose since learners and instructors tend to overemphasize on the importance of grammar, syntax, and mechanics. Learners will lack motivation in learning and have high pressure in creating their writing tasks, as their instructors mostly focus on the accuracy of the language structures.

4.2. The process approach :

The process approach came as a reaction to the weaknesses of the product approach. It started to gain ground in the mid 1970s. It developed from the assumption that:

> If we can analyze the different elements that are involved in a longer piece of writing, and can help learners to work through them, and use this knowledge positively in their own writing, then such writing will have a lot of stress taken out of it.
>
> (Brookes and Grundy, 1991: 7. Cited in Maarek, S. 2009)

Process-based writing is viewed as the way writers actually work on their writing tasks from the beginning stage to the end of the written product. O'Brien (2004. Cited in thanatkun, T. 2008) defines the concept of this approach as an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas. Writing in the process approach can thus be seen as a dynamic and unpredictable process. Due to the number of its benefits Process-based approaches are well-known tools for writing instructors to teach L2 writing. Students can improve their writing step by step since instructors will guide them through the whole process of their writing tasks by giving them feedback and enough time and opportunity through peer and teacher review to develop a sense of audience, which allows them not only to reflect upon their previous writing but also to consider the possible existence of other viewpoints. Also, they have to spend quite a long time to complete one particular piece of writing in the classroom. Badger and White (2000) also point out that learners have no clear understanding about the characteristics of writing and are provided insufficient linguistic input to write in L2 successfully in a certain text type.

The following figure shows how we might produce a longer text such as a composition:

generate/ gather ideas for content

(brainstorming)

↕

organize and order ideas

↕

write first draft

↕

edit content for meaning

↕

writing second draft

↕

edit language and spelling

↕

write final draft
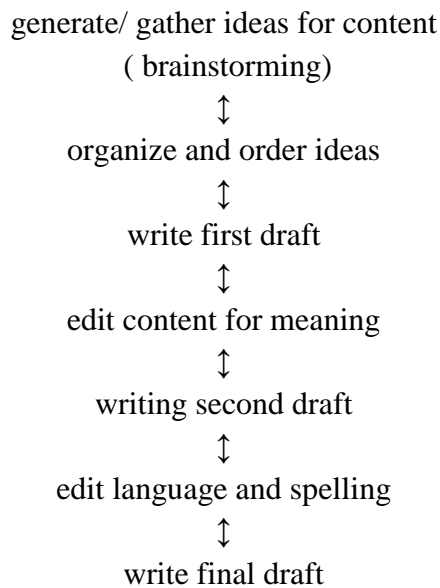
Figure .1. The Process Approach

(Adapted from Lindsay and Knight. Cited in Thanatkun, T. 2008)

The next explanation tries to make the previous diagram clear:

Notice that the arrows between the stages in the diagram of the writing process
go in both directions. This is because the process of writing and re -writing does not
just develop in a straight line. For example, you might decide at the first draft stage
to re-order some of the ideas, or to take some ideas out and put different ones in.
So, when we write we move backwards and forwards between the different stages .

(Lindsay and Knight, 2006: 86. Cited in Thanatkun, T. 2008)

Finally, to summarize it the process approach comes as a reaction to the product approach. The former stresses the creativity of the individual writer and sees writing as a highly complex activity. This orientation pays attention to the development of good writing rather than the imitation of model texts. The process approach emphasized that writing is an activity that is composed of a variety of activities, and that these different activities are typically recursive. The teacher in the process approach becomes a facilitator.

4.3. The genre approach :

Genre approaches are relative newcomers to ELT. However, there are strong similarities with product approaches and, in some ways, genre approaches can be regarded as an extension of product approaches. Like product approaches, genre approaches regard writing as predominantly linguistic but, unlike product approaches, they emphasize that writing varies with the social context in which it is produced. According to Badger and White (2000), writing in the genre approach is regarded as an extension of the product-oriented approach since learners have an opportunity to study a wide variety of writing patterns, for instance, the business letter, the academic report, and the research paper. Like other writing approaches, the genre approach is increasingly used in the L2 writing classroom due to having certain strengths. The focus of writing in this approach aims to integrate the knowledge of a particular genre and its communicative purpose, these help learners to produce their written products to communicate to others in the same discourse community successfully.

Learning to write is part of becoming socialized to academic community - finding out what is expected and trying to approximate it.…The reader is a seasoned member of the hosting academic community who has well-developed schemata for academic discourse and clear and stable views of what is appropriate. The text is a more or less conventional response to a particular task type that falls into a recognizable genre.

(Silva, 1990: 16. Cited in Thanatkun, T. 2008)

Thus, learning specific genre construction can be considered as a way to help learners come up with appropriate actual writing in their real life outside the classroom. Genre writing reflects a particular purpose of a social situation and allows students to acquire writing skills consciously by imitation and analysis of each writing genre (Badger and White, 2000).

The negative side of the genre approach is that learners may not have enough knowledge of appropriate language or vocabulary to express what they intend to communicate to a specific audience. Another weakness, as Badger and White (2000) point out, is that the genre approach undervalues the writing skills which learners need to produce a written product and ignores the writing abilities that learners have in other aspects. In order to combine and use the genre approach effectively as a part of the integrated approach in the writing class, its weaknesses should be modified in the following ways. Instructors should describe clearly the genres which students have to learn at the beginning of the writing class so as to allow learners to prepare and have ideas about the language use for each genre. Furthermore, teachers should help learners to produce their written products step by step. For example, teachers may use a brainstorming technique to help students generate their ideas and come up with the appropriate language use or specific vocabulary for what they want to communicate to people in a particular discourse community. Finally, instructors should pay attention to the skills that will help learners develop their writing competence through the writing process.

5. Components of writing:

Components of writing relate to the elements out of which writing is made. In his pointview of writing components Raimes (1983) views that writing involves first of all content which has, for example, to be relevant, clear and logic. This content needs, also, the organization in such a way as to form a coherent whole. In addition to content and organization, some tools are used to convey the intended meaning, and they consist of grammar, syntax, mechanics and word choice. Grammar relates to the rules of the language; syntax has to do with the way words and phrases are put together to form sentences; mechanics involve such aspects as handwriting, spelling, and punctuation; and

word choice alludes to the vocabulary used. Along the aforementioned constituents of writing, other three equally important components deal with the purpose or the reason for writing, the audience or the reader(s), and the writer's process of getting ideas, getting started, writing drafts, and revising (6). Raimes' components of writing can be grouped under six main headings:

- Content or the message to generate

- Organization of the ideas

- Tools used to convey the message

- Purpose

- Audience

- Process

6. Writing and other skills :

6.1. Difference between writing and speaking :

Our focus on the writing skill becomes due to the fact that writing is considered to be the most difficult skill. Here we are going to prove that writing and speaking are different in various aspects even if they are called the productive skills. Consequently, O'Grady et al. (1996: 591) argued that:

> Speaking and writing are different in both origin and practice spoken
> language is acquired without specific formal instruction, whereas writing
> must be taught and learnt through deliberate effort . . . there are many people
> who are unable to write. While spoken language comes naturally to human
> beings, writing does not.

Essberger (2001) shared the same viewpoint and said that when we learn our own (native) language, learning to speak comes before learning to write. In fact, we learn to speak almost automatically. It is natural. But somebody must teach us to write. It is not natural. In one sense, speaking is the "real" language and writing is only a representation of speaking. However, for centuries, people have regarded writing as superior to speaking. It

has a higher "status". This is perhaps because in the past almost everybody could speak but only a few people could write. But as we shall see, modern influences are changing the relative status of speaking and writing.

Also, Raimes (1994: 14) argued that we learn to speak our first language without any instruction, while most people are taught how to write in their L1, given the complexity writing represents for them. Moreover. Sindoni (2014: 9) stated that : " speech and writing as abstract categories may be seen as conflicting views of language modes, including a set of different linguistic traits that set them apart". Whereas, Robins (2000: 95) contrasted the previous points and considered speech and writing as "two modes of linguistic communication". Understanding the difference between them is an important part of the teaching of writing. Similarly, a viewpoint comes from Brown and Yule (1983: 28) who stated that a major difference between spoken and written language is that "the elaborated and dense pack of information at the structure and the text level in written language , i.e., the use of heavy grammar structures, connectors , syntax,etc., whereas spoken language is more simple and therefore less elaborated". What is certain, though, as Raimes (1994) claimed, speaking is spontaneous and unplanned, whereas writing is planned and requires people to take time when producing it.

In addition to the previous points, Byrne (1988: 3) claimed that "A comparison between speech and writing should help us to understand some of the difficulties we experience when we write. The following table highlights the main differences:

SPEECH	WRITING
1 Takes place in a context ,which often makes references clear(e.g. 'that thing over there')	1Creates its own context and therefore has to be fully explicit.
2 Speaker and listener (sin) contact. Interact and exchange roles.	2 The reader does not present and no interaction possible.
3 Usually person addressed is Soecific	3 Reader is not necessarily known to writer.
4 lmmediate feedback given and Expected (a) verbal : questions, comments . . . murmurs, grunts. (b) non-verbal : facial Expressions.	4 No immediate feedback possible. Writer may try to anticipate reader's reactions and incorporate them into text.
5 speech is transitory. Intended to be understood immediately. If not, listener expected to interact.	5 Writing is permanent. Can be reread as often necessary an at own speed.
6 sentences often Incomplete and sometimes ungrammatical. Hesitations and pauses common and usually some redundancy and repetition.	6 Sentences expected to be carefully constructed, and linked and organized to form a text.
7 Range of devices(stress, intonation, pitch, speed) to help convey meaning. Facial expressions, body movements and gestures also used for this purpose.	7 Devices to help convey meaning are punctuation, capitals and underlining (for emphasis). Sentence boundaries clearly indicated.

Table .2. differences between speech and writing Byrne (1988: 3).

Another significant difference between writing and speaking is the features that each skill uses to convey meaning. In face to face conversation, we use what is called paralinguistic features such as; gestures, facial expressions, stress and intonation. Moreover, we can speak louder or softer, faster or slower, so that, our meaning would be conveyed, Whereas in writing we use question and exclamation marks that modify the meaning of what is written, underlining or writing words in italics to emphasize their meaning, use dashes, indentations, commas, capital letters…etc.

Spoken language is simpler than the written variety of the same language. Differences in complexity include a lot of parameters: more rules in the grammar, more morphological forms in order to realize a function, more variability in syntactic constructions, or the difference is considered in a statistic way, some constructions being

rare in a variety and frequent in the other one. In sum, what is suggested is that spoken languages do not allow the same level or degree of complexity if compared to their written counterpart.

Other differences include the level of "formality", i.e., "writing is formal and compact, while speaking is more informal, repetitive and uses phrases such as 'you see', 'What I mean', etc." (Raimes, 1994: 35). Besides, speech is more simple in terms of connectors such as "and" and "but" which tend to be used more frequently; whereas in writing sentences, they are more complex when using connectors and subordinators. And the problem becomes more complex when students come to punctuation and capitalization. That is why we have chosen to investigate these aspects as potential sources of the problems behind third year students' poor performance in writing.

Another view is held by Harris (1993: 3) who stated that "there are three ways of looking at the differences between speech and writing which are situation, grammatical choices, and lexical density". He meant by the first way, situation, that speakers may drop or elide word-final phonemes or morphemes, and this can be interpreted by the listeners as conventional speech where correctness is not important. But this is not the case with written language which must be well structured and polished. Some of essential differences between writing and speaking in relation to situation are summarized in Table 1.2:

Speakers	Writers
1. Can refer to people, objects, and so on in the shared environment by pointing with gestures or by using pointing words.	1. Do not share an immediate environment with their readers and have to make explicit references to people and objects.
2. Can check whether they are being understood by looking at the speaker's expression, by asking, or by being directly prompted.	2. Have no means of knowing once the text is finished whether the readers will understand the message they need to anticipate potential
3. In conversations (including telephone conversations) speakers are encouraged by listener's markers, such as "mm" and in live conversations and gestures.	misunderstandings and appropriate levels of shared knowledge.
4. Can backtrack and fill in information that may have been omitted precise sequence is not a prerequisite effective communication.	3. Have to find ways of motivating themselves to continue creating a text.
	4. Have to plan in order to achieve both a sequence and a selection that will lead to effective communication.

Table .3. Differences between Speakers and Writers
(Harris, 1993: 4. Cited in Ghothbene, N 2010)

The second way is grammatical choices; Harris (1993) meant that the main organizing unit of the spoken text is not the sentence; it consists of clauses of equal status or near equal status chained together in sequence. He goes on to summarize the difference between the grammatical structure of speech and writing as "speech, typically, consists of chains of coordinated, weakly subordinated and adjoined clauses, while writing , by contrast, is marked by full subordination and embedding " (Harris, 1993: 4. Cited in Ghothbene, N. 2010) .

