

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
Branch of English



**The Role of Teachers' Feedback in Improving
Students' Written Production.**

The Case of Second Year Students of English at Mohamed
Kheider University of Biskra

A Dissertation Submitted to the Department of Foreign Language in Partial
Fulfillment for the requirements of Master Degree in English
language Science of Language.

Candidate

Sassi Meriem

Supervised by

Dr. Lamri Segueni

Board of Examiner

Dr. Lamri Segueni

University of Biskra

Mr. Bechar Salim

University of Biskra

Mr. Elhamel Lamjed

University of Biskra

2016/2017

Dedication

To those who take the time and energy to care about teaching and student learning ... with admiration for teachers who make a difference in class. To all the lovers of English.

To the soul of my father who, loved learning and knowledge to my dear mother who keeps giving me the strength to reach my life goals and never hesitated to wish me success.

To my lovely friends whom were by my side in the hard moments.

To my dear husband who supported me since the beginning he was always there at my side whenever I need him.

To my sweetheart sisters: Asma and Imen and my big brother.

To my classmates in University of Mohamed Khiedher of Biskra.

Acknowledgements

Blessed be the name of Allah, for giving me the health and patience to end this work which at times of weakness, I thought it would never end.

Now, I would like to express my sincere thanks and my deep sense of indebtedness to my supervisor, Dr. Lamri Segueni for his invaluable support and encouragement, even if a written acknowledgement could never sufficiently convey my gratitude to him. A million thanks, Doctor.

I wish to express my thanks to Douida Brahim for constantly helping me with references and providing update university news. Thank you so much

I would also like to thank, my sisters Oumaima and Souhir, my friend Soraya and my dear husband for helping me in writing and organizing this thesis. I would not have accomplished this work without their support.

I would sincerely like to express my deep gratitude to my family, my mom and my two lovely sisters Asma and Imen, and my big brother for their support and patience in very hard moments where I lost my way.

Abstract

The present study aims at investigating the role of teachers' provision of feedback in order to improve learners' written production. One of the main responsibilities of the teacher is to diagnose learners' errors and provide regular positive feedback rather than criticism, blame or accuse. It has long been recognized that feedback is highly motivating in encouraging learners influencing their behavior and continually assisting them in achieving their learning goals. Thus, giving feedback is an integrate part of daily classroom practices and therefore an essential skill for any teacher. Our study focuses on the effect of feedback on learners' written production. We, therefore, start from the postulate that if corrective feedback is properly undertaken in language teaching learners writing skill will gradually develop. Our aim is to highlight the importance of feedback in helping learners to overcome their writing their writing weaknesses. Our other aim is to analyze teacher's reactions towards feedback, the techniques and strategies they use and their preferable ways to react to their learners errors. To test our hypothesis we adopted a descriptive methodology. Therefore, to gather data about the issue under investigation we distributed a questionnaire to teachers in charge of the written expression course. The results obtained, confirmed that feedback strategies, types, and techniques really contribute to teachers' development of the writing skill. The results also revealed teachers' positive attitude towards feedback. The results also do confirm our postulated hypothesis about the efficiency of feedback. This will lead us to make certain recommendations as how feedback should be conducted in classroom. Finally, we can say that is feedback in properly under taken can be a motivator to boost learners to overcome their writing obstacles and thereby improve their written production.

List of abbreviations

LMD: License Master Doctorate

ESL: English Second Language

EFL: English Foreign Language

TEFL: Teaching English Foreign Language

WF: Written Feedback

L1: First language

L2: Second Language

List of tables

Table.1. Difference between speech and writing.....	24
Table.2. Differences between speakers and writers.....	26
Table.3. Reading and writing connection.....	30
Table.4. Correction symbol.....	44
Table.5. Different forms of feedback.....	52
Table.6. Types of teacher written corrective feedback.....	53

List of diagrams

Diagram.1. Process Model of writing.....	11
Diagram.2. Procedures involved in producing a written text.....	20
Diagram.3. Sequence of activities for the classroom.....	21

List of figures

Figure.1. Teachers' background.....	64
Figure.2. Teachers' opinions about the time allocated to teaching writing.....	65
Figure.3. The type of approach that teachers adopt in writing classes.....	66
Figure.4. Following the writing stages.....	67
Figure.5. Which sub process learners are involved in.....	68
Figure.6. The biggest challenge students face while writing.....	69
Figure.7. Teachers' opinions about students' background.....	70
Figure.8. Feedback provision in English classes.....	71
Figure.9. Importance of feedback provision on students.....	72
Figure.10. Timing of feedback provision.....	73
Figure.11. Frequency of feedback provision.....	75
Figure.12. Acceptance of students to their teachers' guidance.....	76
Figure.13. Techniques used in providing feedback.....	77
Figure.14. Teachers' ways of correcting errors.....	78
Figure.15. Development of students' writing level after using feedback.....	79

Table of contents

Dedication.....	I
Acknowledgment.....	II
Abstract.....	III
List of abbreviations.....	IV
List of tables.....	V
List of figures.....	VI
Table of contents.....	VII
General introduction.....	1
Background of the study	2
The objectives of the study.....	3
Statement of the problem.....	3
Hypothesis.....	3
Research questions.....	4
Methodology.....	4
Research tool.....	4
Population and sampling.....	4
Limitations of the study.....	5
Structure of the study.....	5

Chapter One: The writing skill

Introduction.....	7
1. Definition of writing.....	7
2. Components of the writing skill.....	8
3. The philosophy of the writing process.....	10
4. Stages of writing process.....	11
4.1. Planning	12
4.2. Drafting.....	12
4.3. Revising.....	12
4.4. Publishing.....	13
5. Important elements in teaching writing.....	14
6. Writing difficulties.....	15
7. Approaches in teaching writing	17
7.1. The Product approach.....	17
7.2. The Process approach.....	19
7.3. The Genre approach.....	22
8. Writing and other skills.....	23
8.1 Differences between writing and speaking.....	23
8.2 The relationship between writing and read.....	27
9. Writing and Grammar	30

Conclusion	31
------------------	----

Chapter Two: Teachers' feedback

Introduction	34
1. Definition of feedback	34
2. Types of feedback	37
3. Forms of feedback.....	43
4. Other common strategies for written feedback.....	46
5. Effective written feedback techniques and strategies.....	51
6. Categories of providing corrective feedback.....	53
7. Student's view on teachers' written comments	57
8. The role of the teacher	58
Conclusion	59

Chapter Three: field work: Data analysis and interpretation

Introduction	62
1. Questionnaire for teachers	62
1.1. Description of the teachers questionnaire	62
1.2. Result analysis of teachers questionnaire	63
Conclusion	78
Suggestions and recommendations.....	79

General conclusion	81
Bibliography.....	83
Appendix	
Abstract (Arabic)	

General Introduction

In the recent years the Algerian society becomes more curious about teaching and learning a foreign language. Learning such foreign language is of personal and social benefit. One of the foreign languages that are common in schools of Algeria is English. It is because English has become an international language, a lingua franca, and used for global issues.

Learning the English language demands the mastery of the four skills listening, speaking, reading, and writing. Writing is prescribed to be the last one to be taught, it is as important as the others. However, this classification allows learners to accumulate the vocabulary and the rules needed for required written task. Writing is complex process which demands cognitive analysis and linguistic synthesis in order to achieve the desired aims; due to its complexity students face many difficulties when trying to be skillful writers.

The teachers' role in improving the level of the students in producing meaningful messages is so great. Guiding the learners towards the right path is not an easy task to do. Providing the learners with an appropriate, constructive comments, and useful information help them to learn more effectively. Feedback is an important strategy for EFL students in schools. Therefore, it is necessary to know what students think about feedback and how it can help them to write effectively. Not all teachers are sure that their feedback is appreciated by their students and if they really use it to enhance their level. Due to of time constraints, the large number of students in classrooms, absence of practice and students' lack of motivation, teacher feedback not proved to be effective. Those obstacles act like barriers that prevent students from reaching the writing proficiency level. The present

research investigates the role of teachers' feedback in improving students' writing production.

Background of the study

For many years, as many historical accounts have shown that writing did not take enough interest from the learners' side compared to other skills. Learning to write has always been a secondary matter, a means of practicing, sustaining and reinforcing other skills. However, writing is deemed to be one of the most important means of communication. Thus, students of English language have come to realize the importance of writing. It is a complex process which demands a cognitive analysis and linguistic synthesis. Therefore, students face many difficulties when trying to be skillful writers because foreign language proficiency demands time and effort. Nowadays, English writing instruction is witnessing an increasing role in foreign language education.

Teaching writing is a difficult task that is required from the teachers to do. Planning what to teach, how to teach such a complex skill is a hard job. It is the teachers' mission to select the approach that best fit the learners' needs. It is also known that teachers have to create a motivational environment for students and being in charge in facilitating learning to write activity by providing different types of tasks and activities that attracts students to feel well motivated.

Many studies have investigated the importance of teachers' feedback in improving students' writing production. Teachers' feedback makes students realize and discover their mistakes and try to correct them by following their teachers' guidance.

The objectives of the study

The objectives of the current study are various. First, it aims to examine the impact of teachers' feedback on the learners' writings and the teachers' approaches to teaching writing, the type instruction they give and their different conception of feedback especially the written one. The second aim is make learners aware of the role of their errors and mistakes. Finally, finding new ways and providing inspiring guidelines for boosting the learners' writings quality.

Statement of the problem

The teachers' feedback to students writing is certainly the key of the process of writings. It is obviously the guide and the means in which enables the students to produce a readable product. However, what makes teachers worried is the fact that the students did not give much interest and neglect the teachers' feedback on their writing. Students rarely respond to the teachers' feedback, where teachers spend a longtime and efforts correcting, and underlining what is missing in the piece o writing. Yet, the students do not take their feedback into account.

As one reads this present research on feedback and it's relation to writing skill, it becomes evident that more research about two issues is needed: First, the possible role of teachers' feedback has in improving the writing skills and second, how to make students be more aware and take in their consideration its importance and respond to it.

Hypothesis

Through our study, we would like to verify or falsify the following hypothesis:

1. We hypothesize that if teachers provide feedback in an effective manner the learners writing skill will improve.

Research questions

The present study attempts to answer a number of questions related to this issue:

- Are the teachers of writing at the English Department aware of the importance of their written feedback?
- Do they continue to assess the students' writing using the same technique?
- Are students aware of the importance of the teachers' feedback?
- Do teachers do anything to make students consider their feedback?

Methodology

We opted for the use for the current dissertation a descriptive method to work with this research due to fact that it is the most useful and suitable method to verify the postulated hypothesis. So, we will describe the reaction of the students and how teachers tend to give feedback to their learners. The main data gathering tool will be questionnaire administered to the teachers.

Research tool

In this study we will use only one questionnaire and it is meant for teachers at writing at the University of Mohamed Khieder of Biskra at the English Department.

Population and sampling

The population that is targeted by our study is second year students at the branch of English at Mohamed Khieder University of Biskra. A population that consists of almost 300 students. However, in our study we intend to work only on a group of 40 students that

we think one representative of the whole population. Our selection is based on random sampling.

Limitations of the study

Although the research has reached its aims, some imitations of the study should be mentioned. First, limitation in time and cost. The results would be interpreted carefully if we used the experimental method but this was seemed impossible due to the lack of time. Second, the findings cannot be generalized because the sample was restricted to second year LMD students of English at Mohamed Khieder University of Biskra. At last but not least, the busy schedule of respondents makes the distribution of the questionnaire and the collection of the information a difficult task.

Structure of the study

Our dissertation is composed basically of two parts. The first part is a theoretical descriptive part and contains two chapters. Chapter one deals with the writing skill and the other one includes teachers' feedback. The second part deals with the field work and the interpretation of the result obtained from the teachers' survey.

Chapter one

The writing skill

Chapter One

The Writing skill

Introduction

Writing in general is an important skill whether in ESL or EFL settings. It is an effective means of communication and also the criteria through which ESL or EFL learner's level are judged. Therefore learners make efforts to enhance their writing. An association in America that teaches elementary school students to be effective writers took these words as a slogan: "writing today is not a frill for the few but an essential skill for the many" writing has a significant role in engaging learners in professional and social activities. Good writing skills allow the learners to communicate their message with clarity. Since writing is a complex and difficult skill, EFL learners find it a challenging task. Therefore most of the students from the written tasks required.

In this chapter, we will start with a definition of writing and how it has been viewed by different scholars. Then, its components and its stages. Moving to the writing difficulties that EFL or ESL learners face and an exploration of different approaches to teaching writing follows. This chapter concludes with writing and other skills differences between writing and speaking and the relationship between writing and reading.

1.1 Definition of writing

Long ago, people used to define writing as the use of symbols and graphs to record speech and as a means of communication. In other words, the definition of writing in general terms includes the use of graphic symbols in the process of producing a piece of written language. Therefore, writing is by no means limited to the use of graphs and symbols it is more than that. Hyland (2003: 3) defines it as "marks on page or a screen, a

coherent arrangement of words, clauses, and sentences structured according to a system of rules” .According to Byrne(1991: 1) “writing is clearly much more than the production of the graphic symbols. Just as speech is more than the production o sound. The symbols have to be arranged, according to certain conventions, from words and words have to be arranged to form sentences”. This means that writing is not as simple as it seems. to form words , words form sentences and sentences form paragraphs the graphic symbols have to be combined at first , according to special rules . Byrne (1991: 24) added another definition of writing where this latter took place as the essential means for recording speech and he believes that writing is one of the major skills through which one can use language to transmit his ideas . According to Crystal (1999: 214) “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”. Another definition given by Crystal (2006: 257) specifies that “writing is a way of communication which uses a system of visual marks made on some kind of surface it is one kind of graphic expression”. Neman (1995: 4) defines writing as “a craft, an artistic process with techniques and conventions that can be learned, employing skills that can be improved”. Also, Sohel (2014) stated that “writing is the record or the recorded form o 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”. Writing as it is considered to the mean that enables the learners to express and communicate their ideas with different attitudes in written form it is not limited in expressing ones thoughts individually it is also social endeavor, to communicate with others. Richard and Schmidt (2002: 529) stated “writing is as a result of complex processes of planning, drafting, reviewing and revising” Which means, various operations cause the final draft. 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 that thoughts are”. It means that writing is not only a matter of expressing ideas it is also a tool of learning in which learners achievements are generally examined.

1.2. The components of the writing skill

Writing in its definition is a productive and complex skill. Therefore, learning how to write requires the knowledge of its components. In this point of view Nemouchi (1991: 21, cited in Khlil, 2008: 6) suggested the following conditions:

- Mastery of the alphabet.
- Knowledge of how to combine letters to get words and the relationship between the word and its meaning.
- Knowledge of the techniques of writing: spelling, punctuation, capitalization, and other conventions.
- Knowledge of the most frequent rules governing the structure of sentences.
- An ability of combining sentences to form effective paragraphs and later combining paragraphs to produce essays.
- Familiarity with transitions which achieve coherence.

Raimes(1983) also states six components of writing out of which writing is made. He sees that writing involves content, organization, tools, purpose, audience, and process. Content or the message to generate, it has to be relevant, clear and logic. This content needs also, the organization of the ideas to form a coherent whole. Beside the two previous components, some tools (grammar, syntax, mechanics, and word choice) are used to convey the message. The last three components are equally important deal with the purpose or the reason for writing, the audience or the readers and the writer’s process of getting ideas , getting started, writing drafts and revising.

1.3. The Philosophy of the writing process

The recent research about the philosophy of writing is about the exploration of the various stages that the writer goes through while he is writing in order to achieve the main objectives, that of the product. Generative

collaborative process, means that the ideas are generated, put in first draft, organized, arranged in a whole corrected revised/ reviewed and finally written in its final form in a final draft. Here comes the idea of reclusiveness which that writing it not a linear route towards a well determine product as stated by Hedge (2000: 20) "the process of composition is not a linear one, moving from planning to compose to revising and to editing. It would be more accurate to characterize writing as a recursive activity in which the writer moves backwards and forwards between drafting and revising will stages of replanning and between". Therefore, writing is seeing as a process in which the student interacts with what s/he has written, planning, physically writing and revising what has been written, then editing and publishing. This can be presented in the figure below which shows the whole process not as fixed sequence but as a dynamic and unpredictable process.

In the process approach, writing is recursive and developmental in that students constantly revise and modify their productions. Students are not only evaluated on the final product but on how they improve when they write.

The above diagram shows that the writing process is the means through which a writer composes text. Writing is not a linear process like following a recipe to bake a cake. It is flexible; writers should learn to move easily back and forth between components of the writing process, often altering their plans and revising their text along the way.

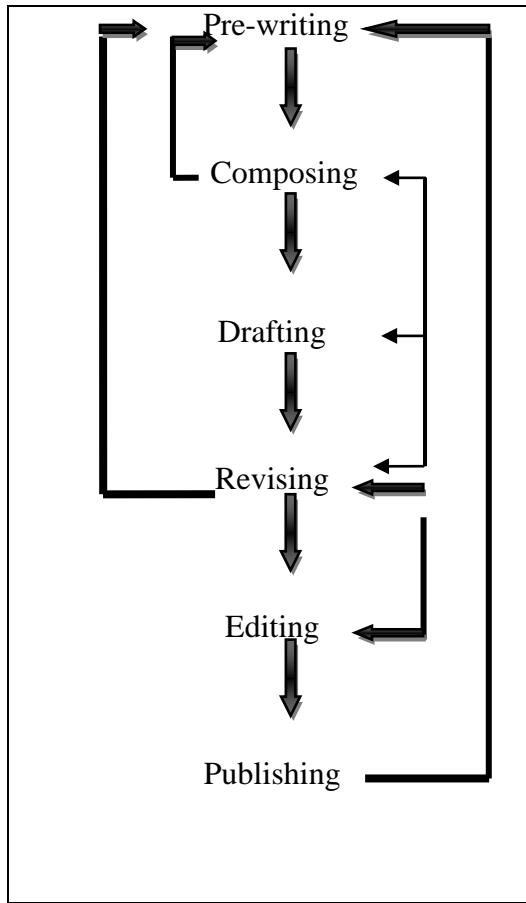


Diagram:1 Process Model of Writing (Tribble, 1996: 39)

1. 4. The stages of the writing process

Manylearnerswhen they are asked to write a piece of writing they face what is called the writer block. It is when the learners freeze and have no idea what to write about. Most of the writers even the professional ones experienced this moment of panic. Therefore, researchers agree that writers go through a number of stages in order to produce the final draft. The writing process is divided into five steps planning, drafting, revising, editing, and publishing. Richards and Renandya (2002:316) claim that “process writing as a classroom activity incorporates the four basic writing stages: planning, drafting (writing) and editing”.

1.4.1. Planning

Planning or pre-writing is everything that the learner does before they start to write the first draft. In fact it is any classroom activity that motivates the students to write and avoid them from facing a blank page. Planning helps the learners to stimulate ideas and thoughts. Trimmer (1995: 5) defines planning as "a series of strategies designed to find and formulate information in writing". According to D'Aoust (1986: 94) prewriting activities are the key to generating ideas and planning what to say: "prewriting activities generate ideas; they encourage a free flow of thoughts and help students to say it on paper. In other words, prewriting activities facilitate the planning for both the product and the process" (cited in Oskout 2008: 94).

1.4.2. Drafting

Drafting is the next stage in the writing process. During this stage the writer puts his ideas into complete thoughts and organizes his ideas in a way that allows the reader to understand his message. Trimm (1995: 54) states: "when planning allows examining possible topics, drafting enables to experiment with possible arrangement of thought and topic". It is the stage where writers move from the abstract (ideas) to the concret (written text) and as White and Arndt (1991: 99) suggest, is the stage where "the writer passes from the 'writer based' writing to the 'reader based' writing in which the concerns of the reader should now begin to assume more significance". Here the readers analyze what writers have done in this stage and prepare them to make decision on what parts should be included or not to meet their reader's needs.

1.4.3. Revising

Once the writer has done drafting, it is time now to start with the third stage of the writing process in which learners revises their work. Learners reexamine what was written

to see their documentation is done properly. It is a very important stage of the writing process and the learner may have to repeat it three or four times before deciding what should be changed or kept, what should be added or deleted. Stephen king (2009) claim that " the writer must have a good imagination to begin with, but the imagination has to be muscular which means it must be exercised in a disciplined way, day in day out, but writing failing, succeeding and revising ". It is the phase where writers have to revise and examine the first draft, according to the teacher or peers feedback, and see whether it needs some changes.

According to White and Arndt (1991: 137) the ultimate goal of this stage is to "enrich the repertoire of linguistic resources which are the essential tools for writing". Students have to reconsider some prewriting decisions. Here the writer has the ability to make some changes concerning the form and content levels of their first drafts. The changes can be in terms of ideas, structures, lexical, grammatical, or syntactic it depends on the feedback given to the writer. In parallel with the importance of the different types of feedback and its advantages in improving the writing skill, Nation (2009: 120) claimed that "learners can be encouraged to edit through the feedback they get from their classmates, teachers, and other readers".

1.4.4. Publishing

The final stage at the writing process is editing. At this stage the learner has to overhaul his work line by line. Editing is an extremely detailed process and it is best when performed by a professional therefore pupils present their final draft to their teachers, peers or others to edit and evaluate the work in terms of grammar, spelling punctuation, sentence structure ... etc.

The following is a simple checklist of the common surface. Errors that can be found in pupil's writing as suggested by Richards and Renandya (2002: 318).

- Have you used your verbs in the correct tense?
- Are you checked for subject-verb agreement?
- Have you used the correct prepositions?
- Have you left out the articles where they are required?
- Have you used all pronouns correctly?
- Is your choice of adjectives and adverbs appropriate?
- Have you written in complete sentences?