According to Halliday (1989. Cited in Fowerdrew, 2013: 29) who claimed that the third way is considered to be the lexical density " one way of contrasting the relative complexity of speech and writing is in terms of lexical density ". Typically, written text

has a higher lexical density than spoken text. Also, he describes writing as the world of 'things' rather than 'happenings', of 'product' rather than 'process', and of 'being' rather than 'becoming'. Spoken text, on the other hand, is the world of happening, of processes and of becoming, writing reflects upon the world, while speech represents the world as action or process. Some of commonly perceived differences between speech and writing are summarized by Hyland (2003: 50) in Table 1.3:

Speech	Writing
1-More hesitations, interruptions, and selfcorrections.	1-More subordination and passives.
2-No spelling and punctuation conventions.	2-Longer sentences.
3-Relies on gestures and paralanguage.	3-More explicit coding of logical relations.
4-Concrete, fragmented, informal, and contextdependent.	4-Less modal modification.
5-Characterised by turn-talking.	5-Structurally elaborate, complex, abstract, and formal.
	6-Characterised by monologue.

Table .4. Differences between Speech and Writing

In sum, even if speaking is so different from writing, but they are two modes of language, especially, communication and they share one characteristic which is arbitrariness. Also, writing is equated to speaking for both are concerned with conveying information. But what about the reading skill, is it a helpful tool to promote students' writing? If "yes", how students can benefit from this connection (reading and writing). It is our next section.

6.2. The connection between writing and reading :

The main distinction between writing and reading is that the former is productive skill, whereas the latter is receptive. Since they lead to the same objective which is serving

the learning process, they are considered to be interrelated skills. Hyland (2003: 53) argued that "writing, together with reading, is a central aspect of literacy. This means that writing and reading help any person to be a literate one. In contrast to a view that considers writing a process of putting meaning on the written page (meaning production) and reading a process of getting meaning from the written page (meaning reception), the rhetorical relations approach considers both writing and reading to be meaning-making activities. Reading as a meaning making activity is highlighted by intertextually informed research that views a text as an "intermediate, provisional, unfinished work, open to new amplification and interpretation, engendered by its existence in a complex set of shifting relations. . . . From out of many texts, the text becomes many more" (Hartman, 2004: 356).

Moreover, there are different connections between reading and writing, some are considered to be simple and others are complex. For instance, readers use writing to help them process what they read. And as writers, we are always reading. In addition to reading what others have written, we also read our own work, over and over, for correction. In this respect, Harris (1993: 81-86) suggested five interesting relationships which seem more significant to teachers:

• Reading and writing are personal and social activities that are used in order
to communicate. Writers need a response to what they write; readers need to
respond to what they read and get responses to their analysis of the text;

• Reading and writing are reciprocal. Writers can learn much about writing by
reading; readers can learn much about reading by writing;

• Reading and writing are interdependent. Readers cannot read if writers do
not write. Likewise, writers can't write if readers do not read;

• Reading and writing are parallel .Both have purpose, depend on background

knowledge, and focus on the construction of meaning;

• Reading and writing help discover the world around us. As writers write, they need to read. And as readers read, they often need to write.

Finally, in their description of relationships between reading and writing as an interrelated treatment; Menzo and Menzo (1995: 113) call this connection the "Two- way relationship between reading and writing" as it is illustrated in Table 1.4:

Reading to write	Writing to read
1-Reading increases the knowledge individuals have to write about. 2-Reading instills knowledge of linguistic pattern and form. 3-Reading builds vocabulary and familiarity with writer craft	1-Understanding of subjects, making subsequent reading easier. 2-Writing helps one to read like a writer, hence, sparking insights into writer mechanism and enhancing comprehension. 3-Revision in writing or making changes at various point in the process, involves many of the same high-order thinking strategies involved in critical reading.

Table .5. Reading and Writing Connection (Menzo & Menzo, 1995: 113)

Conclusion

To conclude this chapter, and according to the fact that writing is not acquired in natural setting (at home, in the streets, etc.); one should go through much practice in order to enhance his writing competence. Since the writer is not writing for himself, he should be aware of how to write and what to say. This includes mastering the writing process or strategies. Enhancing the student's competence to produce better productions has many aspects, and the main responsible is the teacher and his way of pushing and motivating students to write better. Thus, the role of feedback given by teacher is a very helpful way to increase the students level of writing.

Chapter Two:

The Role of Teachers' Corrective Feedback

Chapter Two: The Role of Teachers' Corrective Feedback

Introduction

Probably the most challenging aspect of teaching writing whether in EFL or ESL settings is the respond of teachers to their students' writings. Feedback plays an important role generally in developing writing and particularly it has an effect on the writing process. Also, providing feedback is deemed to be an important task in writing contexts. Responding to students' writings has various types; i.e., teacher feedback, peer feedback and teacher-student conferencing, lead to more developments in writing. However, this chapter attempts to discuss the importance of feedback in teaching the writing skill. It starts with defining feedback. Then, it discusses the different types and forms of feedback.

1. Definition of Feedback

Duly, Burt and Krashen (1982: 34) provide a general definition of feedback. They define it as follows "feedback generally refers to the listener's or reader's response given to the learner's speech or writing" (Cited in Maarek, S. 2009). This is to say that feedback is that reaction which is made by either listener or reader towards the students whether in speaking or writing. Feedback means to provide information about learners' performances or productions in different aspects (speaking/writing). It is the input that may lead the writer to revise what they write by giving them the adequate information; in other words, the reader or listener gives different question, comments and suggestions to a writer . Due feedback students learn to respect and appreciate the different perspectives of composing. Also, Hamp Lyons (1987: 143) provides another conception of the term of feedback:

> The feedback which the learner gets on his or her piece
> of writing plays a very important role, both in
> motivating further learning and in ensuring that the

teacher's texts gradually come warier and never to
written finny. (Cited in Ouskourt, M. 2008)

Tim Russell (1998: 25) defines feedback as letting trainees know what they have done that has reached the standard, so that they reproduce that behavior, and what they have not done that has not reached the standard, so that plans can be agreed with them on how to prevent a recurrence of that behavior and how to progress towards the required standard. Also, he claims that due to feedback we can realize and achieve development, or, in accordance to the 'input-process-output' model, only due to feedback progress that can be made and achieved. So, in his view the happening of progression is related to the existence of feedback.

Boud and Molloy (2013: 5) argue that feedback is considered to be a slippery term. It can be used in everyday sense within institutions referring to the making of comments on students' work or performance. Also they claim that:

> Feedback is a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work.
> Boud, D and Molloy, E (2013: 6)

They have drawn some features under this definition of feedback:

- It focuses on what learners do, rather than what teachers or other producers do for them;
- It recognizes the essential value of external criteria applicable to the work that is produced and the learners' need to know and understand what these are;

- It is a process which has an extent over time and is not a single act of perceiving data;

- It sees the application of the standards and the work itself as an essential point of emphasis;

- It makes feedback as a necessary part of the process and considers it as the leading of that process.

Hattie and Timperely (2007: 81) state a definition about feedback which is "information provided by an agent regarding some aspects of one's task performance". Also, Narciss (2008:1289) defines feedback as "all post-response information that is provided to a learner to inform the learner on his or her actual state of learning or performance". This means in other way to give the learner information about the strengths and weaknesses of his or her work. Harmer (2004) considers feedback as input and a tool that contains a set of information for the writers such as what readers need and expect and whether students have met such expectations while writing their works or productions. Moreover, Hyland (2003:207) states that it "offers an additional layer of scaffolding to extend writing skills, promote accuracy and clear ideas, and develop an understanding of written genres".

Mory (2003) discusses four perspectives on how can feedback support learning. First, feedback can be deemed as an impetus and motivator for developing response rate and/or accuracy. Second, feedback can be seen as a tool of reinforcement that automatically combines responses to prior stimuli (emphasized on correct responses). Third, feedback can be considered as a set received information that learners can use them to confirm or change a previous response. Finally, it can be considered as the scaffolds' provider to enable students in making internal plan, and analyze their learning activities. Another

definition of the term feedback is provided by Cole (2006) who defines feedback as any response to a writer or his work that helps him write more, write better, and be happier. Here, he relates writers with happiness because he considers them are always happier when they are writing successfully. Keh (1990) argues that through feedback student writer may realize where he or she misled or confused the reader of his work or production by not provisioning adequate information, mis-organizes ideas, lack of progress of those ideas.

Hyland and Hyland (2006, p. 207) have another definition of feedback who consider it as:

> Like all texts, teacher feedback is a concrete expression of recognized social purposes … it is also mediated by the institutions and cultures in which it occurs. Every feedback act carries assumptions about participant relationships and how teachers think these should be structured and negotiated. Our experiences and perceptions as teachers thus influence not only what we choose to focus on but also how we structure our responses.… In giving feedback we simultaneously offer a representation of ourselves as teachers and as individuals, revealing our beliefs about language, learning, writing, and personal relationships.
> (Hyland & Hyland, 2006: 207)

Here, they are looking at feedback as a social element which is based on relationship between participants (teacher-student). Also, they claim that written feedback is an instrument designed to carry a heavy informational charge. The information "offers the assistance of an expert, guiding the learner through the 'zone of proximal development' (p, 207). Finally, Donohue (2009: 70) states that written feedback is a helpful means because it creates a record for each student's growth. Here, she considers feedback as a monitor tool which focuses on the developmental record of the students.

2. Types of feedback

Generally, there are two types of corrective feedback (written corrective feedback WCF/oral corrective feedback OCF). Due to our focus on the effect of corrective feedback

on the students' writing production, we are focusing on the written one (WCF) because it is related and connected with the aspect of writing contexts. According to the previous studies that were focusing to identify the right types of WCF, there were various kinds appeared due to the opposition of views that occurred between that researches and studies. In the next sections we are going to show and explain those different types of WCF.

2.1. Peer Feedback

Many researchers gave reference to peer feedback using various terms such as : peer evaluation, peer editing, peer responses…. Etc. All of the previous terms, however, concern with the same type of activity which focuses on the peer students' function in the writing process. Li Waishing (2000) argues that peer feedback shows some kind of cooperation among students with each reading his peer's paper and providing responses to that peer writing as a reader. (Cited in Lounis, M, 2009). Also, Leki (1992: 169) has another viewpoint about peer evaluation "It is a part of the process approach to teaching and is widely used in L1 and L2 contexts as a means to improve writers' drafts and raise their awareness of readers' needs" (qtd in Ouskourt 2008: 130). In other words, Leki (1992) sees that peer evaluation provides a tool whereby both students' papers and their awareness of what readers need leads to the development of their writing ability.

Leki (1990b) investigated students' beliefs about the use of peer evaluation in a conducted study. There were two questions proposed to twenty students who had been receiving feedback from their peers over a certain period of time:

1) How useful was it to you to read other students' papers?

2) How useful was it to you to read/hear other students' comments on your paper?

In response to the first question, Leki reported that seventeen students answered negatively and sixteen other positive answers. About the second question it witnessed mixed and different answers with fifteen students answered positively and five negative answers and two other students gave both positive and negative answers. Leki reported some problems based on the findings of her observation, those problems were concerned with peer evaluation including directive commenting on drafts and papers.(Cited in Lounis, M, 2009).

Keh (1990: 295) argues that peer feedback is referred to using different terms, for example, peer response, peer editing, peer critiquing, and peer evaluation. Keh sees that each name of the previous one may note a particular slant to the feedback, essentially in terms to what extent along the perpetuate this feedback is given, and the emphasize of the feedback. For instance, peer response may come before other terms of peer feedback (e.g. after first draft) with an emphasize on the content that is included in first draft (how ideas are organized, progress with providing examples), and peer editing may come near to the final steps of drafting (e.g. after D2 or D3) and it comes focusing on the aspects of grammar, punctuation, etc.

Hyland (2003: 199) claims that peer evaluation has been more accepted and welcomed by the side of teachers than students who prefer receiving feedback from teachers, and whose consider that their writing can be secure just due to their teachers' comments and they see that there is no factor that may help them to have good writings just the received comments from their teachers: "Students themselves are rather ambivalent about the quality of their peer suggestions and both mistrust them and fear ridicule due to their poor proficiency, generally preferring feedback from teachers". Besides, expert students sometimes find it difficult to receive their peers' comments and (Leki, 1990b); hence, students need for professional training in order to be able to overcome all problems

that may face them in the aspect of peers' prose. Hyland and Hyland (2006) see that such training motivates a greater level of share within the task of writing and it provides a helpful and concrete tool for both student writer and student evaluator.