1.5. Important elements in teaching writing

There are many different prospective in teaching writing that should be highlighted to make the learning process successful. Teaching writing in classroom is conceptualized and organized by the teacher. According to Hyland (2003: 22-38) in teaching writing we have to focus on the following areas:

- **Focus on the language structures:** the focus is on the production as well as the correct form; structures should be well organized and lexis, syntax and vocabulary should be well considered.
- **Focus on the text function:** the EFL learners have two competences: the first is the linguistic competence (the ability to use appropriate language structure within a text), the second competence is the text function here we should relate both language structure with language function (form and function).
- **Focus on creative expression:** it is effective that the teacher lets his/her students raise their own words and encourages them to use brand new expressions 'fresh and

spontaneous' that come from learners' personal ideas, experience thoughts and opinions. These highlight the learner's creativity and self- discovery.

- **Focus on the writing process:** the teacher should focus more on every stage the process goes on, named by Folwer and Hyland (cited in Hyland, 2003: 10): planning writing-previewing framework.
- **Focus on content:** content, topic and theme are equal concepts that are focused on to write correctly and effectively.
- **Focus on genre:** the teacher should focus on what is beyond writing: purpose of writing what he/she aimed bye particular piece of writing, use the language to achieve certain objective that should be touch by the reader.

There are other angles that have been mentioned by Sàrosdy et al. (1994: 63). They claim that in teaching writing there some elements should be focused on such as unity which means being careful not to be out of the topic and to support the controlling idea in order not to distract the reader by the over-mixed ideas in one topic. Coherence is another trait that should be considered. It concerns the flow of ideas going logically and shifting smoothly. Parts of sentences or paragraphs should be connected using some linguistic devices such as discourse markers and connectives. These have to do with cohesion; style expresses the way writing is organized whether in formal or informal way. Register is all about the vocabulary and the style that describe the person's social distance.

1.6. Writing difficulties

Teaching writing to EFL learners has many challenges which make it difficult task for the learners. The writing skill in its nature is a complex and intricate skill therefore learners are more prone to committing errors. Richards and Schmidt (2002: 303) claim that " there is no doubt that writing is the most difficult skill for L2 learners. To master the difficulty

lies not only in generating and organizing, but also in translating these ideas into readable text " this means that the learners may know how to plan and organize their ideas but the problem here in translating and those ideas in to a readable a piece of writing.

Richards (2002: 65) claimed that: " the skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak ".

Rass (2001: 30) stated that: " writing is a difficult skill for native speakers and non nativespeakers alike, because writers must became multiple issues such as: content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics such capitalization ".

What is meant by the two citations above is that the complexity of the writing skill demands from the learners to master the sub or micro skills before reaching an adequate level in writing. However, the non-native and even the native learners never fully achieve the component of writing.

Rivers and Temperly (1979: 263) claimed that writing requires cooperation with other skills where integration is a great benefit and they summarized. The difficulties in the following points:

- Its complete detachment from expressive features, such as facial or body movement, pitch and tone of voice, hesitations or speed of delivery and emotional indicators such as: high toned facial color variation in breathing.
- Its lack of material context: surroundings feedback from interlocutors, relevant movement.

- Its displacement in time: a written communication may be read as soon as it is written or months, years, or centuries later. It is interesting that we often do not understand a note we ourselves wrote when we find it years later.

1.7. Approaches to teaching writing

Definition of approach

Edward Anthony (1965: 195) defines an approach as being: "A set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching". An approach refers to the theories about the nature of language and language teaching.

The fact that developing the writing skill is not easy task imposes the idea that teaching such a skill is not easy, either. Therefore, many ESL/EFL theorists, researchers, and teachers have been endeavoring to come up with the most effective theories, approaches, and models of teaching L2 writing. Researchers as (Hyland, 2003; Harmer, 2004) view the approaches as "complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing"

In the following passage we will discuss the three main types of approaches that are: the product approach, the process approach, and the genre approach.

1.7.1. The Product Approach

As the name of the approach under discussion suggests, is on final products to ensure that students achieve language fluency. This means that the main focus of this approach is on the end product whether it is well produced composition in terms of grammar, supporting details, the structure ... etc. Numan (1989:36) said that: "the product approach

to writing focuses on the end results of the act of composition, i.e. the letter, essay, 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 " .

Teaching writing with this approach necessitates the establishment of habit formation and imitation. In other words it looks at writing as an imitation where the students are asked to write as the prescribed texts, models or exemplars that constitute good writings in their teachers' views. They already prescribed texts give the learners' insights into how to arrange words into sentences, and sentences into discourse. Thus writing according the product approach is limited only on the mastery of the grammatical and lexical systems of the language. Silva (1999: 3) points out that:

- The writer is simply a manipulator of previously learned language structures.
- The reader is the ESL teacher in the role of editor or proof reader not especially interested in quality of ideas or expressions but concerned with formal linguistic features.
- The text becomes a collection of sentence patterns and vocabulary items.

Criticism

Even though the product approach is widely accepted among writing teachers it has disadvantages too that make it rejected by others. The next production will present some limitations of the product approach:

- The teacher's role is limited to be the spotter of errors and the corrector of the final drafts, but not a facilitator of the learning – to – write activity.

- It focuses on the form and neglects the ideas and the meaning.
- 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 structure.
- Does not teach how to write independently.

1.7.2. The Process Approach

Most research in writing pedagogy today concludes that the most effective way to teach writing is through the process approach. This approach came as a reaction to the weakness of the product approach. It developed from the assumption as Brooks and Grundy (1998 :7) say : " 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 ". with the rise of process approach, the central focus is no longer on the finished text, but on the steps that make up the act of writing when writing including generating ideas, deciding which ideas are relevant to the message and then using the language available to communicate that message in a process that evolves as it develops. In other words, learners interest is not only limited in controlling of the language grammar but also concerned with the cognitive strategies that are involved in writing. Zamel(1982 :196-9) claims that : "writing involves much more than studying a particular grammar analyzing, and imitating rhetorical models, or outlining what it is one plans to say ". White and Arndt (1991 :4) identify six non-linear procedures or processes when writing. Figure 1 shows these procedures and how they inter-relate.

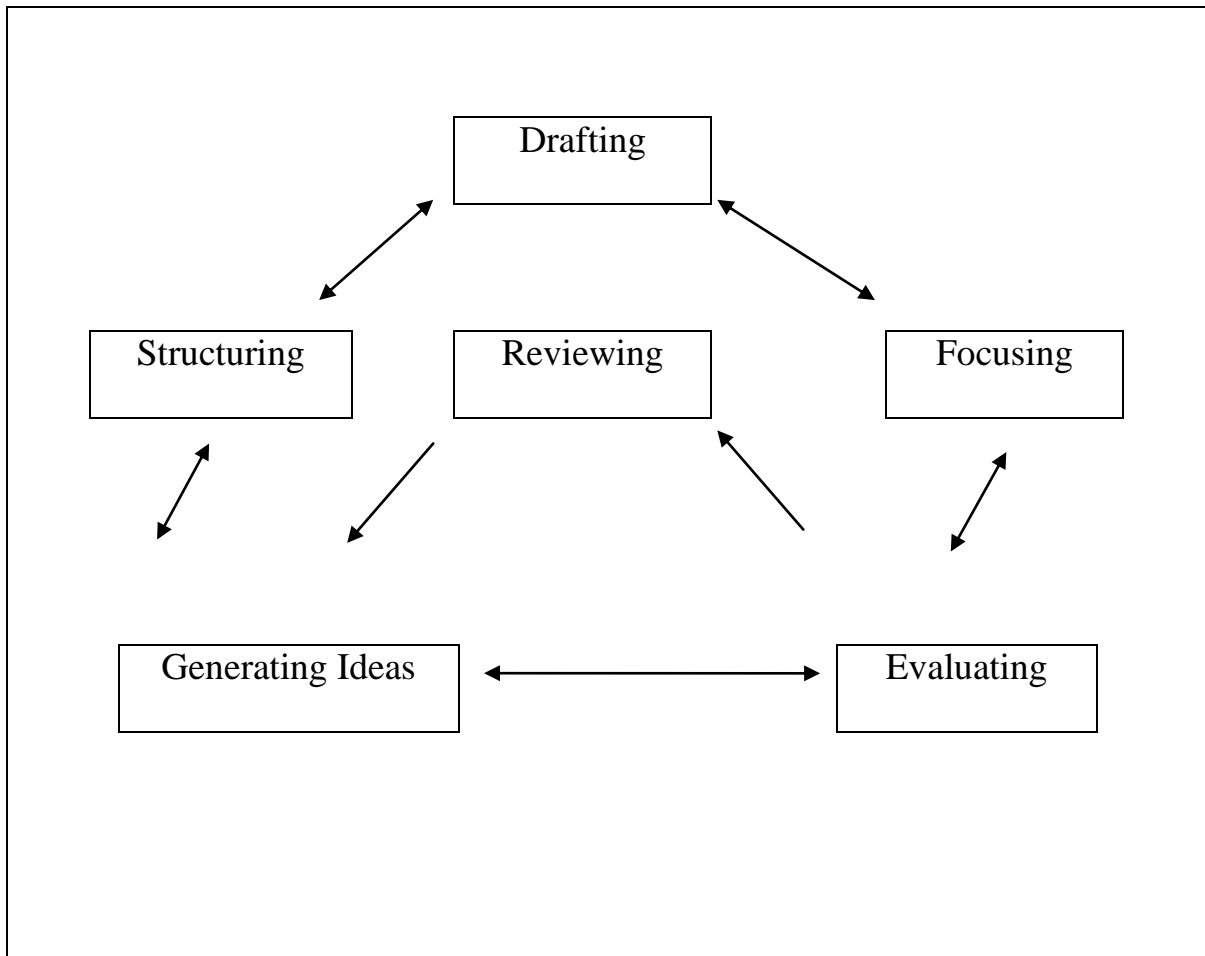


Diagram 2: Procedures involved in producing a written text White and Arndt (1991: 4)

White and Arndt (1991:7) have also identified a possible sequence of activities for the classroom shown in diagram 2 below:

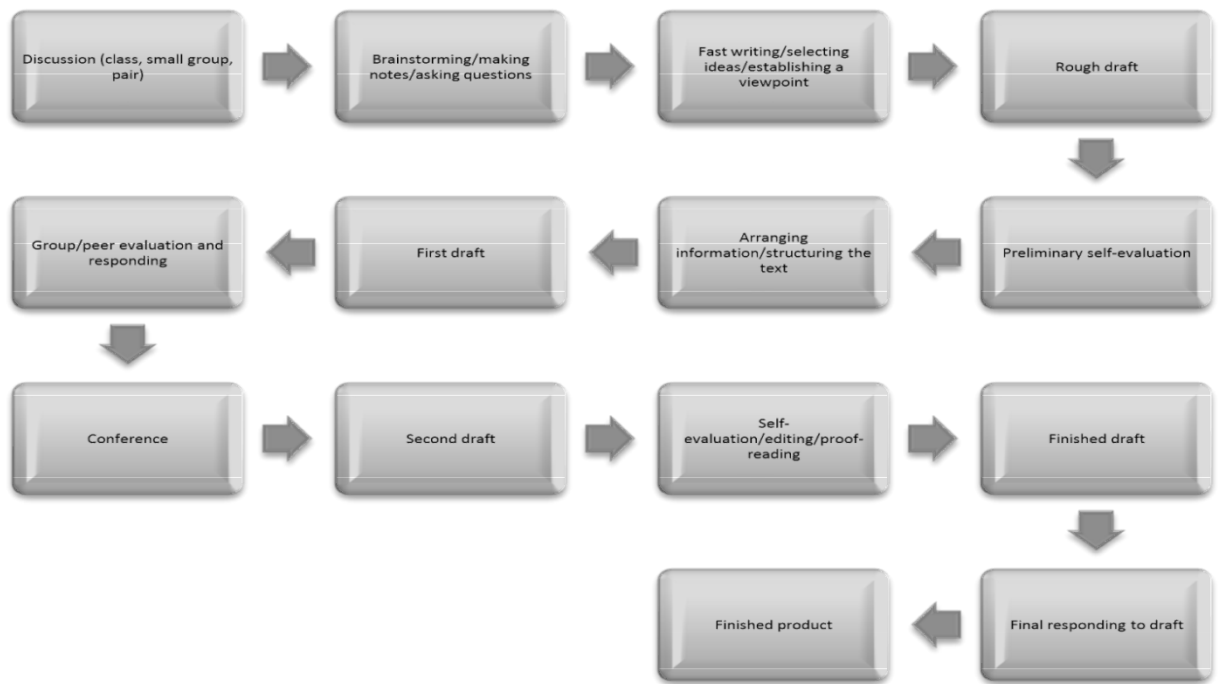


Diagram 3: sequence of activities for the classroom White and Arndt (1991:7)