Finally, Rollinson (1998) sees that peer feedback is a helpful tool for collaboration and communication. He argues that peer feedback, with its potentially high grade of response and interaction between the two parts of feedback (reader-writer) can encourage a collaborative conversation in which the establishment of two-way feedback can be accomplished, and the two parties of feedback can negotiate meaning.

2.2. Conferencing

Many studies have referred to conferences by various names: one-on-one strategy, one-to-one activities, face-to-face activities. Conference takes place between the student and the teacher. It is considered as the best strategy which gives the adequate direct and guidance to the student in order to perform and produce well conducted writings. It also helps students to take a deeper look and view at their writing products and they may ask themselves questions such as, "What else I should say or write?" "Can I add more?" "Does my writing make sense and meaningful?" "How can I make my products better?" and "What are the supposed questions will the reader ask?"…etc. Teachers during individual conferences with their students listen and propose different questions, aid them to look at their writings and help them to have a critical eye while seeing their products. Anderson (2010) in his study gives many concepts of the term conferencing or conferring, as follows:

- A writing conference is a conversation.

- The point of a writing conference is to help students become better writers.

- Writing conferences have a predictable structure.

- In conferences, teachers and students have predictable roles.

- It's important to communicate to students in conferences that we care about them as people and writers.

Also, Anderson (2000) gives the roles of both teachers and students when conferences takes place between them. He draws a table that includes all the previous roles:

The Role of the Teacher and Student in a Writing Conference	
The Teacher's Role	**The Student's Role**
In the first part of the conversation	
- Invite the child to set an agenda for the conference - Ask assessment questions - Read the student's writing - Make a teaching decision	- Set the agenda for the conference by describing his/her writing work - Respond to his/her teacher's research questions by describing his/her writing work more deeply
In the second part of the conversation	
- Give the student critical feedback - Teach the student - Nudge the student to "have-a-go" - Link the conference to the student's independent work	- Listen carefully to his/her feedback and teaching - Ask questions to clarify and deepen the understanding to his/her teacher's feedback and teaching - "Have-a-go" with what the teacher taught him/her - Commit to trying what the teacher taught him/her after conference

Table .6. The role of teacher and student in a writing conference (Anderson, 2010)

Gillet and Beverly (2001: 104) argue that teacher-student conference may take different forms and types inside the classroom. They think that student and teacher range from a brief 'base-touching' moment with a student writer that can last perhaps a less than one minute, to a planned 'sit-down' conference that may take around 15-20 minutes or it may be more, depending in side on the level and the needs of the writers. Also, Gillet and Beverly claim that without caring to their form, teacher-student conferences have only one objective: to offer the adequate support for the writer that he needs, and in order to accomplish that goal Gillet and Beverly state that teachers should keep in mind asking "What is most important to the writer?".

Zemelman et al (2007) explained that conferences are very important and helpful for both kids and students overcome their needs, as they state that:

> Conferences are the heart of the workshop. In a very real sense, they are the main
> reason we go to all trouble to set up the norms, the structures, and the processes of the
> workshop
> in the first place. What we are trying so hard to create is time and space to sit down with kids,
> one at a time, and work for a few minutes on just what each student needs"
> Zemelman et al. (2007) (qtd in Kristmanson, Dicks and bouthillier: 2008)

Teacher-student conferencing is well-known with the famous abbreviation (TSC), Gonzalez (2010: 61) considers it as another way of providing feedback to student writers. It considered as a dialogue that occurs among conversation or "conversational dialogue" in which meaning can be negotiated while the main focus is made on the two-way communication. Hyland and Hyland (2006) claim that conferencing can be beneficial for students because it may encourage them to be autonomous and it leads them to make independently their plan of revision. Nevertheless, other researchers in their studies believe that one-to-one or face-to-face conferencing may include some reservations. For example, the nature of how powerful is the relations between teacher and student may have a strong

impact on the revision outcomes (Hyland and Hyland, 2006). Moreover, Freedman and Sperling (1985) argue that dialogues that happen between teachers and students allow the writer to reflect and change the main idea of the production. It may encourage or discourage changes on the writers' drafts and it aids him to observe any issues that may appear in the written draft. (Cited in Gonzalez, 2010).

Hyland (2003) claimed that conferencing is not only a tool which leads teachers and students to interaction but it goes further to provide some insights for teachers about their students needs and what they should give and offer for their students. For instance, give students opportunities in order to make them able to negotiate meanings and clarify any ambiguities and any task that is not clear. Moreover, Hyland (2003) argued that in such conversation students need to play the role of active parts or elements rather than being passive recipients. Giving students chance to discuss, negotiate meanings and propose different questions that are related to their writings' strengths and weaknesses are different ways to push students to achieve various strategies that help them to improve their writing ability (Hyland, 2003).

2.3. Teacher's Written Comments

Written comments are considered to be another tool used mostly by teachers to provide feedback on students written work, and it is named (written feedback, written commentary). Li Waishing (2000) considered this type of feedback as the most method preferred in delivering or both students and teachers and which donate the total development of student writing either being at the level of form or content. (Cited in Lounis, M, 2009). Ferris (2003:41) states that "this type of feedback may represent the single biggest investment of time by instructors, and it is certainly clear that the students

highly value and appreciate it." Sommers (1982) introduced the same point that sees that such comments make some kinds of challenge for writing teachers since they have to show a number of problems and issues such as, give adequate motivation to students in order to have a look to their written work, revise it, and rewrite it using the feedback, identifying the areas where students fail, and making their suggestions about their students' writings clear and understood and push students to incorporate with them:

> The challenge we face as teachers is to develop comments which will provide inherent reason for students to revise; it is a sense of revision as discovery, as a process of beginning again, as starting out new, that our students have not learned. We need to show our students how to seek, in the possibility of revision, the dissonances of discovery- to show them through our comments why new choices would positively change their texts, and thus, to show them the potential for development implicit in their writing.(Sommers 1982: 156)

The aspects that teachers emphasize on during making comments on students' writing are considered to play the role of the aspects of language, Hyland (2003:3-18) sees that there is a list of foci that can appear in the teacher written feedback. He adopted six main foci are:

1- focus on language structure;

2- focus on text functions;

3- focus on writing process;

4- focus on creative expression;

5- focus on genre;

6- focus on content

However, Harmer (2004) differentiates only two foci which offer basically a distinction between two kinds of written comments: responding and correcting.

Responding focuses the point that the content and design of students' writing is the main concern of feedback, rather than the accuracy of students' performance. In contrast, correcting is bounded to a presentation of language aspects in which students fail to perform such as, grammar, syntax, concord, etc. Hyland (2003) points out that in order to make any type of feedback effective, teachers should pay attention to what individual students want and are looking for. He, thus explains that, "Some students want praise, others see it as condescending; some want a response to ideas, others demand to have all their errors marked; some use teacher commentary effectively, others ignore it altogether." (Hyland 2003: 180)

3. Students' View on Teacher Comments

When teacher gives different written comments on his students' productions, he offers to them an important step forward on the way towards 'writing competence'. However, such type feedback may come to be under suspicion if not taken into account by text generators. Hyland (2003:179) defines three different ways of reacting to teachers' responding behavior in which students come to be either:

- Follow a comment closely in their revision (usually correction of grammar).

- Use the feedback as a beginning stimulus which arouse various revisions (such as commenting on style or content).

- If there is issue caused by feedback, they avoid it by omitting the problematic text.

Cohen and Cavalcanti (1990) investigated nine EFL Brazilian students' responses to their teacher's comments in one example study. Those students reported that they received comments that were mainly form-based emphasizing on the aspects of grammar and mechanics, but in fact they would prefer feedback on different aspects rather than the above-mentioned such as content and organization of ideas. Thus, these researchers believe

that in such case there should be an agreement between the students and their teacher about the emphasis/foci of feedback.(Cited in Lounis, M, 2009). Also, Ticke (2013) thinks that making a closer stuy of how students usually perceive teacher feedback is very essential step for both student and teacher learning in a various ways. First, when they think about and reflect on their writing response to their teachers' comments pushes them to relax their cognitive process. The students' understanding can improve when they are asked to reflect on their writing process or encouraged to be more aware of them. Second, providing students an ability to explain and describe how their teachers' comments make them feel allows teachers to be more aware of how their comments has an influence on their students emotionally in addition to cognitively.

4. Categories of Providing Corrective feedback

Ellis (2008: 98) made a basic distinction between the ways involved in the teacher's provision of CF and the students' response to this corrective feedback. His distinction can be summarized in the table below:

Type de CF	Description	Studies
A- Strategies for Providing CF		
1- Direct CF	The teacher provides the student with the correct form	e.g. Lalande (1982) and Robb et al. (1986).
2- Indirect CF	The teacher indicates that an error exists but does not provide the correction.	
a Indicating + locating the error	This takes the form of underlining and use of cursors to show omissions in the student's text.	Various studies have employed indirect correction of this kind (e.g. Ferris and Roberts 2001;Chandler2003).
b Indication only	This takes the form of an indication in the margin that an error or errors have taken place in a line of text.	Fewer studies have employed this method (e.g. Robb et al. 1986).
3 Metalinguistic CF	The teacher provides some kind of metalinguistic clue as to the nature of the error.	
a Use of error code	Teacher writes codes in the margin (e.g. ww = wrong word; art = article).	Various studies have examined the effects if using error codes (e.g. Lalande 1982; Ferris and Roberts 2001; Chandler 2003).
b Brief grammatical descriptions	Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.	Sheen (2007) compared the effects of direct CF and direct CF + metalinguistic CF

4 The focus of the feedback	This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options.	Most studies have investigated unfocused CF (e.g. Chandler 2003; Ferris 2006). Sheen (2007), drawing on traditions in SLA studies of CF, investigated focused CF.
a Unfocused CF	Unfocused CF is extensive.	
b Focused CF	Focused CF is intensive.	
5 Electronic feedback	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.	Milton (2006).
6 Reformulation	This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.	Sachs and Polio (2007) compared the effects of direct correction and reformulation on students' revisions of their text.
B Students' response to feedback	For feedback to work for either redrafting or language learning, learners need to attend to the corrections. Various alternatives exist for achieving this.	
1 Revision required		A number of studies have examined the effect of requiring students to edit their errors (e.g. Ferris and Roberts 2001; Chandler 2003). Sheen (2007) asked students to study corrections.

2 No revisions required
a Students asked to study
  corrections.
 	
b Students just given
  back corrected text
	A number of studies have examined what students do when just given back their text with revisions (e.g. Sachs and Polio 2007).
	No study has systematically investigated different approaches to revision.

Table .7. Types of Teacher Written corrective feedback Ellis (2009).

Ellis (2009) made five basic strategies that can be followed during provision of feedback, and there are other different options associated with some of them.

4.1. Direct corrective Feedback

Teacher offers the correct form for student in the case of direct feedback. As Ferris (2006) notes, this can appear in number of various forms —crossing out an unnecessary phrase, word, or morpheme, and the correct form should be followed or near to erroneous form. Example 1 shows direct correction. (Cited in Ellis 2008).

<div style="border:1px solid">

     a   a   a

A dog stole⋏bone from⋏butcher. He escaped with having⋏bone. When the dog was

    Over   a   a   saw a

going ~~through~~⋏bridge over ~~the~~ river he ~~found~~ dog in the river.

</div>

Example 1

The advantages of direct feedback that it offers explicit direction for learners, and it helps them how to make a correction for their errors. Ferris and Roberts (2001) think that direct CF is more helpful for students of low levels of proficiency.(Cited in Ellis: 2008). Also Sheen (2007) made a study suggesting showing the effectiveness of CF in promoting acquisition of certain grammatical features.

4.2. Indirect Corrective Feedback

Generally, indirect CF involves indicating that there is no actual correction to the errors made by student. In this case, teachers can use many ways such as, underlying the error, using cursors to make omissions in the text of student.