To sum up this orientation pays attention to the development of good writing rather than the imitation of model text. 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, Hyland (2003: 10) indicates that "the process approach to writing teaching emphasize the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task". This means that applying such approach in writing classes, helps the teacher to deal with his/her students' writings and observes how the students are processing writing through the different stages of writing. The teacher in this process gives the chance to the students to enhance their writing skill by providing them with the feedback they need and gives them the sufficient time to revise their piece of writing.

Criticism

The process approach, however, is not also perfect.

-It requires a significant investment of class time to be successful

- It focuses only on the stages of writing and its cognitive aspect and neglects the outside factors of the individual.

1.7.3. The Genre Approach

Before dealing with the Genre Approach we have first to define what does the term "Genre" mean. Swale (1990:30) points out that "the genres which share the same purposes belong to the same text-types". Either spoken or written genre is often identified according to its primary social purposes in the western countries. According to Lynch (1996: 148, cited in Maarek ; 2009 :14) : "A genre is a type of text (e.g. recipe, paper, advertisement), which is recognized as a "type" by its overall context, structure, and function. The notion of genre is closely connected with that of an audience , and in particular ,with the idea that readers (and writers) of a specific genre are members of a community of people sharing interests and expectations about its communicative purpose ". Derewianka (1990) identified six main genres according to their primary social purposes :

- (1) Narratives : tell a story , usually to entertain ;
- (2) recount : to tell what happened ;
- (3) information reports : provide factual information ;
- (4) instruction : tell the listeners or readers what to do ;
- (5) explanation : explain why or how something happens ;
- (6) expository texts : present or argue a view point.

The genre approach to teaching writing is relative newcomer to EFL. However, it has taken place in different parts of the world. Due to the strong similarities with product approach, some researchers see it as an extension of the product approach. They both regard writing as predominantly linguistic whereas other L2 researchers deem it a distinct paradigm in the teaching of writing. According to Pltrige (2004:01) this approach focuses on “teaching particular genres that students need control of in order to succeed in particular setting”. Attention in this approach is paid to integrate the knowledge of a particular genre and its communicative purpose so that learners produce their written products to communicate to others in the same discourse community successfully. This approach emphasizes on what Bedgar and White (2000:157, 8) said: “Writing involves knowledge about language, ... knowledge of the context in which writing happens and especially the purpose for the writing ... and skills in using language ... writing development happens by drawing out the learners’ potential ... and by providing input to which the learners respond ...”. In more detailed way, this approach focuses on the importance of exploring the social and cultural context of language use on a piece of writing moreover, in this approach learners need to produce texts that meet with readers’ expectations in regards to grammar, organization, and content in order to be successful in communicating in a specific discourse community. The teacher in this approach acts as guide and supporter to learners by providing to them various activities so that students ultimately gain the control of written genres. Rothery (1996) points out that “the teacher’s role in this approach is viewed as authoritative rather than authoritarian”.

1.8. Writing and other skills

1.8.1. Difference between writing and speaking

Written and spoken language differs in many ways. However some forms of writing are closer to speech than others, and vice versa. Below are some of ways in which these two productive skills differ. O'grady et al (1996:591) argued that:

"Speaking and writing are different 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". That means learning to write is not a natural, universal that can everybody acquire it as speaking. Writing requires a systematic instruction and practice Raimes (1994:14) shared the same view point and said 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". Understanding the difference between writing and speaking is a significant part of the process of teaching writing. Byrne's viewpoints comes to support the importance of understanding the difference between them in teaching writing, 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 context which often makes references clear (e.g. that thing over there)	1-Creates its own context and therefore has to be fully explicit
2- Speaker and listener (sin) contact.	2-The reader does not present and no

Interact and exchange roles.	interaction possible.
3- Usually person addressed is specific.	3-Readers are not necessarily known to writer.
4- Immediate feedback given and expected (a) Verbal: questions, comments... murmurgrunts. (b) Nonverbal: 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 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 for this purpose	7-Devices to help convey meaning are punctuation, capitals and underlining (for emphasis). Sentence boundaries clearly indicated.

Table-1- Difference between speech and writing (Byrne 1988:3)

The table above shows us the main points where speech and writing differ; these differences help us to know where the writers face difficulties while writing.

The table below shows us how the meaning is conveyed differently in writing and speaking each one of these language forms uses different features so that, our meaning would be conveyed. Paralinguistic features such as gestures, facial expressions, stress and the voice pitch all these features are used in the face to face conversation whereas in writing we use question and exclamation marks that modify the meaning of what is written, or writing words in italic to emphasize their meaning use dashes indentations, commas, capital letters... etc.

Speakers	Writers
<ol style="list-style-type: none"> 1. Can refer to people, objects, and so on in the shared environment, by pointing with gestures or by using pointing words. 2. Can check whether they are being understood by looking at the speaker's, expression, by asking, or by being directly promoted. 3. In conversations (including telephone conversations) speakers are encouraged by listener's markers such as 'mm' and live conversation and gestures. 4. Can backtrack fill in information that may have been omitted precise sequence is not prerequisite effective communication. 	<ol style="list-style-type: none"> 1. Do not share an immediate environment with their readers and have to make explicit references to people and objects. 2. Have no means of knowing once the text is finished whether the readers will understand the message they need to anticipate potential. Misunderstandings and appropriate levels o shared knowledge. 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 2: Differences between speakers and writers.(Harris, 1993: 4). (Cited in Ghothbene, N 2010).

Another significant difference between writing and speaking is that written language tends to be more complex and intricate than speech. Writing uses long sentence and many subordinate clauses. In the other hand, the spoken language tends to be full of repetitions, incomplete sentences, corrections and interruptions. Moreover, writing is usually more permanent, Asynchronous, and written texts cannot usually be changed once they have been printed out. There is indirect relationship between the writer and the reader usually the addressee is absent therefore the feedback delayed. In the other side speaking is usually ephemeral, unless recorded, and can correct them and change their utterances as they go along. The addressee is present, there is direct relationship between speaker and audience .Thus, the feedback is immediate.

Speaking and writing have other differences include the level of ‘formality’. Raimes (1994:35) claimed that "writing is formal and compact, while speaking is more informal, repetitive and uses phrases as 'you see', what i mean' etc ". Speech is more simple in choosing vocabulary, in spoken language the speaker uses more simple words and slang language. In writing slang and informal style is avoided, in fact, the writer takes time to select the correct and appropriate words.

1.8.2. The relationship between writing and reading

Reading and writing are mutually supportive processes and the most important skills in teaching and learning English as FL. Hyland (2003: 53) argued that "writing, together with reading, are a central aspect of literacy". That means that their close relationship helps learners to develop their language. Gaining insight in reading deepens insight into writing and vice versa. Writing and reading are considered to be interrelated skills because learners become better in writing when they read extensively. According to Celce-Murcia

(2001 :224, cited in azzoui ; 2009 :09) "at the very least, readings provide models of what English language texts book like, and even if not used for the purpose of imitation, they provide input that helps student develops awareness of English language prose style ". This means that when readers develops an understanding of a structure, an organizing principle, a reading strategy, or insights into the elements of story, they also gain a window into understanding how to assemble text as writer. Reading it is not limited to what others have written, it is also about what we have written, and we read our work, over and over for the sake of correction. From this point of view harris(1993: 51:86) suggested five interesting relationships which seen 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 reading by writing. Readers can learn much about reading by writing.
- Reading and writing are interpedently. Readers cannot read if writers do not write. Likewise, writerscan'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.

In the description of the relationships between reading and writing as an interrelated treatment. Tierny and Pearson (1983, cited in Ibid, 2009:10) state that: "reading and writing involve similar, shared, linguistic and cognitive elements. As readers read and writers compose, both plans, draft, align, revise, and monitor as they read write ". That means that they share similar cognitive processes.

Reading and writing they are considered as social events, their relationship is based on communication. That means reading is seeing as a way of obtaining information with friends whereas writing plays the role of dispensers of information when a writer writes, he is communicating his ideas thoughts, opinions and so on. Therefore, writers have to make sure that their messages are clear and understood by the readers or not. White (Cited in Ouskourt, 2008:38) claims that: " any communicative writing course must contain a large component of reading comprehension of practice, that is, for writer as reader " .

Rubin and Hansen (1984) suggest that: " readers and writers share five kinds of knowledge when they compose: 1) information knowledge: which includes worlds knowledge and concepts that a reader needs from their own back ground of experience to comprehend the text; and the information that the writer has and uses the text to convey it. The information gained in reading benefits writing and at the same time, writing gives and clarifies this information. 2) structural knowledge :which has been traditionally taught Through writing programs and comprises knowledge of structure of discourse and writing formulas (problem-solution frames cohesion and coherence devices ,etc.) .writers usually produce texts with structure and readers use this structure when they convey meaning .In this knowledge,however,it is difficult to assess the reading and writing effects as separates processes. 3) Transactional knowledge:This involves the conceptualization of a text as a medium of communication between author and reader and makes people consider the audience which also influences the writer's topic choice and revision. On the other hand, readers make use of it by investigating and questioning the author's purpose and style.4) Aesthetic knowledge: which implies certain alliterate styles, interjection, length which echo in the readers and writers ears and effect their choices.5) process knowledge:which makes readersand writers aware of their writing readers process which helps them to make conscious decisions about revising and the strategy to use in rereading.

Menzo and Menzo (1995:113) describe this relationship as interrelated treatment and call this connection the 'two-way relationship between reading and writing' as it is illustrated in the table below:

Reading to write	Writing to read
<ul style="list-style-type: none"> 1- Reading increases the knowledge individuals have to write about. 2- Reading instills knowledge of linguistic pattern 3- Reading builds vocabulary and familiarity with writer craft 	<ul style="list-style-type: none"> 1- Understanding of subjects making subsequent reading easier. 2- Writing helps one to read like a writer,hence,providing 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: 3 Reading and writing connection (Menzo and Menzo, 1995:113)

In sum, reading affects writing and writing affects reading. Extensive reading and reading different genres helps children to improve their writing skill and at the same time practice writing helps children build their reading skill.