A dog stole X bone from X butcher. He escaped with XhavingX X bone. When the dog was going XthroughX X bridge over XtheX river he found X dog in the river.
X = missing word
X __X = wrong word

Example 2

4.3. Metalinguistic Corrective Feedback

Teachers using metalinguistic CF in order to provide students with some form of explicit comment to show them the nature of the errors that are found in their writings. This explicit comment may take two forms. The use of error codes is the most common one. These include abbreviations of labels for various types of errors. The labels can be found over the place of the error in the text or in the margin. In the latter, where the error is made (its place/location) may be shown or not. In the former, the student need to make the needed correction from the provided clue while in the latter the student need to find the location of the error than try to correct it.

```
        art.         art.                          WW art.


A dog stole bone from butcher. He escaped with having bone. When the dog was

        prep.                  art.                art.

going through bridge over the river he found dog in the river.
```

Example 3

```
Art. x 3;WW                    A dog stole bone from butcher. He escaped with having bone.

Prep.; art.                    When the dog was going through bridge over the river he

Art.                           found dog in the river.
```

Example 4

Offering students with metalinguitsic explanation of their errors, is the scond type of metalinguistic CF. It considered to be less common, may be in this type there is much consuming of time than the use of error codes also in metalinguistic explanations teachers have to possess adequate metalinguistic knowledge in order to have the ability to write clear and accurate explanations.

```
        (1)        (2)                          (3)
A dog stole bone from butcher. He escaped with having bone. When the dog was

     (4)        (5)                     (6)
going through bridge over the river he found dog in the river.

(1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned
for the first time.

(3)—you need 'the' before the noun when the person or thing has been mentioned
previously.

(4)—you need 'over' when you go across the surface of something; you use 'through'
when you go inside something (e.g. 'go through the forest').
```

Example 5

4.4. Focused versus unfocused CF

- 'Unfocused correction': this type of CF usually is directed to deal with a wide range of errors that students make during the writing process. It involves taking into account all errors in a student's production and provide a correction for them irrespective of their error category.
- 'Focused correction': this type of CF is related with a specific, predetermined errors that students may make in their writings. It involves various of certain linguistic features. Errors which are not concerned with the focus domain are left without correction.

4.5. Electronic Feedback

Ellis (2008: 103) states that electronic resources offer for learners different means where they can appropriate the usage of more expert writers. Milton (2006) made a description to an approach based on software program which is named *Mark My words*. This program offers for teachers an electronic storage of 100 recurrent lexico-grammatical and style errors that he found happened in the writing of Chinese students. (Cited in Ellis: 2008). There are some positive aspects of this option. For example, it makes teacher does not need to be the arbiter of what constitutes a correct form. Also, it can be claimed that presenting the learner's textual intention is the key to make an effective error correction.

5. The Effectiveness of CF :

Many researchers have found that the efficacy of teacher's corrective feedback for written errors can appear during the writing settings. For example, Fathman and

Whalley (1990) conducted an experimental classroom study on investigating the effects of feedback type (in this case feedback form versus feedback content). Their study was basically conducted on intermediate ESL college students' writing and they found that it is effective and its efficacy can be observed due to the improvement in the students' writing. (Cited in Norrish, S,M & Ortega. 2006). Ashwell (2000) in the same topic also found clear support and accordance for the use of corrective feedback in order to develop the grammatical accuracy in written productions. He evaluated in his study feedback on learners' written essays in which feedback involving the use of underlying or circling grammatical, mechanical, or lexical errors. He noticed that when revising essays, learners took into consideration three fourths of the feedback that they received. Moreover, the results indicated that students preferred more the form feedback rather than the content feedback.

Hyland and Hyland (2006: 83) note that feedback is very helpful means and element for the improvement of second language (L2) writing, both for its oppourtunity for learning and for motivating students to do better. In their study they claim that corrective feedback is considered to be a tool that increases and makes collaboration and communication between both students with students and students with their teachers. Finally, from many points above, we can notice that there many effects of corrective feedback such as:

- Making students aware about their errors and motivate them to find the appropriate ways to correct such errors.
- Helps to make an atmosphere of collaboration and communication between students and teachers, which may help them to have more detailed options about their writings or how to realize their teachers directions.

- Corrective feedback can play different roles such as, facilitator, and monitor.

- Through corrective feedback teachers will be well trained about how to give and provide guidance for their students.

Conclusion

From the previous sections about corrective feedback, it seems an important element that should be given during the classes of writing. Due its positive effect, it may serve students to be skillful writers by making them overlapping their different issues that are related with writing in general (all aspects of writing). If corrective feedback is taken from its positive aspect which is helping student to notice their errors and try to correct them, it comes to be very beneficial for them rather than using it as a tool of punishment.

Chapter Three:

Data analysis and

interpretation

Chapter Three: Data analysis and interpretation

Introduction

After the theoretical part that includes two chapters completed, the research moves into the second part which is the practical part. It includes giving two questionnaires for both teachers and students in order to collect different data about the role of teachers' corrective feedback on enhancing students writing competence, and make relevant analysis and interpretation of all answers given by teachers and students.

1. Questionnaire for students

This questionnaire is designed to be answered by third year LMD students at the department of foreign languages, Branch of English in order to perceive their opinions and responses towards their teachers' corrective feedback.

1.1. Description of students questionnaire

This questionnaire is composed of two (02) sections; each section contains different questions. It is submitted to forty five (45) students of English at Mohamed Khieder university of Biskra.

. **section 1:** the writing skill (from 1 to 7 questions), this section aims to identify the difficult situation that students face or encounter when they try to write any type of writing production.

. **Section 2**: concerns with the improvement of writing skill through teachers' corrective feedback (1 to 6 questions), this sections contain an identification of students' views and opinions towards their teachers' corrective feedback.

1.2. Result Analysis of Students' Questionnaire

Section 1 : Writing skill

Question 1: what does writing skill mean to students

  a. Means of communication

  b. A tool to get marks

  c. A way for entertaining

  d- A helpful skill

Respond	a	B	c	d
Participants	29	02	01	13
Percentage	64.4%	4.4%	2.2%	28.8%

Table .8. The meaning of writing skill to students
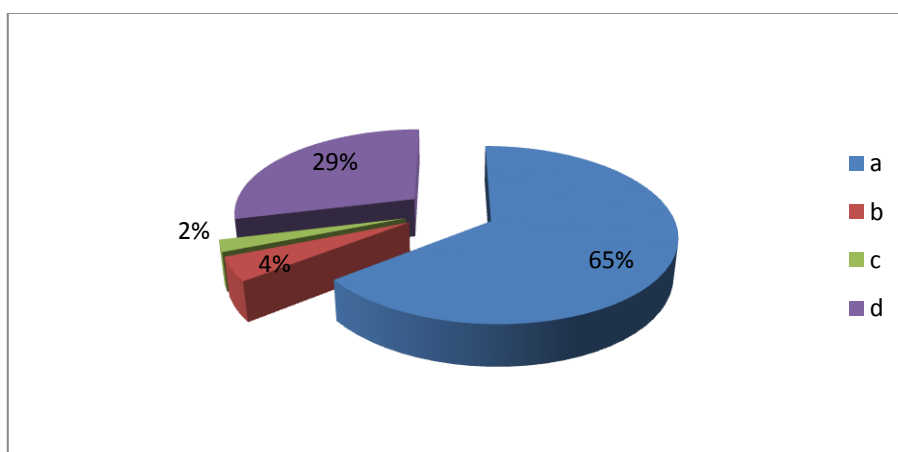
Figure .2. The meaning of writing skill to students

The present table and figure show that writing is a way of communication took the biggest part of the students choice with a high percentage (65%). Then the next option

(writing as a tool to get marks) took a very little part of students choice by percentage (4%). Also, the third one which considers writing as a way for entertainment is the smallest option in terms of students' opinions by percentage (2%). The last option took a considerable part of students' view which look at writing as a helpful skill by percentage (29%). All the previous responses mean that students look at writing skill from its communicational perspective because they think that it is needed in communication more than other aspects.

Question 2: Students' view about "Written expression" course

a. Very interesting

b. Interesting

c. Not really special

d. Not interesting

Respond	A	b	c	d
Participants	22	19	03	01
Percentage	48.8%	42.2%	6.6%	2.2%

Table .9. Students' view about "written expression" course
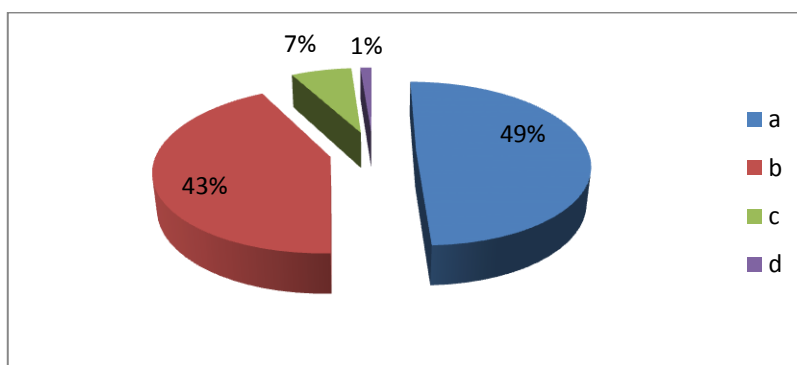
Figure .3. students' view about "written expression" course

The results of the table and figure above show that (49%) of students consider that written expression course is very interesting and around (43%) of them see it an interesting course. However, the other students see that it is not really interesting by percentage (7%); whereas the smallest part of them think that it is not interesting by percentage (1%). This means that most of students consider that (WE) course is very interesting for them because they need this course in order to have a satisfactory level of English language .

Question 3: Proceeding through writing stages

Respond	Yes	No	Not Mentioned
Participants	33	10	02
Percentage	73.3%	22.2%	4.4%

Table .10. Proceeding through writing stages
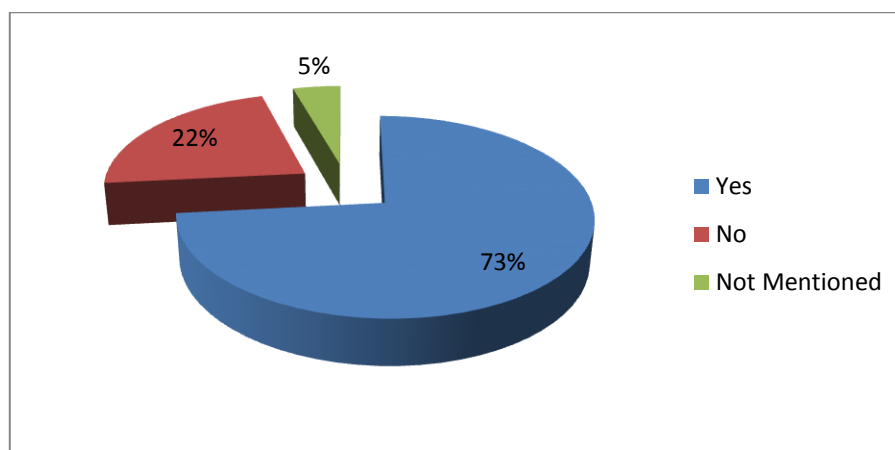
Figure .4. Proceeding through writing stages

The results are shown in the previous table and figure show that the big part of students proceed through the writing stages by percentage (73%). Whereas, the other answers show that (22%) of students don't proceed through writing stages. However, there

are some cases that didn't answer by percentage (5%). From the graph number 04 above

we can say that students know how to write any piece of writing by proceeding through the

writing stages.

Question 4: In case of "Yes"

In this case some students answer they proceed through the writing stages in order

to make their productions more ordered, clear, and well organized. They consider that it is

very important to follow that stages to have good products.

Question 5: In case of "No"

a. Prewriting

b. Drafting

c. Revising

d. Editing

Respond	a	B	c	d	not mentioned
Participants	10	17	13	03	02
Percentage	6.6%	22.2%	28.8%	37.7%	4.4%

Table .11. Stages that are not proceeded when writing.
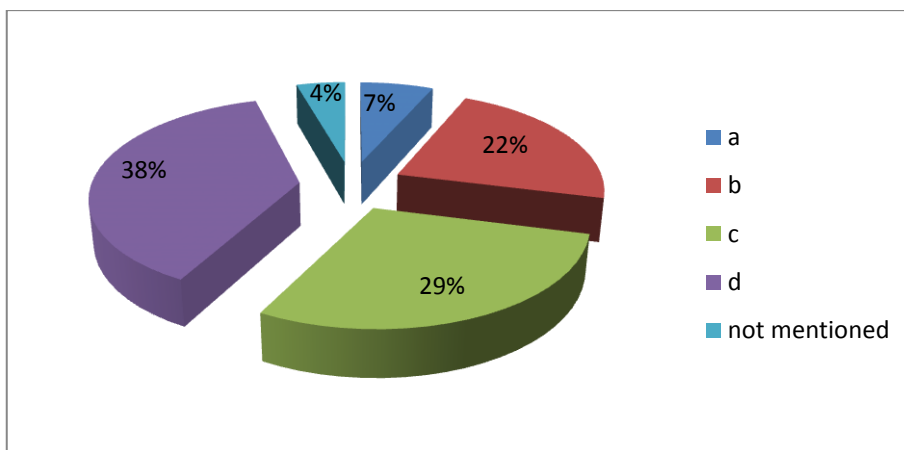
Figure .5. stages that are not proceeded when writing.

The present table and figure show that (7%) of students said that they proceed the stage of prewriting and around (22%) also don't proceed through the drafting stage. However, other students see that revising stage is not mostly followed by percentage (29%); whereas result around (38%) of students selected the editing stage in this case. Also, a percentage of (4%) of students did not answer, so it is considered to be not mentioned in this situation. The results above mean that most of students give more importance to the prewriting and drafting stage because they think that these two stages are the more essential ones during writing.

Question 6: difficulties in writing

Respond	Yes	No	Not Mentioned
Participants	32	11	02
Percentage	71.1%	24.4%	4.4%

Table .12. Difficulties in writing
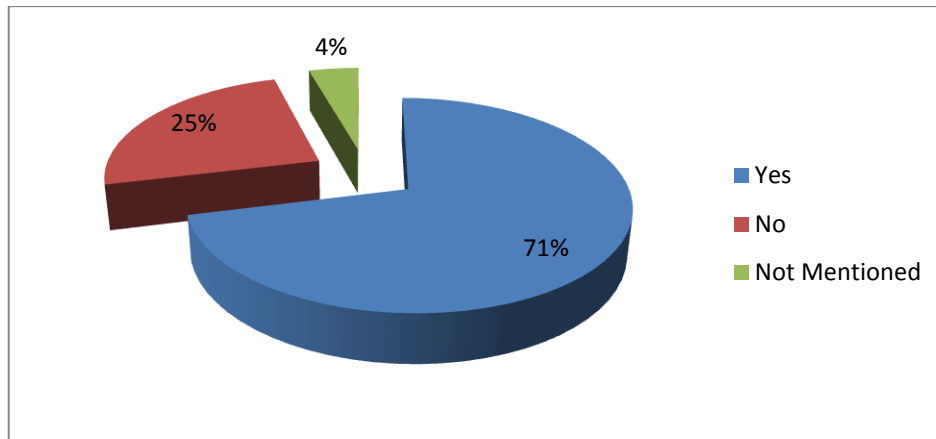
Figure .6.   Difficulties in writing

The table and graph show that around (71%) of students face difficulties when writing process takes place. However, percentage of (25%) of them don't face difficulties and hard situations. While around (4%) of students did not mention whether they face difficulties or not. The previous statistics show that the majority of students face different difficulties in writing and this is according to their different needs and lacks of writing basics.

Question 7: The type of the difficulty

Respond	grammar	punctuation	vocabulary	spelling	ideas
Participants	19	09	09	05	03
Percentage	42.2%	20%	20%	11.1%	6.6%

Table .13. The type of difficulty
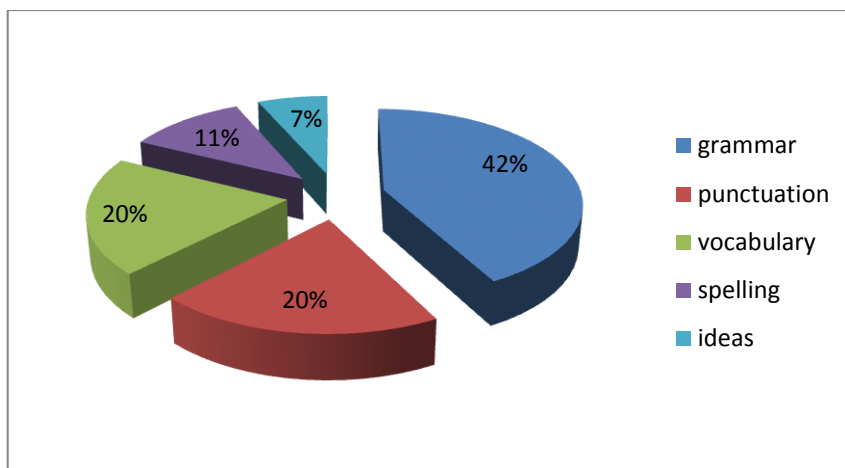
Figure .7. The type of difficulty

From the table and figure above we notice that the biggest part of student face difficulties in grammar by percentage (42%). Whereas, it is equal for vocabulary and punctuation by percentage (20%). However, the percentage of spelling took a little part from the answers of students by percentage (11%) and ideas by percentage (7%). This can indicate that the first difficulty that face students is grammar and it seems as a hard aspect because of its different expectations and rules.

Question 8: Necessity of developing writing

Respond	Yes	No	Not Mentioned
Participants	41	01	03
Percentage	91.1%	2.2%	6.6%

Table .14. Necessity of developing writing
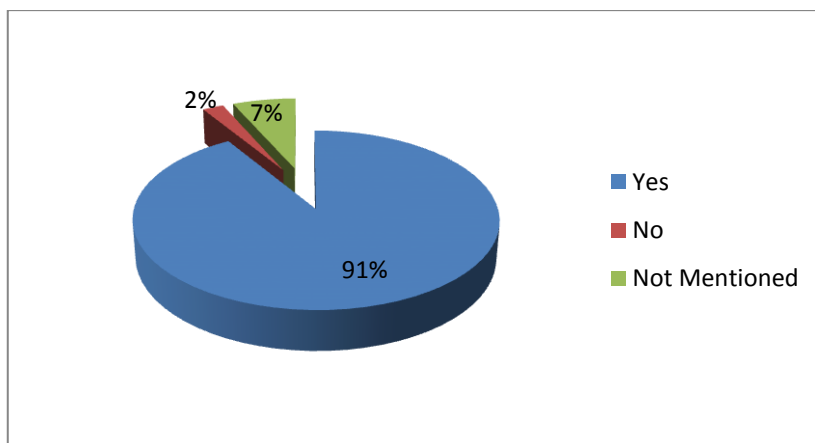
Figure .8.   Necessity of developing writing

The results in the table and figure show that the majority of students consider that developing writing skill is necessary by percentage (91%); whereas the smallest percentage (2%) concerns with those who don't think that it is necessary to develop writing skill. Around (7%) did not answer this question at all. From the numbers above we can notice that most of students find that developing writing skill is very important for them and it is very necessary since they mostly need this productive skill.

Question 9: In case of "Yes"

In case where students answered by the option "Yes", some of them have written the most reasons and they think that developing writing skill helps them to have an acceptable level and to be skillful writers. Also, they see that it is much important to develop writing skill because it mostly serves language development.

Section Two: The Role of Teachers' Feedback on Enhancing Students' Writing Competence.

Question 1: Does teacher of Written Expression correct students errors

Respond	Yes	No	Not Mentioned
Participants	28	14	03
Percentage	62.2%	31.1%	6.6%

Table .15. Teacher's correction of students' errors
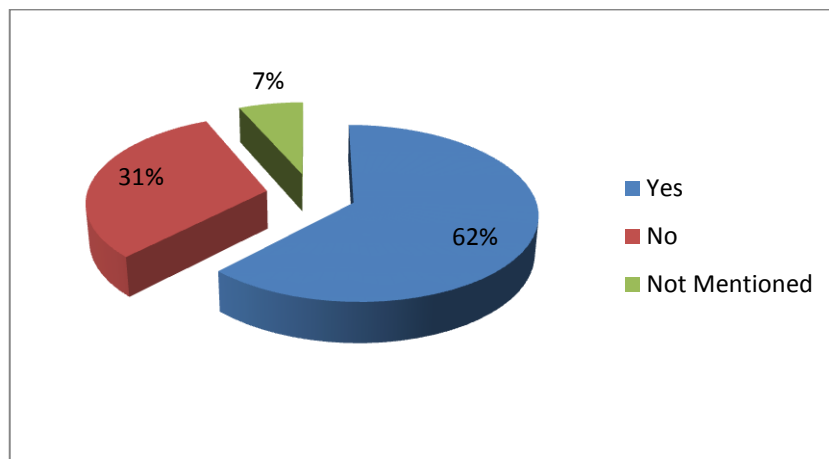
Figure .9. Teacher's correction of students' errors

The present table and figure show that most of students (62%) receive correction from their teachers. While (31%) of them said that their teachers do not correct their errors . However, (7%) of student did not answer this question at all. Their responses mean that teachers correct their errors but not all of students because there are some students who still have no correction to their errors by the teachers.

Question 2: In case of "Yes"

Respond	A	b	a	d	e
Participants	08	10	19	03	05
Percentage	17.7%	22.2%	42.2%	6.6%	11.1%

Table .16. Teachers' correction of students' errors
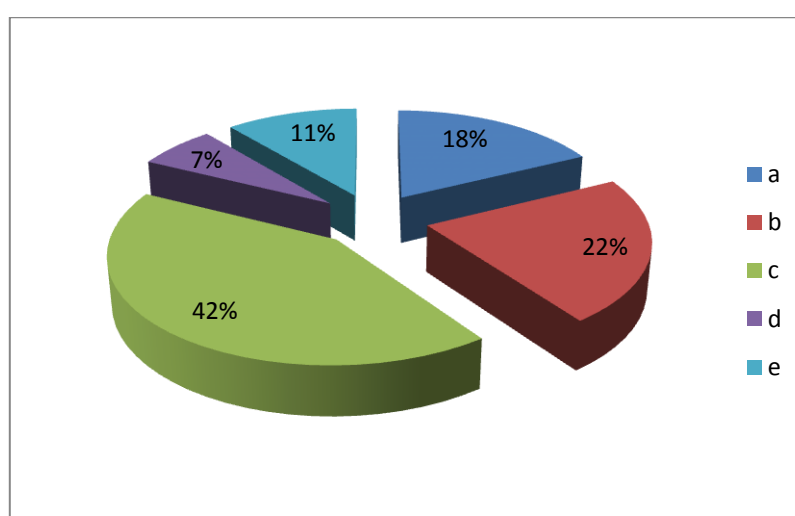
Figure .10. Teachers' correction of students' errors

From the results of table and figure above the majority of students choose the option (c) which means correction of some errors by percentage (42%). While, other students by percentage (22%) think that teachers correct most of their errors. However, some students in less percentage (18%) see that they receive a full correction to their errors. Also, there are few students who choose the option (d) which relates to the communicating ideas by percentage (7%) and the last part of students around (11%) think that they receive just comments on their ideas. The numbers above show that the big part of students do not receive a full correction of their errors. This may refer to the teachers

responsibility inside the classroom or other factors that face teachers when correction takes place such as the big number of students in the same class …. etc.

Question 3: The important aspect of correction

a. Grammar.

b. Vocabulary.

c. Content/ideas.

d. Organization of ideas.

e. Mechanics.

Respond	A	b	c	d	e
Participants	19	13	07	03	03
Percentage	42.2%	28.8%	15.5%	6.6%	6.6%

Table .17. The important aspect of correction
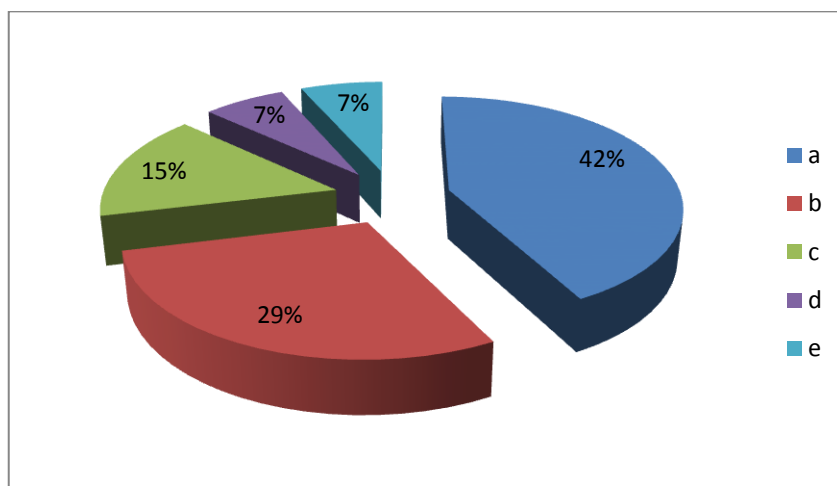
Figure .11. The important aspect of correction

The table and figure above show most of students (42.%) receive a correction to their errors in the aspect of grammar. While (29%) of them have correction in vocabulary

and around (15%) perceive correction in the aspect of content and ideas. However, it is equal for them in the two last aspects organization of ideas and mechanics with the same percentage (7%) for each one. In this case students show that teachers focus on the aspect of grammar much more than the other aspect because they know that the aspect of grammar is very helpful for student; whereas other aspects cannot be achieved without the existence of grammar.