1.9. Writing and Grammar

It is very important to integrate grammar in the writing process. Grammar like vocabulary has the same importance in teaching writing and that is because there are grammatical

structures that need to be taught in the context of particular methods of development for different topics. According to what Raimes (1983:5) said about it: "certain methods of development require certain structures, e.g., a comparison contrast task will make the use of comparative and superlative forms necessary, likewise in chronological narration, past tenses and in spatial order, prepositions of place will be used".

That means the focus on grammar in teaching writing is very important. Grammar is fundamental part of classroom language learning. It is considered as primary importance with vocabulary in a subordinate role. Raimes (1983: 3) claim that the integration of grammar teaching in composition writing will give the following advantages: "Specific grammatical structures lend themselves to certain development and these ought to be exploited to full advantage. Development by comparison and contrast, for instance lends itself to the teaching of – er/more than –est/most, as...as, such as that so +adjective+ that, etc...Spatial development is a good place to teach troublesome preposition and adverbs of place, just as chronological development is a good section in which to teach adverb of time, both single forms prepositional phrases... An important characteristic of the teaching of selected paragraph structures is that is inseparable from the teaching of specific grammatical structures, and practice in one should not proceed without conscious awareness."

Students should be aware of the importance of grammar in writing as a tool. Teaching them the different parts of speech, the sentence structure and its parts, and sentence errors help the students develop their writing skill. Therefore, teachers tend to put emphasis on correcting grammar mistakes and vocabulary.

Conclusion

According to the fact that writing is not acquired in natural setting and it considered as a means of self-expression, one should go through much practice in order to enhance his competence. A learner does not only write for himself he writes for the teacher, for a paper, for a journal and also for school magazine. So it is important to be aware of how to write and what to say. Whether in teaching or in learning the writing skill; the one must master the process or strategies and the necessary information and knowledge that would make the teaching of the writing skill easier. The writing development refers to the efforts and the practice form the part of the student and evaluation from the part of the teacher. This chapter provides English treatments about this productive skill, its components, its stages of development for the sake of enhancing the students' competence and clarifying its use in class with second year LMD. For producing better productions it is the teacher responsibility to make it easier. Thus, the role of feedback given by the teacher is very helpful way to increase the student's level of writing

Chapter two

Teachers’ feedback

Chapter two

Teachers' feedback

Introduction

In the past few decades, a great number of researches have been conducted on the teacher written feedback and its influence on L2 student writings. Feedback plays an important role generally in developing writing and particularly it has an effect on the writing process. It is used in educational contexts is generally regarded as crucial to improving knowledge and skill acquisition. This chapter attempts to discuss the importance of feedback in teaching and learning the writing skill. Grant Wiggins says " learners need endless feedback more than the need endless teaching". Feedback is simply given to improve learners' language and it plays an important role in the learning process. Also, providing feedback is deemed to be an important task in writing contexts. It's a tool in which learners can identify their errors.

Feedback is information given to the learner or teacher about the learner's performance and the way teachers react to their students work will depend on learning goals. There is a number of ways of reacting; i.e., teacher feedback, peer feedback and conferencing that lead to more developments in writing. This chapter aims 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.

2.1 Definition of feedback

Feedback is one of the most powerful influences on learning and achievement. In this review, feedback is in that concept of information provided by teacher, peer, book, and parent regarding aspects of one's performance or understanding. According to oxford dictionary (2012), the term feedback is defined as a comment used to advise, criticize, or inform about how well or bad the performance is. Duly, Burt and Krashen (1982:34) provide a general definition of feedback. They define it as follows " feedback generally refers to the listener's response given to the learner's speech

or writing"(Cited in Maarek ,S.2009) . That means that feedback is the response of the reader or the listener towards what have been said or written by the students. Feedback means to provide information about learners' performances or productions in different aspects. It is the input whether it is questions, comments and suggestions to the writer that may lead him to revise what they write. Drawing from theories of classroom psychology, Drown (2009:407) provides a generic definition of the term feedback. For him feedback appears when "the output of a system becomes an input to the same system causing the system to respond dynamically to its previous products ". That is to say, feedback occurs in a systematic way it is not random. Feedback enables the learners to enhance their comprehension quality and promoting knowledge execution and skill.

Sárosdy et al., (1994:121) view feedback as a set of information in form of comments or grades that teachers give to indicate the learner's performance. Learners use these comments and grade to enhance their skill and correct errors they committed and to improve their level in the learning process. So, feedback is based on constructive advice and motivation for better performance. Also, Hamp Lyons (1987 : 143) ;(cited in Ouskourt,M.2008) claim that:"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".

Feedback is deemed in the view of Hyland (2003) a fundamental element in language learning in general and in learning to write in particular. He added (2003:207) "feedback offers an additional layer of scaffolding to extend writing skills, promote an accuracy and clear ideas, and develop an understanding of written genres". Wiggins (1993:182) believes that any feedback is "the result of our (or peer editors) of students' work and then playing back to students their attempt to honor the guidelines and our intentions. The best feedback helps the student understand that a paper "worked" (or failed to), why a paper worked and why a mistake is a mistake ". It's like to say that learners continually receive data in clear, understandable and direct way from feedback. The basic assumption

comparison between contemporary, previous education has many advantages it guarantees the accurate way of teaching, and it paves the way to a true judgment. (Tim Russell 1998: 25; cited in Gettaf. T. 2014:31) defines feedback as meeting trainees know what they have done that has reached the standard, so that they reproduce that behavior, and what they have not done what 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 rewards the required standard. Also, he claims that due to feedback we can realize and achieve development, or, in accordance to the “input –process-out put” 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”.

Hyland and Hyland (2006) consider feedback as a social act and that is because feedback takes place only when there is particular context (institutional / pedagogical) where it needs participants such as (teacher/ peer/ learner) and it is delivered by a particular medium (peer /conference / written comments) which is settled for a particular goal (pedagogical / educational / social). Also the international encyclopedia of communication defines teacher feedback as the information about the recipient’s past performance in terms of correctness, accuracy or appropriateness. It is the input in the form of questions and suggestions given to the writer for revision (flower, 1989).

Under these definitions of feedback Bound and Molly (2013: 06) have drawn some features 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 learner’s 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.

"Asking students to think about their work before receiving feedback scratches up the 'soil' in the brain so the feedback seeds have a place to settle in and grow" (Jan Chappuis 2012). Many researchers advocate the importance of feedback in the learning process in general and in improving the writing skill in specific. Providing feedback to the students helps them to recognize the gaps in their production and students use that data to close the gaps and ameliorate their performance. Somers (1982) states three main purposes for which teachers provide feedback on writing:

- To inform writers as to whether their written products have conveyed their intended meaning ;
- To give the students writer a sense of audience (their interest and expectations) and make them ameliorate their writings accordingly
- To offer students an impetus for revision, for without comments from a critical reader, writers will feel no need to revise thoroughly if they ever think about revision.

2. 2. Types of feedback

An important part of the teachers' job is delivering feedback to the learners. Feedback helps to improve performance, ensure standards are met. Feedback is a form of ongoing training as it helps learners to learn what it is they are supposed to do and how they are supposed to do it. Feedback has different types, according to different criteria as it has presented by many scholars.

2. 2.1. Positive versus Negative feedback

Feedback is information given to the learners to evaluate their performance. Feedback can be either positive or negative. Providing positive feedback to the learners means to tell them that they had done their assignment correctly and they should continue in that behavior. Positive feedback encourages the recurrence of appropriate language behavior

where writers are accredited for some characteristics, attributes or skills. Outcomes of using positive feedback can have long-lasting effects. It could be argued that teachers who engage in more positive feedback may have higher rates of students who demonstrate desired behavior in comparison to teachers who have classrooms where positive feedback is less prevalent. As it has been claimed by (Hamre and Pianta,2001) that "students in less supportive classrooms demonstrated lower academic scores and had more disputes with their teachers". However, praise needs to be credible and informative as false praising is likely to discourage good writing (Cardelle and Corne, 1981 cited in Hyland and Hyland 2001). On the other side, negative feedback is defined in the present study as delivering a verbal or nonverbal reprimand and criticism by which the reviewers express their dissatisfaction with the text. Negative feedback includes information that carried disapproval with learners' products. As (Ackerman, D. S. and Gross, B. L. 2010) claimed that " Feedback by nature must be negative to an extent if it is to be helpful in improving performance. Much of the feedback that instructors give on assignments is to specifically point out the shortcomings of a student's work and motivate the student toward improvement. Such feedback is intended to be received as 'constructive criticism'". However, teacher judgments coupled with excessive pressure embedded in feedback statement may unintentionally impede learning by negatively impacting motivation.

2. 2.2. Content versus form feedback

Feedback is an essential element in the process of learning the writing skill. It guides the students and helps them produce better output. The feedback can either be form or content feedback. Sàrosdy,et.al.(1994: 121) divide feedback into content feedback and form feedback the form feedback is interested on the accuracy rather than the proficiency. And it treats the learners' ideas. Ferris (2006) claimed that teachers' feedback focus more on local issues such as grammar and mechanics. Lalande (1982) found that form feedback

is highly preferred by teachers and students because it affords opportunities for guided-learning and problem solving. Content feedback is a collection of the teacher's comments about the lacks found in the learner's performances so that avoid reoccur once again. It is believed by many scholars that content feedback is effective in improving and correcting students' writing. Ferris (1993) supported this claim and revealed that content feedback helps to improve students' cohesion in paragraph writing. Biber, Nekarsova and Harm (2011) came up with new perspective that feedback would be more effective when the focus is on both form and content. Feedback which focuses on a combination of form and content may result to a much greater improvement of grammatical accuracy than feedback exclusively on form.

2. 2.3. Selective versus Comprehensive Feedback

Error correction in writing is one of the most widely adopted teaching methodologies used by the English teachers. Erel and Dogan(2007: 399 ; cited in Maarouf,N, 2011) in their study about error treatment in L2 writing claim that feedback in terms of mechanism is divided into two types: selective feedback and comprehensive feedback. In selective feedback only particular wrongdoings are picked for highlighting. The most notable in this type of errors are pointed out; George (1972: 390) introduced an interesting concept known as "economics of intervention". It stated "drawing students' attention to every error they produce on their written compositions not only wastes time, but also provides no guarantee that they will learn from their mistakes". At the other side comprehensive feedback is totally the opposite of the previous type. It is more detailed where all the errors in the students' writing will be highlighted whether major or minor errors. It is detailed report of the learners errors of all types including both the rhetoric (content and organization) of the essay and the form (grammar and mechanics) Raimes (1991).

2.2.4. Direct versus Indirect Feedback

Both teachers and students feel that teachers' feedback is an important part of the writing process. Therefore teachers tend to provide helpful feedback to their students, teachers may not be fully aware of what type of feedback they feel they should give. Thus, feedback is divided in terms of strategies into two types: direct and indirect feedback. In the indirect feedback teachers indicate that an error exists but does not provide the correction. Students in this type are asked to self-correct. Teachers' responsibility falls only in pointing out where the errors are committed.