Question 4: What teacher use when correcting students' writing

Respond	Red pen	Pencil	Not Mentioned
Participants	38	04	03
percentage	84.4%	8.8%	6.6%

Table .18.The tool used when correction takes place
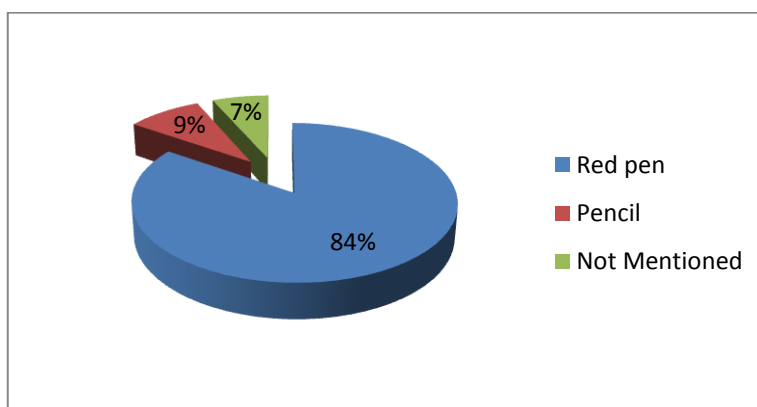
Figure .12. The tool used when correction takes place

The table and figure show that most of students by percentage (84%) receive correction by teachers using red pen while the less part of them around (9%) receive correction by teachers using pencil. However, there is a part of students who did not answer this question and they compose a percentage of (7%) of the whole number of

students. In this situation we can notice that most of teachers use red pen to correct their students' writings. Indeed red pen attracts students attention more than pencil or other tools so that's why teachers prefer to use it.

Question 5: The way of teacher when correcting students' writings

a- Rewrites the sentence, the phrase or the word correctly.

b. Shows where the error is and gives a hint about how to correct it.

c. Only shows where the error is.

Respond	A	b	c
Participants	13	16	16
Percentage	28.8%	35.5%	35.5%

Table .19. the way of teacher when correcting students' writings.
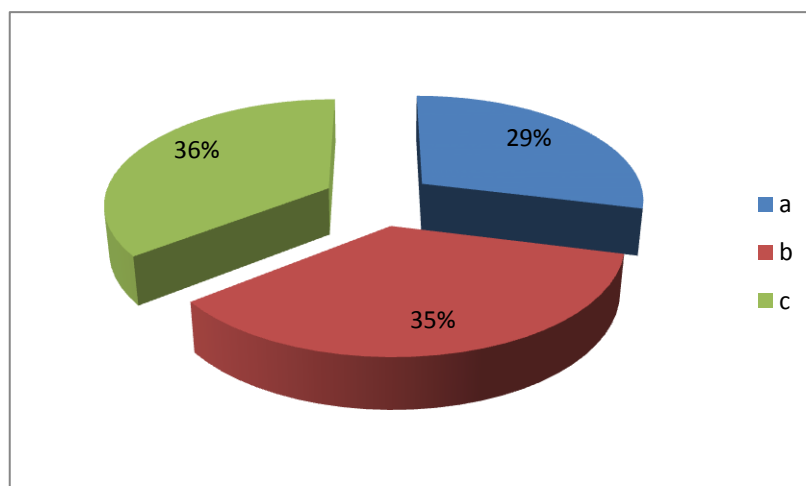
Figure .13. The way of teacher when correcting students' writings

The present table and figure show that the results are close where (36%) of students choose that teacher only shows where the error is and (35%) of them choose the second

option which shows that teachers identify the error and gives a hint about how to correct it. Whereas, the last part of them by percentage (28%) choose the first choice where teacher rewrites the sentence or the word correctly. In this situation there is very close results and views of students are closer than the previous ones. In fact each teacher has his own way of correction. So it depends on the teachers strategies of correction.

Question 6: The efficacy of teacher's feedback

Respond	agree	disagree
Participants	31	14
Percentage	68.8%	31.1%

Table .20.The efficacy of teacher's feedback
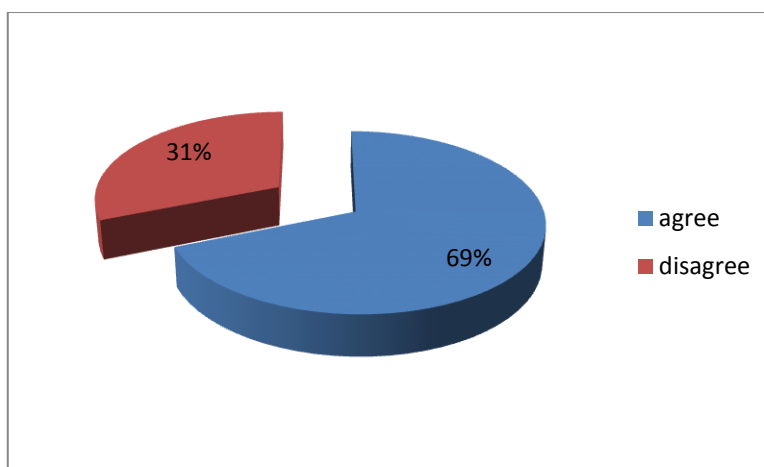
Figure .14. The efficacy of teacher's feedback

The results of the table and figure above show that the biggest part of students agree that teacher's corrective feedback is effective to enhance writing by percentage (69%); whereas the other part of them by percentage (31%) are disagree with the efficacy of teacher's feedback. This means that most of students when they receive feedback they

know and realize their errors and they can deal with them by following their teachers' directions. Also, it means that teachers' corrective feedback is beneficial for students to enhance their writing skill. While, other think that it is not effective and this is according to many factors that push them to reject direction from teachers or other reasons.

2. Questionnaire for teachers

In order to realize the significance of the writing skill, and whether corrective feedback is given to students when writing takes place, this study tends to use a questionnaire for English teachers to know whether those teachers pay attention to writing skill or not, and if they provide their students with corrective feedback or they do not follow these options in the classroom.

2.1. Description of teachers questionnaire

This questionnaire is composed of two sections, and it is submitted to five (5) teachers which includes both open ended and close ended questions.

. Section one: deals with the writing skill and the suggested difficulties (1 to 8 questions). This section aims to provide data about writing skill and the different difficulties that learners face when they write any type of written work.

. Section two: the impact of teachers' corrective feedback (1 to 6 questions). This section aims to identify the influence of teachers' feedback on students' writing level and it makes students have better level of writing.

2. Result Analysis of teachers' Questionnaire

Section One: Approaches to Teaching Writing Skill

Question 1: about the role of teacher

    a- Controller

    b- Organizer

    c- Assessor

    d- Prompter

    e- participant

Respond	a	b	c	d	e
Participants	02	01	01	01	00
Percentage	40%	20%	20%	20%	00%

Table .21. The role of teacher
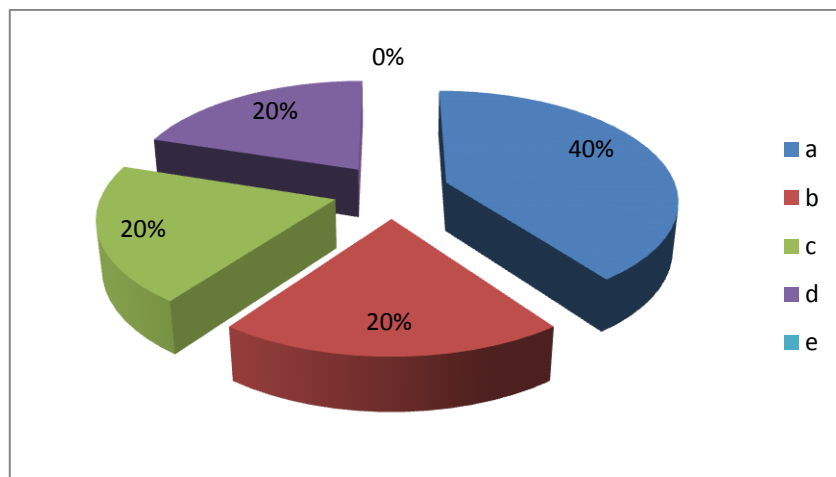
Figure .15. The role of teacher

The results are shown in the table and figure above show that most of teachers play a role as controllers by percentage (40%) as the biggest one. Whereas, other teachers are equal in the percentage of choosing the other roles such as organizer (20%), assessor (20%) and prompter (20%) unless the role of participant, no teacher chooses it, so it takes percentage (00%) in this case. In this case teachers tends to be controllers more than the other roles. This may explain that they prefer to control their student when writing takes place.

Question 2: Providing positive and constructive advice

Respond	Yes	No
Participants	05	00
Percentage	100%	00%

Table .22. Providing positive and constructive advice
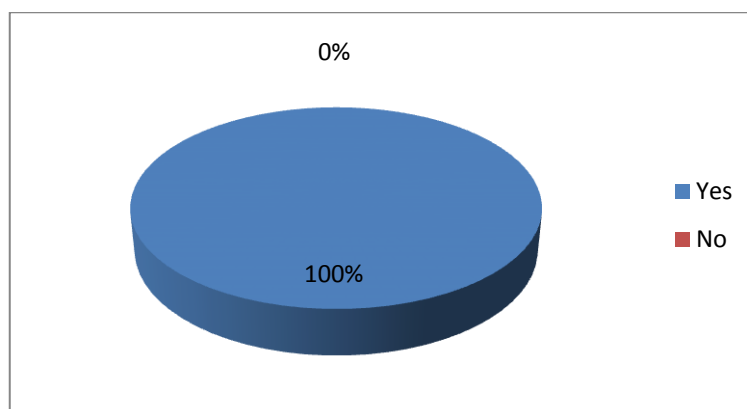
Figure .16. Providing positive and constructive advice

The results show that all teachers (100%) give total importance on giving and providing positive and constructive advice to their students. This indicates that teachers know the value of advising and guiding their students in order to perform better.

Question 3: In case of "yes" answer

Only two teachers who explain why they prefer to provide positive and constructive advice where they think that it helps students to get the way of writing and to be well directed.

Question 4: Do you follow the sequence of planning, drafting, editing and the final draft?

Respond	Yes	No
Participants	05	00
Percentage	100%	00%

Table .23. following the writing stages
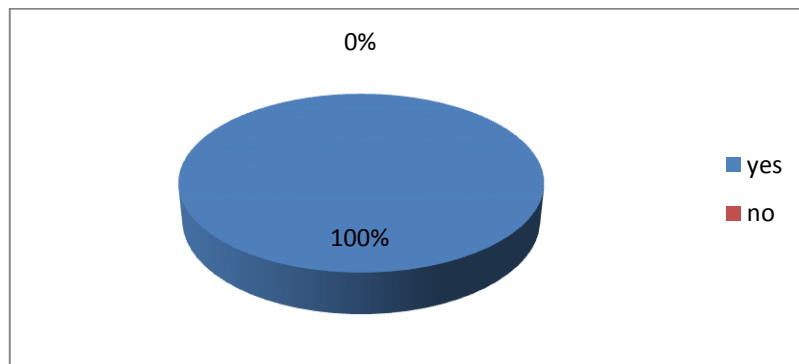
Figure .17. Following the writing stages

There is an indication in the results that all teachers by percentage (100%) follow the sequence above. This explains that all those teachers respect the writing stages and tend to push their students to follow the previous sequence.

Question 5: In **which sub process you feel that your students are really involved?**

a- Drafting

b- Revising

c- Editing

d- Proofreading

Respond	A	b	c	D
Participants	04	01	00	00
Percentage	80%	20%	00%	00%

Table .24. In which sub process students are involved
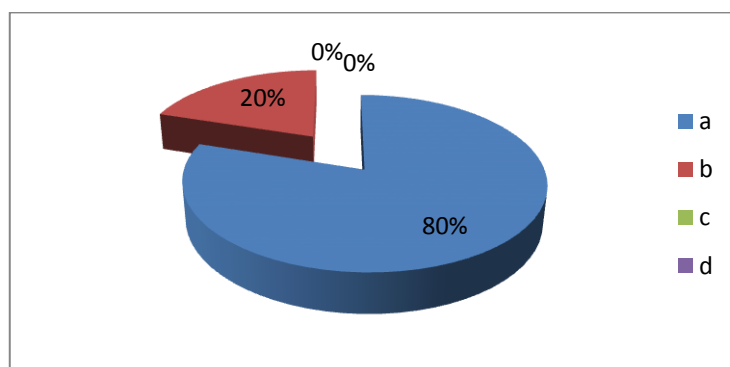
Figure .18. In which sub process students are involved

The table and figure above indicate that most of teachers (80%) saw that their student are involved in the drafting stage, while others who compose the percentage of (20%) taught that students are involved in the revising stage. However, no teacher has chosen the other choices. The teachers' views signify that the stage of drafting is the mostly involving stage for students and less important for the revising one.