The learners' role is to find the correct form. It is also named as coded error feedback. Many researchers (e.g. Ashwell, 2000; Chandler, 2003; Ferris and Hedgcock, 2005; Polio et.al.,1998) indicate that learners and L2 writing researchers have favored the use of indirect feedback because it seems the most helpful type and the learners actually involved in the enhancement of the performance in the learning process. Whereas direct feedback or the encoded error feedback, the learners are given the corrections. The teacher provides feedback strict to the point. The reason behind using this type of feedback is to avoid ambiguity and make it easy to the learners to analyze their performance and find solution from inside setting rather than just pointing it out then let learners to find by themselves.

2. 2.5. Written versus oral feedback

The performance of the learners is a result of two types of feedback, that is, oral feedback or written feedback. With the written feedback, the feedback is delayed, the other person is absent which makes it impossible to communicate, discuss, and resolve misunderstanding and it is necessary to be very explicit in specifying what types of feedback are favored and in formulating responses. In the written feedback the focus is on

the tone and style, as there is no opportunity to adjust your response in the light of the immediate reaction of the other person (Boud, D.1991; cited in Lounis, 2010).

According to Harmer (2004:110) presuppose that feedback improves all the students' performance so that the feedback should be in the form of written comments arranged for each learner by him/herself. Harmer also mentioned one of the mistakes that should not be done when any feedback provider is providing written feedback, which is over exaggeration in written feedback and learner after handing back their work they receive it red. Subsequently, this exaggeration will effect negatively and demotivate the learners to look at the feedback

Oral feedback is powerful force for moving learners on and the most regular and interactive form of feedback. It provides opportunities for students to ask for clarification. However, oral feedback should be an intrinsic part of the planning of all lessons when a particular learning point needs to be shared with the whole group or a particular cohort of students.

2. 2.6. Evaluative feedback

Evaluative feedback is an overall idea of how learner did. Usually it comes in the form of letters, numbers, checked marks, or general comments (e.g. Great!, Awesome!, Needs work!). In other words it is a means that implies assessment. Teachers use evaluative feedback to assess their learners' product. Ur (1991: 242) argues that: "in assessment, the learner is simply informed how well or badly he or she performed. A percentage grade on an exam would be one example; or the response 'No' to an attempted answer to a question in class; or a comment such as 'Fair' at the end of a written assignment. Evaluative feedback of a written performance, then, tells the learners about the extent to which they have succeeded or failed in accomplishing the task".

2. 2.7. Corrective feedback

According to Chaudron (1988: 429, cited in Khalil, 2008: 28) prescribes corrective feedback as: "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner's utterance". This means that this type of feedback focuses on correcting the learners' mistakes and errors and makes any modification and changes if necessary.

Another definition provided by Ur (1991: 242) he said that: "some specific information is provided on aspects of the learners' performance: through explanation or provision better or other alternative or through elicitation of these from the learners". This type of feedback is considered one of the most common ways of correcting the learners' products. The teachers return the students' work with a great amount of comments, underlining, crossing-out, and so on.

2. 2.8. The Relation between evaluative and corrective feedback

Evaluative and corrective feedbacks are interrelated in a way that there is no correction without assessment. It is possible to have assessment without correction, but not vice versa. In other words, learners' can have mark for an exam without any comments; but it seems impossible for teachers to inform the learners' where they did wrong or Wright without any kind of assessment. Ur (1991: 243) argues that: "correction can and should include information on what the learner did right, as well as wrong and why!, but teachers and learners generally understand the term as referring to the correction of mistakes". This means that leading and encourage the learner to work by himself and motivate his self-correction by providing constructive feedback is much more than giving him the correction of his errors directly.

Some teachers consider evaluation as testing, and they think that while the students are being tested, evaluation is taking place. Yet, testing is only one component in the process of evaluation (Brown 2004). Brown adds a further saying that evaluation is an fundamental part of the teaching and learning process. Evaluation is essential for the teacher for the reason that it can provide a great deal of information to use for future direction of classroom activities. Unlike evaluation, assessment has much more limited perspective with the focus on the 'ends' in terms of what the learner has achieved at.

2. 2.9. Formative versus Summative feedback

“When the cook tastes the soup, that is formative; when the guests taste the soup, that is summative.” (Robert Stake, Wikipedia)

Formative and summative feedbacks are among the most common types of educational evaluation. Hyland and Hyland (2006) classified feedback into: summative and formative feedback. In summative feedback the focus is on evaluating the writing as a product, whereas the formative feedback, developing the writing skill is the main goal of this kind of feedback. Any comments that are provided by the formative feedback are planned to help learners update their work. It is not the same case in summative feedback, summative evaluate the quality of a “finished” product. Formative feedback provides both students and teachers with the information they need to improve the learning process. It aims to increase students’ knowledge, skills and understanding in some content area of general skill.

2.3. Forms of feedback

” the true mark of a teacher lies in the ability to provide targeted feedback that will lead to enhanced performance.” (Piccinin, 2003: 32)

The following ways are the forms that teachers can adopt to correct their learners' writing as it has been proposed by Harmer (2004).

2. 3.1. Marking symbols

Marking symbols on the students' products is a means used by many teachers to encourage students to think about what the mistake is so that they can correct it themselves. Harmer (2004: 111) proposed the following symbols that are frequently used:

Symbol	Meaning	Example
S.	Incorrect spelling	-I rece <u>i</u> ved jour letter.
W.O	Wrong word order	- We know <u>well</u> this city. - alwaysi am happy.
T	Wrong tense	- if he <u>will come</u> , it will be too late
C	Concord subject and verb agreement.	- Two <u>policemen has</u> come. - the news are bad today
WF	Wrong form	- He <u>want that</u> you come. - That table is ours .
S/P	Singular or plural form wrong	- we need more information <u>on</u> .
{ }	Something is not necessary	- it was <u>too much</u> difficult.

Λ	Something has been left out	- they said λ was wrong - He hit me on λ shoulder.
? M	Meaning is not clear	- Come and <u>rest</u> with us for a week. - the view from here is very <u>suggestive</u>
NA	The usage is not appropriate	- He <u>requested me</u> to sit down.
P	Punctuation wrong	- what's your name. - He asked me what I wanted?

Table.4 correction symbols (harmer, 2004:111)

These above symbols make the correction of the students' papers an easy task to do. The goal behind using such symbols is to encourage the learners and make them more exciting to look for their meaning and where they did wrong.

2. 3.2. Marking scales

When teachers use marking scales, they concentrate on many features such as grammar, coherence, or vocabulary because these categories help them to put the right mark on the areas that need to be worked out.

2. 3.3. Selective correction

Selective correction in the view of Harmer (2004:110) is a limited correction where the teachers select one aspect of writing that should be focus on and that aspect can be spelling, punctuation, or verb tense. Teachers do not have to correct everything.

2. 3.4. Reformulation

It is rewriting what have been written by the students in a correct way. By this students will have a sample to follow and helps them to improve their writing. (Ibid, 111)

2. 3.5. Referring students to a dictionary or grammar book

Students are asked to refer to the dictionary or to a grammar book in order to increase their self-correction. And therefore, the will learn as they correct. (Ibid, 121)

2. 3.6. Face to face interaction

Face to face conversations and direct questions help the teachers to communicate with their learners about any problems in writing because explaining mistakes on paper may lead to misunderstanding.

2. 3.7. Written comments

According to Harmer (2004:113) writing positive comments on the students' work have good impacts on student, no one appreciates empty compliments. However, motivation and constructive criticism is also extremely important at this stage. Teachers aim is increase the students thinking by writing comments in form of commands so not to close down the students thinking.

2.4. Other common Strategies for written Feedback

Providing feedback on students' writing is not restricted to a single way and the teacher is not the only source of it. Therefore, teachers' efforts should be focused on finding out some strategies to make their feedback on learners' writing effective. The most common strategies are as follow:

2.4.1. Peer feedback

This strategy emphasizes peer students' role on the process of writing. It involves a kind of cooperation between students, they evaluate each other work. According to Leki (1992:169) "peer evaluation provides a means whereby both students' drafts and their awareness of what leads to good writing develop". It is a means used to improve writers' drafts. Brown (ibid:270) argues that: "peer assessment is simply one arm of the plethora of tasks and procedures within the domain of learner-centered and collaborative education" that means it serves the learning process and encourage the students to collaborate with each other.

Hyland (2003:199) claims that "Students themselves are rather ambivalent about the quality of their peer suggestions and both mistrust them and fear ridicule their poor prophecy, generally preferring feedback from teachers". Students may not like this strategy at the beginning, especially those who prefer receiving feedback from teachers, and think that the teacher is the only feedback provider that can help them to have a good writings. But sooner they will gradually be familiar with the idea of communicating their ideas, feelings and thoughts with each other.

According to Harmer (2004:115) "peer feedback has the advantage of encouraging students to work collaboratively. It gets round the problem of students' reacting passively to teachers responses which are taken as commands to be obeyed". The peer editing technique is of great use since it offers to the learners the opportunity to explore each other's works with critical eye. Therefore, they learn more and become more confident as well.

2.4.2. Conferencing feedback

Conferencing feedback or the face to face feedback the both terms have the same meaning, It is one way of teachers' responding to their students writings which enables the teachers to find answers to some problems. It is defined by Hyland and Hyland (2006:5) as "an approach lauded by L1 researchers as dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching and learning benefits". This kind of feedback offers teachers with insights into their students needs and give students opportunities to clarify ambiguities. According to Hyland (2003:192) "the interactive nature of conference gives teachers a chance to respond to the diverse cultural, educational and writing needs of their students, clarifying meaning and resolving activities, while saving the time spent in detailed marking of papers".

Zamel (1985); Mahili (1994); Murray (2002) support the usefulness of oral conference on writing because it provides chances of 'immediacy', 'negotiation', and 'clarification' for both teacher and student. According to Kroll, B. (1996: 259), one advantage of conferencing is that it "allows the teacher to uncover potential misunderstanding that the student might have about prior feedback on issues in writing that have been discussed in class". Thus, all kinds of feedback used by the teachers are made for helping the learner in improving their level.

However, Hyland and Hyland (2006) and Ferris (2003) discover that this kind of feedback does not work with every writing class because it demands from the students to master the both skills aural and oral skill to understand and avoid any ambiguities concerning the teachers' feedback. Furthermore, those students who have difficulties in interacting with their teachers they would accept their teachers' comments on their writings

without any discussion. This kind of feedback considered as time consuming because teachers find themselves dealing with each student's writing individually.

2.4.3. Portfolios

According to Applebee and Langer (1992:30, cited in Lounis, 2010) portfolio is "a cumulative collection of the work students have done". It is a collection of multiple writing samples represents the learners' development during the whole term. There are two main types of portfolios: 'Showcase Portfolios' and 'Process types'.

- Showcase Portfolios: this type of portfolio highlights the quality of student work. It includes only the best works of the learners.

- Process Types: they contain a collection of both drafts and final products.(Hyland,2003).