Question 6: Do you arouse your students' curiosity and self confidence to write different topics ?

Respond	Yes	No
Participants	05	00
Percentage	100%	00%

Table .25. Students' curiosity and self confidence to write different topics

The Results of this table show that all teachers answered by yes answer and composed percentage of (100%). This number indicates to what extent are those teacher aware about motivating their students and push them to have some kinds of curiosity when writing any topic.

Question 7: In case of "Yes", how?

Unfortunately, teachers did not take care to this question unless one teacher who answered it and s/he taught that it is very important to make students feel confident to write about any topic and have the will to be better.

Question 8: Is it efficient to correct students' piece of writing ?

Respond	Yes	No
Participants	03	02
Percentage	60%	40%

Table .26. efficacy of correcting students' piece of writing

This table shows that teachers think that correcting students' piece of writing is efficient composing percentage of (60%). While, other teachers taught that it is not efficient by percentage (40%). This may refer to each teacher's view and his own way of correcting students' written work.

Section Two: The Role of Teacher's feedback

Question 1: Is feedback a vital element to enhance students' writing level ?

Respond	Yes	No
Participants	03	02
Percentage	60%	40%

Table .27. Is feedback a vital element to enhance students' writing level
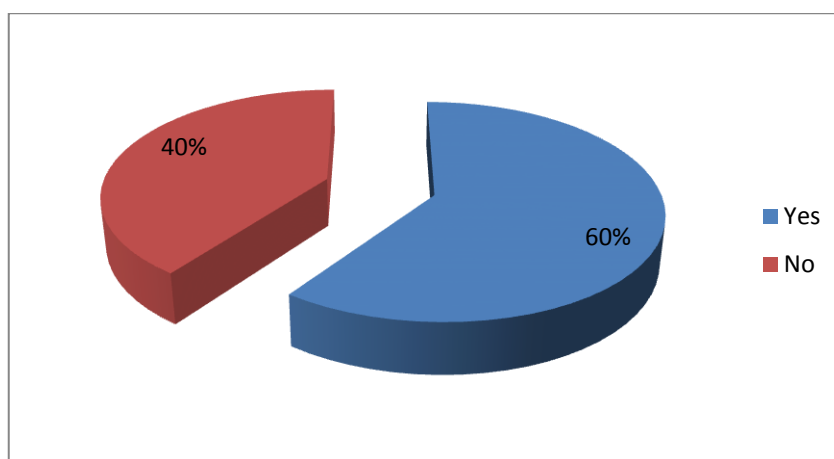
Figure .19. Is feedback a vital element to enhance students' writing level

The present table and figure signify that teachers about (60%) consider that feedback is a vital element to improve the students' writing level. Whereas, other teachers by percentage (40%) see that it is not like what others said. This distinction

may refer to each teacher's experience of teaching Written Expression (WE) and how they dealt with their previous situations .

Question 2: In case of "yes" how?

Teachers who answered by "yes" look at feedback as an important element to develop their students' writing skill because they consider their feedback as a direction and guidance for their students.

Question 3: Does feedback affect positively students' writing ability?

Respond	Yes	No
Participants	03	02
Percentage	60%	40%

Table .28. The effect of feedback on students' writing ability

This table indicates that (60%) of teachers think that feedback has a positive effect on the students' writing ability while the other (40%) of teachers think that feedback has no positive impact on students' writing ability. This explains that most of those teachers see that using feedback is a beneficial step to help students to be better in writing while other teachers think that feedback sometimes seen as a negative reaction given by teacher.

Question 4: The tool used while correcting students' writings

Respond	Red Pen	Pencil
Participants	05	00
Percentage	100%	00%

Table .29. The tool used while correcting students' writings

The data in the table show that all teachers (100%) prefer to use red pen as a tool of correcting students' written work. This is an indication that red pen has a role of attracting students to notice their errors.

Question 5: Do your students accept your guidance ?

a- Almost

b- Sometimes

c- Rarely

Respond	almost	sometimes	Rarely
Participants	01	03	01
Percentage	20%	60%	20%

Table .30. acceptance of students to their teacher's guidance
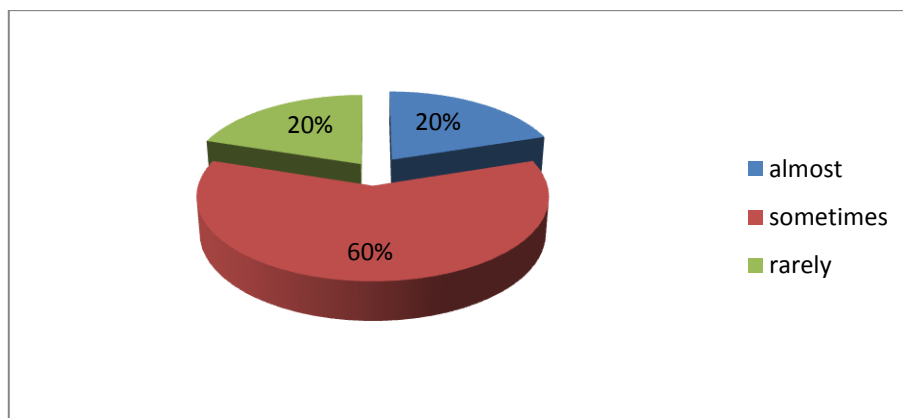
Figure .20. Acceptance of students to their teacher's guidance

The present table and figure signify that (60%) of teachers think that their students accept their guidance sometimes and the other teachers with the equal percentage they respectively think that their students accept their guidance almost by percentage (20%) and rarely by percentage (20%). These numbers indicate that the teachers' view about the students' acceptance of their guidance is not a fixed data; it depends on many factors and different situations.

Question 6: Can you notice the development of your students' writing level after using feedback?

Respond	Yes	No
Participants	03	02
Percentage	60%	40%

Table .31. Development of students' writing level after using feedback
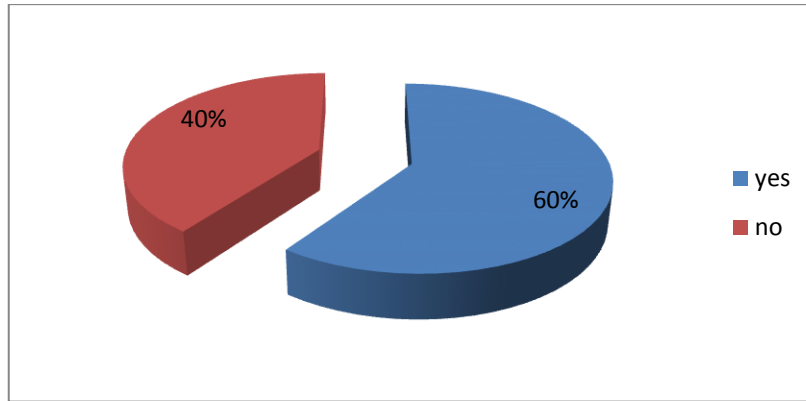
Figure .21. Development of students' writing level after using feedback

The present table and figure indicate that (60%) of teachers notice that there is an improvement in their students' writing level after their use of feedback. While, the other teachers (40%) don't agree with the viewpoint of others and they don't notice the development of their students' writing level. This has an indication that teachers' feedback is an important tool to improve the students' level of writing therefore it has negative aspects; it still has an essential role to serve writing skill.

3. Suggestions and recommendations

In this chapter this part includes giving some recommendations and suggestions to provide corrective feedback for their students about their written works, which may increase the teachers' interest to their students' writing level.

English teachers should provide usually different types of corrective feedback such as: direct/indirect feedback, electronic feedback and focused/unfocused feedback in order to develop students' writing competence and to push them to have the appropriate way of making well conducted piece of writing.

In addition, teachers should know how to give their corrective feedback to their students because it has a main impact on students' acceptance of teachers guidance. In other ways, teachers should have different motivational ways while giving any corrective feedback in order to make students accept and receive any data about their writings, rather than trying to punish students about what they write or give them less guidance and direction. So, it is better to motivate students than punish them by using different comments that make them feel unlike to write any piece of writing.

Also, students should see their teachers' comments and remarks from its positive perspective and they should work and follow them in order to achieve the aim of developing their writing competence and overcome the different errors and mistakes that are made during writing process.

Conclusion

After analyzing the teachers and students' questionnaires it is shown to us that teacher's corrective feedback helps student to get better level of writing skill. Also, this study indicates that third year LMD students are paying attention to the difficulties that face them usually when writing takes place. Most of students have a positive reaction and attitude towards their teachers' feedback which they prefer to receive it because they consider it as an important guide and direction to have write good writing productions. Also, teachers show that feedback is an element that helps students to be skillful writers and to develop their writing competence.

General conclusion

This research is seeking to explore the strengthening of students' writing competence through teachers' corrective feedback in EFL instruction. Its main aim is to indicate the impact of teachers' corrective feedback on developing students' writing ability. This research takes place at Mohamed Khieder University of Biskra, and deals with third year LMD students on English. In addition, this research is based on the descriptive method which relies on the use of two questionnaires for both teachers and students to collect data. Moreover, The hypothesis of this study say that teachers' corrective feedback impacts students' writing skill to be better.

The first chapter of this research includes a historical view about the development of writing skill over time, its different definitions, relations with other skills and approaches of teaching this skill. It is well known that teaching writing skill is not an easy task for teachers because it demands from them a considerable attention to the plan of teaching this skill and how to teach it. Also, it is not an easy task for students to learn it because it needs all their concentration and awareness of the real value of this skill. Indeed, many teachers use their corrective feedback to enhance students' writing skill, and motivate them to write more.

The second chapter contains the role of teachers' corrective feedback on enhancing students' writing competence. Also, it includes definitions of feedback, its different types and how students respond to their teachers' feedback. In addition, it deals with the identification of whether teachers' corrective feedback is effective on improving students' writing production or not. Furthermore, teachers' corrective feedback plays a role of overcoming students' needs and difficulties on writing skill.

The practical part of this research takes place after investigating the theoretical part. The practical part includes an analysis of teachers and students questionnaires. According to the data that the research gains from the results of questionnaires, this study scored in following: most of students face different difficulties during the writing process. However, teachers direction and guidance may push students to write and achieve an acceptable level of writing. In addition, this study found that teachers' corrective feedback has a real positive influence on developing students' writing skill. From the results of the students' questionnaire there is an indication that students have a positive response towards their teachers' feedback and they rely on this factor to get the way of improving their writing skill. This study recommended that teachers should know what comments and remarks should be done to students and much more important is the way of how to give students feedback about their writings. Also, it recommended students to be acceptable and perceive their teachers' directions and guidance in order to reach the aim of enhancing their writing production.

The practical part of this study indicates that both teachers and students appreciate the role of corrective feedback during the writing instruction, and its effective influence on improving students' writing competence. This indicates that the teachers' corrective feedback enhances students' writing competence which means that the hypothesis of this research is confirmed.

Additionally, most of students face different difficulties when they try to conduct any piece of writing. This is according to many factors, such as: lack of motivation, lack of training to improve writing skill, lack of self confidence ….etc.

Finally, this study aims to indicate whether teachers' corrective feedback enhances students' writing skill or not and the questionnaires are the used tools to gather data and get

the results that show the teachers and students view about corrective feedback. Thus, the aim toward enhancing students' writing skill through teachers' corrective feedback is achieved and realized by this study.

Appendix 01

The teacher's questionnaire

Enhancing students' writing competence through teachers' corrective feedback.

Dear teacher,

We are currently conducting an investigation on "enhancing students' writing skill through teacher's corrective feedback. We shall be, therefore, very grateful to you if you take part in this questionnaire by answering the following questions.

Please, tick the appropriate box and answer whenever necessary.

May I thank you in advance for your collaboration.

Section one: **Approaches to Teach the Writing Skill**

1) What role do you play to encourage your students to write a paragraph?
   a) as a controller   ☐
   b) an organizer   ☐
   c) assessor   ☐
   d) prompter   ☐
   e) participant   ☐

2) Do you offer a positive and constructive advice on what have been written down?

   Yes   ☐

   No   ☐

3) If "yes", why?..

…………………………………………………………………………………………

………………………………………………………………………

4) Do you follow the sequence of planning, drafting, editing and the final draft?

Yes ☐

No ☐

5) In which sub process do you feel that your students are really involved?

a) Drafting ☐

b) Revising ☐

c) Editing ☐

d) Proofreading ☐

6) Do you arouse students' curiosity and self confidence to write such a topic?

Yes ☐

No ☐

7) If "yes",
how?...
....

……………………………………………………………………………………

8) In your point of view, do you think that correcting students' piece of written work is efficient?

Yes ☐

No ☐

Explain…………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………

Section Two: The role of teacher's feedback

1) Do you believe that feedback is vital element to enhance students' writing level?

        Yes ☐

        No ☐

2) If "yes", how?...

………………………………………………………………………………………………

…………………………………………………………..

3) Does feedback affect positively students' writing ability?

        Yes ☐

        No ☐

If "yes", how?...

………………………………………………………………………………………………

………………………………………………………….. ....

4) While correcting students' productions, what do you prefer to use?

    a. Red pen ☐

    b. Pencil ☐

5) Do your students accept your guidance?

    a. Almost. ☐

    b. Sometimes. ☐

    c. Rarely. ☐

6) Can you notice the enhance of your students' writing level after using feedback?

    a. yes. ☐

    b. No. ☐

If "yes", how

……

………………………………………………………………………………………………

Thank you.

Appendix 02

The student's questionnaire

Enhancing students' writing competence through teachers' corrective feedback.

Dear students, you are kindly requested to fill in this questionnaire. We are carrying out an investigation about **Enhancing Students' Writing Competence Through Teachers' Corrective Feedback**. Your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest. Please, mark (√) the appropriate box (es) or give full answer(s) where the gaps provided.

Thank you, in advance, for your collaboration.

Section One: General information about writing skill

1. What does writing mean to you?

   d. Means of communication ☐

   e. A tool to get marks ☐

   f. A way for entertaining ☐

   g. A helpful skill ☐

   Express your ideas

2. How do you find the course of "Written Expression"?

   e. Very interesting ☐

   f. Interesting ☐

   g. Not really special ☐

h. Not interesting ☐

3. When writing compositions, do you proceed through all the writing stages?

   a. Yes ☐   b. No ☐

4. If "Yes", please, explain why

   ………
   ………
   ………
   ……………………………..…………………………………….................................

5. If no, which one of the following stages you don't precede?

   e. Prewriting ☐

   f. Drafting ☐

   g. Revising ☐

   h. Editing ☐

6. During writing process, do you face difficulties?

   a. Yes ☐   b. No ☐

7. Which one of the following activities is difficult for you?

   a. Grammar ☐

   b. Punctuation ☐

   c. Vocabulary ☐

   d. Spelling ☐

   e. Ideas ☐

8. Do you think developing writing skill is necessary?

a. Yes ☐   b. No ☐

9. If "Yes", please, explain why

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………

Section Two:

The role of teachers' feedback on enhancing students writing competence.

1. Does your teacher of Written Expression (WE) correct your errors?

a. Yes ☐   b. No ☐

2. If 'Yes', does s/he correct:

    a. All errors. ☐

    b. Most errors. ☐

    c. Some errors. ☐

    d. Only errors that might interfere with communicating ideas. ☐

    e. No errors and comment only on ideas you express. ☐

3. Which aspect do they give more importance to? (Put 1, 2, 3, 4, 5 next to each one)

    a. Grammar. ☐

    b. Vocabulary. ☐

    c. Content/ideas. ☐

    ☐

d. Organization of ideas.

e. Mechanics.

4. When your teacher of WE corrects your writing, s/he uses:

a. A red pen.

b. A pencil.

c. Other: Please, specify ....

5. How does your teacher of WE correct your errors? (You may opt for more than one answer).

a. Rewrites the sentence, the phrase or the word correctly.

b. Shows where the error is and gives a hint about how to correct it.

c. Only shows where the error is.

d. Other: Please, specify

....

....

....

6. Do you agree that teacher's feedback is a helpful tool to enhance your writing production?

a. Agree.

b. Disagree.

Thank you.

Bibliography

Anderson, C. (2000). *How's it going?*. Portsmouth, NH: Heinemann.

Azzioui, A. (2009). *Teaching Writing through the Process Approach* (Master

degree).MentouriUniversitiy of Constantine.

Badger, R., & White, G. (2000).A process genre approach to teaching writing.ELT Journal,
153-160.

Bailey, S.(2003).*Academic writing: a practical guide for students* .Routledge
Falmer.

Boud, D., & Molloy, E. (2013).*Feedback in higher and professional education*. London:
Routledge. Retrieved from

https://books.google.dz/books?id=0N8R7DRwKf0C&printsec=frontcover&dq=feedback&
hl=fr&sa=X&ei=I6Q4VZHWJMixaZjUgVA&redir_esc=y#v=onepage&q=feedback&f=fa
lse.

Byrne, D.(1991). *Teaching writing skills*. (5th ed.). London, Longman.

Cohen, A.D. and Cavalacanti, M.C. (1990). "Feedback on Compositions: Teacher and
Student Verbal Reports", in B. Kroll (ed.), Second Language Writing, Research
Insights for the Classroom, Cambridge: Cambridge University Press: 155–177.

Cole, J. (2006). Toxic feedback helping writers survive and thrive. Hanover, N.H.:
University Press of New England. Retrieved from
https://books.google.dz/books?id=43CxAmVlbNkC&pg=PT17&dq=definition+of+
feedback&hl=fr&sa=X&ei=VsM4VYyGGoKhPZGIgOAG&ved=0CBsQ6AEwAA
#v=onepage&q=definition%20of%20feedback&f=false.

Crystal, D. (1999).*The Cambridge Encyclopedia of language* .Cambridge:
Cambridge University Press.

Donohue, L. (2009). *The write beginning*. Markham, Ont.: Pembroke Publishers. Retrieved
from

https://books.google.dz/books?id=ZuBeyAQtJBQC&pg=PA67&dq=feedback+in+writing&hl=fr&sa=X&ei=48k4Vaa2BMKgPaLTgeAE&ved=0CCIQ6AEwATge#v=onepage&q&f=false.

Ellis, R. (2008). A typology of written corrective feedback types.*ELT Journal*, *63*(2), 97-107. doi:10.1093/elt/ccn023.

Essberger, J. (2001). Speaking versus Writing.*English Journal*. Retrieved from https://www.englishclub.com/esl-articles/200108.htm.

Ferris, D. (2007). Preparing teachers to respond to student writing.*Journal Of Second Language Writing*, *16*(3), 165-193. doi:10.1016/j.jslw.2007.07.003.

Flowerdew, J. (2013). Discourse in English language education. London: Routledge. Retrieved from https://books.google.dz/books?id=xfJDn-Xi4-oC&pg=PR4&dq=Flowerdew,+John+%282013%29+Discourse+in+English+Language+Education&hl=fr&sa=X&ei=S6ZdVc79M8nY7AamjIGwCw&ved=0CCAQuwUwAA#v=onepage&q=Flowerdew%2C%20John%20(2013)%20Discourse%20in%20English%20Language%20Education&f=false.

Gillet, J., & Beverly, L. (2001).Directing the writing workshop: An elementary teacher's handbook. New York: Guilford Press. Retrieved from https://books.google.dz/books?id=9MIfhPgRSgQC&pg=PA104&dq=teacher-student+conferences+in+writing&hl=fr&sa=X&ei=o3o7VarBEcqBafGugPgC&ved=0CFsQ6AEwCA#v=onepage&q=teacher-student%20conferences%20in%20writing&f=false.

González, E. (2010). Impact of Teacher/Student Conferencing and Teacher Written Feedback on EFL Revision.*Mexteosl Journal*, *34 No. 1, 2010*(1405-3470). Retrieved from http://www.mextesol.net/journal/index.php?page=journal&id_article=36.

Ghodbane, N. (2010). *Identificationandanalysisof somefactors behind students' poorwriting productions* (Magister degree). University of Setif.

Harmer, J. (2004).*How to teach writing*.Harlow: Longman.

Harris, J.(1993). *Introducing writing* .London: Penguin Group.

Hartman,D,K. (2004). Deconstructing the reader, the text, and the content.Pittsburgh:
University of Pittsburgh.

Hattie, J., &Timpereley, H. (2007).*The power of feedback* (pp. 81-112). Review of
educational research. Retrieved from
https://edulibs.org/get_paper.php?id=61882468.

Hedge, T.(2000). *Teaching and learning in the language classroom*. Oxford:
Oxford University Press.

Hyland, K. (2003). *Second language writing*. Cambridge: Cambridge University Press.

Hyland, k. & F. Hyland.(2006). *Feedback in Second Language Writing: Contexts and
Issues.* Cambridge: Cambridge UniversityPress.

Keh, C. (1990). Feedback in the writing process: a model and methods for implementation.
ELT Journal, *44*(4), 294-304. doi:10.1093/elt/44.4.294.

Kristmanson, p., Dicks, J., & Le Bouthilier, J. (2008). *CONFERENCING WITH
STUDENTS*. Retrieved 21 May 2015, from http://www.unb.ca/fredericton/second-
language/_resources/pdf/teachingresources/writingconferenceswithstudents.pdf.

Lounis, M. (2010).*Students' Response to Teachers' Feedback on Writing* (Master
degree).Mentouri University of Constantine.

Maarek, S. (2009).*The Effectiveness of Correction Symbols as Feedback in Enhancing
Self-Correction in Writing* (Master degree).Mentouri University of Constantine.

Menzo, A. V., &Menzo, M. C. (1995).*Teaching children to be literate*. New
York: Harcourt Brace College publisher.

Norris, J., & Ortega, L. (2006).*Synthesizing research on language learning and teaching*.
Amsterdam: John Benjamins Pub. Retrieved from
https://books.google.dz/books?id=980irNw6cnsC&printsec=frontcover&dq=Synthe
sizing+Research+on+Language+Learning+and+Teaching++publi%C3%A9+par+J
ohn+Michael+Norris,Lourdes+Ortega&hl=fr&sa=X&ei=3zBeVYzlFsacygPgmoEo
&ved=0CCAQuwUwAA#v=onepage&q&f=false.

O'Grady, W., Dobrovolsky, M., &Katamba, F. (1996). (3rd ed.). *Contemporary linguistics: An introduction*. CoppClarckPitmanLtd.

Ouskourt, M. (2008).*DEVELOPING EFFICIENT WRITING STRATEGIES THROUGH THE PROCESS APPROACH AND TEACHER'S FEEDBACK* (Doctorate degree).Mentouri University of Constantine.

Raimes, A. (1983). Techniques in teaching writing. New York, NY: Oxford University Press.

Ramet, A. (2007). Creative writing how to unlock your imagination, develop your writing skills - and get published (7th ed.). Oxford: How To Books.

Richards, J. C., & Schmidt, R. (2002).*Language teaching and applied linguistics.* Pearson Education Limited.

Robins, R, H. (2000). *General linguistics: An introduction survey* (3rd ed.)London. Longman Group.

Rollinson, P. (2005). *Using peer feedback in the ESL writing class*.United States: Oxford UniversityPress.

Selmen, S. (2006).*The Students' Attitudes to Teachers' Feedback in Writing* (Magister degree).Mentouri University of Constantine.

Sheen, Y. 2007. 'The effect of focused written corrective feedback and language aptitude on ESLlearners' acquisition of articles'. TESOL Quarterly 41: 255–83.

Sindoni, M. (2013). Spoken and written discourse in online interactions: A multimodal approach.

Sohel.R. (2014).The Development of Writing System from Ancient to Modern Era. Jazan: University Jazan.

Sommers, N. (1982).Responding to Student Writing.*College Composition And Communication*, *33*(2), 148. doi:10.2307/357622.

Thanatkun, T. (2008).Itegratedapproachesto improve students' writing skills forEnglishmajor students. *ABAC Journal*, *28, No.*(2), 1-9. Retrieved from http://www.journal.au.edu/abac_journal/2008/may08/01(1-9)_article01.pdf.

Ticke, L. (2003). Opening Dialogue: Students Respond to Teacher Comments in a Psychology Classroom.*The WAC Journal*, *14;August 2003*, 19-35. Retrieved from http://wac.colostate.edu/journal/vol14/ticke.pdf.

Tribble, C. (1996). Writing. Oxford: Oxford University Press.

Widdowson, H. G. (2001).*Teaching a language as communication.*(12th ed.). Oxford: Oxford University Press.

Yule, G. (2010). *The study of language*. (4th ed.). Cambridge: Cambridge University Press.