Portfolios is considered as the most convenient strategy for assessing and evaluating the students' work. It is not a matter of collecting samples it is for the sake of giving the students the chance to see their progression, observe changes, and assess their works. According to Applebee (1992:29, cited in Lounis, 2010) the portfolio is a perfect system for assessment for two reasons: (1) it contains a variety of different samples of student work. (2): facilitates the separation between evaluation and the process of instruction.

Farr and Lowe (1991:79, cited in Lounis, 2010). Claim that the portfolio should meet the following goals to be successful:

- Teachers and students both add materials to the portfolio.
- Students are viewed as the owners of the portfolio.

- Conferencing between students and the teacher is an inherent activity in portfolio assessment.
- Conference notes and reflections of both the teacher and the students are kept in the portfolio.
- Portfolios need to reflect a wide range of student work and not only that which the teacher or student decides is the best.
- Samples of the student's reading and writing activities are collected in the portfolios, including unfinished projects.

2.4.3.a. Advantages of portfolios

Brown (2004:257) states causes for adopting portfolios. They are as follow:

- Foster intrinsic motivation, responsibility and ownership.
- Promote student-teacher interaction with the teacher as a facilitator.
- Individualize learning and celebrate the uniqueness of each student.
- Provide tangible evidence of student's work.
- Facilitate critical thinking, self-assessment and revision processes.
- Offer opportunities for collaborative work with peers.
- Permit assessment of multiple dimensions of language learning.

2.4.3. b. Characteristics of good portfolios

According to Hyland (2002: 139) the good portfolio should fulfill some conditions to be effective one. Therefore, he offers nine characteristics of good portfolio.

1. Integrative: combines curriculum and assessment which means evaluation is developmental, continuous, comprehensive and fairer, representing programmed goals and reflecting writing progress over time, genres and different conditions.
2. Valid closely related to what is taught and what students can do.
3. Meaningful: students often see their portfolio as a record of work and progress.
4. Motivating: students have a range of challenging writing experiences in a range of genres and can see similarities and differences between these.
5. Process-oriented: focuses learners on multi-drafting, feedback, collaboration, revision, etc.
6. Coherent: assignments build on each other rather than being an unconnected setoff writings.
7. Flexible: teacher can adopt different selection criteria, evaluation methods and response ^practices over time, targeting their responses to different features of writing.
8. Reflexive: students can evaluate their improvement and critically consider their weaknesses, so encouraging greater responsibility and independence in writing.
9. Formative: grading is often delayed until the end of the course, allowing teachers to provide constructive feedback without the need for early, potentially discouraging, evaluation.

2. 5. Effective written feedback techniques and strategies

Feedback has many forms, techniques, and strategies to be provided students' works. Harmer (2004) has summarized the different forms of feedback in the following table.

Types	Forms	Characteristics
Teacher Written Feedback	Commentary	The most common type/handwritten comments on the student paper
	Rubrics	A variation on the use of cover criteria.
	Minimal marking/coding	A type of in-text, form-based feedback/indication of the location and type of error, rather than direct correction/more effective in stimulating a student response and in developing self-editing strategies
	Electronic feedback	Comments on electronic submission by email/linking to online explanation of grammar
Teacher-student conferencing	Teacher/whole class conference	Complement for the limitations of one-way written feedback Encouraging student to think about writing as something that can be organized and improved
	Teacher-mini conference	Giving writers an opportunity to talk about their writing and reflecting on the process
	One-on-one conference	Giving teachers a chance to listen, learn, and diagnose
Peer Feedback		Creating an authentic social context for interaction and learning creating a learner's

		participation and nonjudgmental environment developing critical reading skills understanding reader needs reducing teacher's workload
--	--	--

Table.5. Different forms of feedback (Harmer, 2004).

This table represents the three types of written feedback and the forms and characteristics of each type. It is an effective tool for teachers to select what is convenient according to the set objectives.

2.5. Categories of providing corrective feedback

According to Ellis (2008:98) there is differences in how teachers provide corrective feedback and how students response to this corrective feedback. His distinction can be summarized in the table below:

Types of CF	Description	Studies
A- Strategies for providing CF		
1- Direct CF	The teacher provides the student with the correct form	Eg. Lalande (1982) and Robb et al. (1986)

<p>2- indirect CF</p> <p>a) Indicating+ locating the error</p> <p>b) Indication only</p>	<p>The teacher indicates that an error exists but does not provides the correction.</p> <p>This takes the form of underlining and use of cursors to show omission in the student's text.</p> <p>This takes the form of an indication in the margin that an error or errors have taken place in a line of text.</p>	<p>Various studies have employed indirect correction of this kind (e.g. Ferris and Roberts 2001; Chandler 2003)</p> <p>Fewer studies have employed this method (e.g. Robb et al. 1986)</p>
<p>3- Meta linguistic CF</p> <p>a- use of error code</p>	<p>The teacher provides some kind of meta linguistic clue as to the nature of the error.</p> <p>Teacher writes codes in the margin (e.g. ww= wrong word; art = article).</p>	<p>Various studies have examined the effects if using error codes (e.g. Lalande 1982; Ferris and Roberts 2001; chandler 2003).</p>
<p>B- the Brief grammatical descriptions</p>	<p>Teacher numbers errors in text and writes a grammatical description for each numbered error at the</p>	<p>Sheen (2007) compared the effects of direct CF and direct CF + meta linguistic CF</p>

	bottom of the text.	
4- The focus of the feedback a) Unfocused CF b) Focused CF	This concerns whether the teacher attempts to correct all (or most) of the student's errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options. Unfocused CF is extensive. Focused CF is intensive.	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
5- Electronic feedback 6- Reformulation	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usages. This consists of a native speaker's reworking of the student's entire text to make the language seem as native-like as possible while keeping the content of the original intact.	Milton (2006) Sachs and Polio (2007) compared the effects of direct correction and reformulation on students' revisions of their text.

<p>B students' response to feedback</p>	<p>For feedback to work for either redrafting or language learning, learners need to attend to the correction. Various alternatives exist for achieving this.</p>	
<p>1- Revision required</p>		<p>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.</p>
<p>2- No revision required</p> <p>a -students asked to study corrections.</p> <p>b- students just given back corrected text</p>		<p>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.</p>

Table.6.types of Teacher Written Corrective Feedback Ellis (2008:98)

As an extension to the preceding feedback types provided by Harmer, Ellis (2009) mentioned five basic strategies that can be followed during the provision of feedback. Any one of these strategies plays a significant role in achieving the set objectives.

2.6. Students' views on teacher comments

Teachers' written comments on students' productions is a significant step in the process of reaching the writing competence. However, the effectiveness of such feedback type would be under suspicion if not taken into account by text generators. Hyland (2003: 179) illustrates three different ways of reacting to teachers' responding behavior in which students may either:

- Follow a comment closely in their revision (usually grammar correction)
- Use the feedback as an initial stimulus which triggers a number of revisions (such as comment on content or style).
- Avoid the issue raised by the feedback by deleting the problematic text.

The above two types of responding needed by teachers and by which their feedback success is indicated. Many scholars believe with the idea of the students' views and preferences about the form and type of written feedback they believe help them to improve writing skill is the key of the effective feedback.

Cohen and Cavalcanti (1990) investigated nine EFL Brazilian students' responses to their teachers' commentary. The students expressed that the comments they generally acknowledged were principally form-based focusing on 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. Consequently, these researchers' belief that there should be a student-teacher agreement about the emphasis/foci of feedback (cited in Lounis, M, 2009:41). Likewise, Tick (2013) supports the idea of making a close study of how learners

perceive their teachers feedback. He believes that this investigation is very essential step for both student and teacher learning in a different ways. For example, when students take into their account teachers' feedback and reproduce their writings accordingly, pushes them to motivate their cognitive process. Also, 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 and cognitively. Furthermore, Ferris (2003:103-4) summarized eleven studies conducted by different researchers on how EFL response to their teachers feedback. He concludes that:

- Students value and appreciate teacher feedback in any form (with a minority exception).
- Students in nearly all the studies expressed strong preferences for teacher feedback on language issues.
- In some of the studies, student writers also expressed appreciation for feedback on their ideas and composing strategies.
- When asked about specific types of error feedback, students seemed open to the idea of indirect correction rather than insisting that only the teacher could correct errors, and they feel that they would learn more if they collaborated with the teacher revision and correction.

2.7. the Role of the Teacher

Teachers play vital roles in the lives of the students in their classrooms. The most common roles a teacher plays are to teach knowledge to learners, give instructions, manage the student's behavior, and assess their progress. The teacher is the leader in the classroom and maintains responsibility for the students' learning and safety. Tribble (1996:119) describes four roles a teacher can take on:

- As audience: the teacher can respond personal and directly by showing surprise, asking questions to clarify certain points, adding personal views etc. As audience, the teacher responds to the student's ideas, feelings and experiences and communicates his/her reactions to the writers.
- As assistant teachers help students improve their texts by giving specific tips and possible solutions. In this role the teacher sees the text as work in progress and helps learners expand their language and text-writing skills. Feedback and comments given by an 'assistant' take the learner one step further in the sense of Vygotsky's zone of proximal development.
- As evaluator teachers look at the piece of writing as a finished product. They comment on the learner's performance in different areas such as: content, organization, grammar, vocabulary.
- As examiners who should provide an objective assessment of a student's performance.

The teacher role as it has been described above it is not limited only on providing feedback to the students but is more than that, his job is too much demanding form many perspectives (e.g. educational, psychological, linguistic, and social perspectives).

Conclusion

The learning process has many parts among the main parts there is the teacher feedback which allows the learners to recognize their faults and it facilitates the correction of those committed errors. The teacher knows that the given feedback is effective when the same mistakes are not repeated. Feedback also can helps learners to identify target structure to compare it with their existing knowledge and to complete it into that knowledge. Feed up feedback and feed forward are very important steps to help fill up or build up the gap

between the current level of learning and the desired goal for achievement.

Feedback has many types but the most important ones are written and verbal these last ones can be a powerful teaching medium for learning if it is constructive, timely, prompt, or supportive. So, the teacher must select the appropriate strategies at the right time. On the other hand the choice in the middle of the different strategies or types depends on various factors: teacher's competence, learners' attitudes, abilities, performances, needs and the devoted time or writing sessions to settle problems faced in producing something written it is important to provoke learners to check the feedback each time by asking teachers or peers. In conclusion it is not facile to formulate learners who are able to self correct. Furthermore, cheering, and high marks can bring confidence and make learners do more efforts in learning English in general and writing in particular.

Chapter three

Data collection and

interpretation

Chapter three

Data analysis and interpretation

Introduction

The two previous chapters of the present research were devoted to the theoretical parts: the writing skill and teachers' feedback. This chapter includes data analysis, interpretation and results of findings.

It is composed of one questionnaire for teachers in order to collect different data about the role of teachers' feedback in improving students' written production, and gather data needed to confirm the hypotheses when making insightful analysis and interpretations of all answers given by teachers. Chapter three also includes a section for pedagogical recommendations and further research.

3.1. Questionnaire for teachers

In order to answer the research questions and meet the aims of the present research, this instrument was administered to 1 English teachers of Mohamed Khaidher University of Biskra, in order to get true evidence to verify our hypotheses. Fifteen University teachers were chosen randomly to answer the programmed questions.

3.1.1. Description of teachers' questionnaire

This questionnaire was designed with the literature reviewed in the two previous chapters of the present dissertation. It was addressed to teachers who have been teaching English at Mohamed Khaidher University of Biskra in charge of written expression.

In order to elicit information about teachers' background, opinions, and attitudes concerning issues highlighted in the theoretical part, this questionnaire includes eighteen questions. Most of the questions are closed questions where the teacher had to tick his/her option(s). These questions are, in turn, grouped into three sections.

The first four questions constitute the first section and are meant to gather information about teachers' gender, degree held, work experience, and modules they have been teaching. The second section includes question items five, six, seven, eight, nine, and ten which investigate the teachers approach to teaching the writing skill, the focus of their writing instruction, and the different difficulties that learners face when they write any type of written work. The focus of the focus of the third section (question item eleven through eighteen) is narrowed down to inquiry into teachers' feedback on students' written performance: feedback importance, its form, its focus, its frequency of provision, and students' attitudes from teachers' perspectives.

The questionnaire was given directly to fifteen (15) teachers at the Department of English at Mohamed Khaidher University of Biskra; then, an agreement with the, researcher and each teacher was made concerning the setting in which the questionnaires would be returned after completion. After collecting all the questionnaires, the answers of the respondents were coded and stored on a computer. The data were, then, converted into excel spread sheet form and analyzed.

3.1.2. Analysis of the Results

Section one: Background Information

Question items one through four

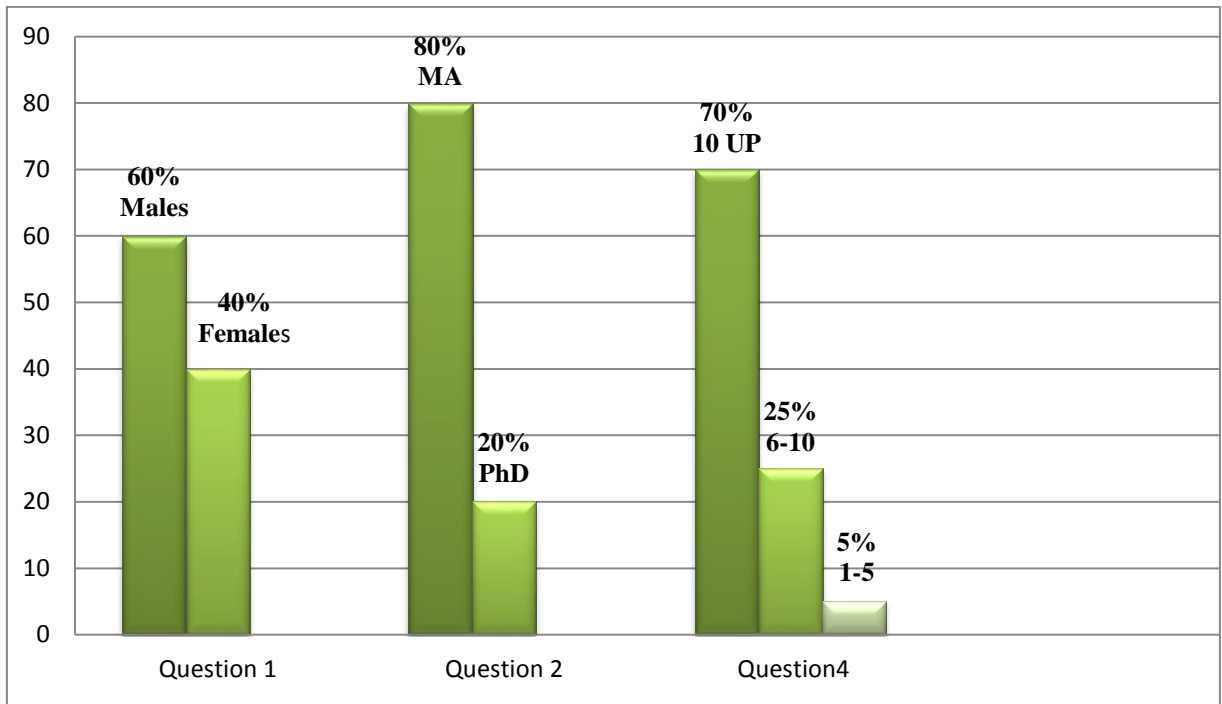


Figure.1. Teachers' background

The return rate of the questionnaire was 100%. 60% of them were males and 40% females. They all held Magister degrees, but only 20% held a PhD (doctorate) degree. All the teachers reported that they taught more than two modules or at least two. Many teachers 70% reported that they have been teaching English for more than ten years, 25% of them between six and ten years, and 5% of them between one and five years. These results are evidence that the opinions are taken from experienced teachers who faced obstacles and changes in the field of teaching English.

Section two: The Writing Skill

Question 5: Do you think the time allocated to teaching writing is sufficient?

a- Yes b- No

- If no, what do you suggests.

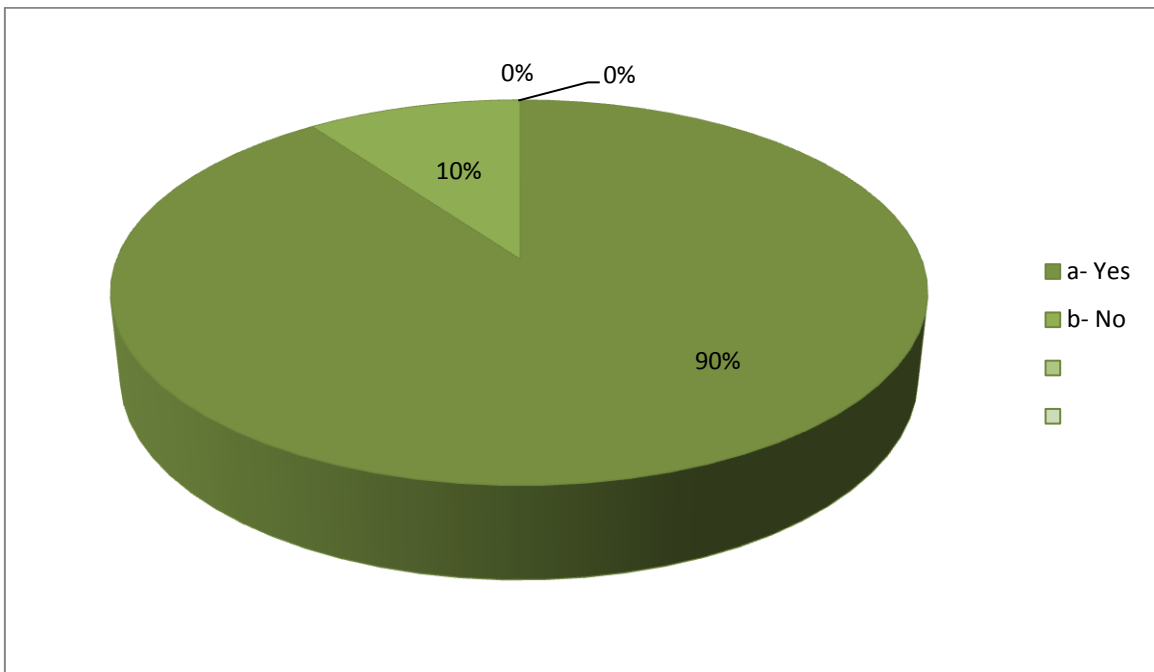


Figure.2. Teachers' opinions about the time allocated to teaching writing.

Many teachers 90% reported that the time allocated for teaching the writing skill is not enough. They suggested devoting more time in teaching this skill and encouraging students to write more at home and spend enough time in practice writing. This shows that teachers are worry a lot about improving this skill. Making the learners able to write and learn can only achieved through much practice and regular assessment of their production. 10% are satisfied with time devoted to writing.

Question 6: What type of approach do you follow in teaching the writing skill?

- a- The product approach b- The process approach c- The genre approach

This question was designed to examine teachers’ practices in the writing class. As it had been mentioned in the first chapter, each approach to teaching writing conveys a distinct understanding of the teachers’ role in developing such a skill.

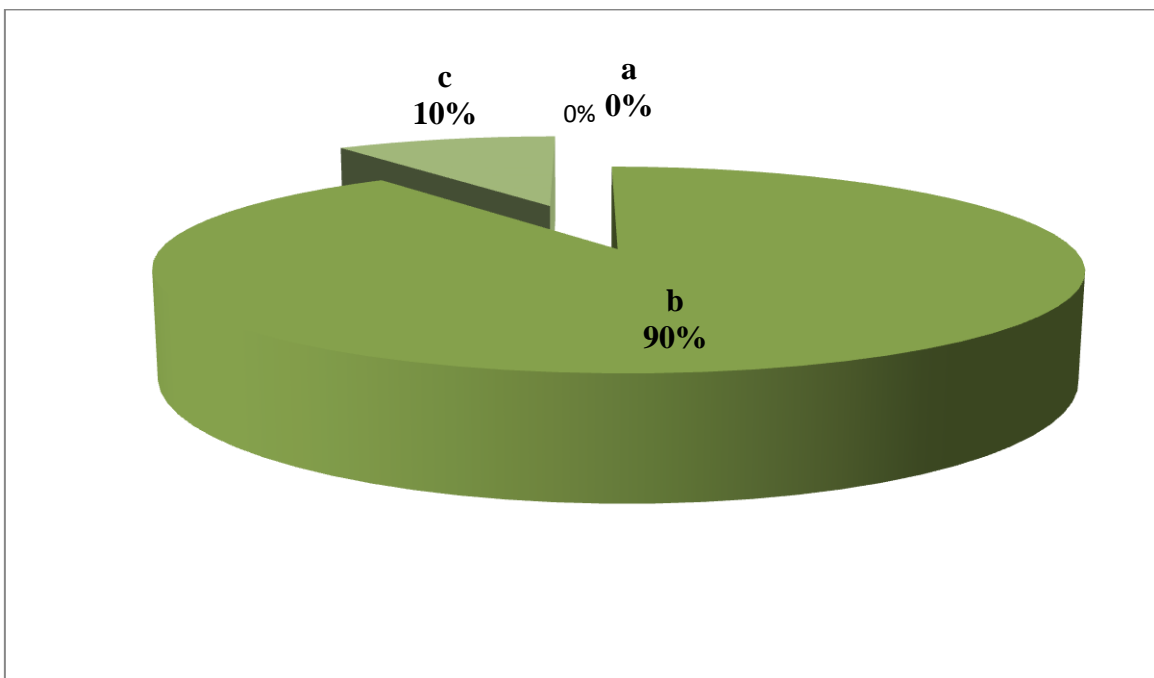


Figure.3. The type of approach that teacher adopt in writing classes.

The return rate of this question was 90% for the process approach most of the teachers prefer to work with this approach where it allows time for the prevision of feedback. Only 10% of them chose the genre approach in which each piece of writing is viewed as an end-product allowing no time for feedback processing. Non of the respondents chose the product approach in which teachers’ feedback is just for the show and is paid only an empty talk.

Question 7: In case you follow the Process Approach, do you follow the sequence of planning, drafting, editing and final draft?

a- Yes

b- No

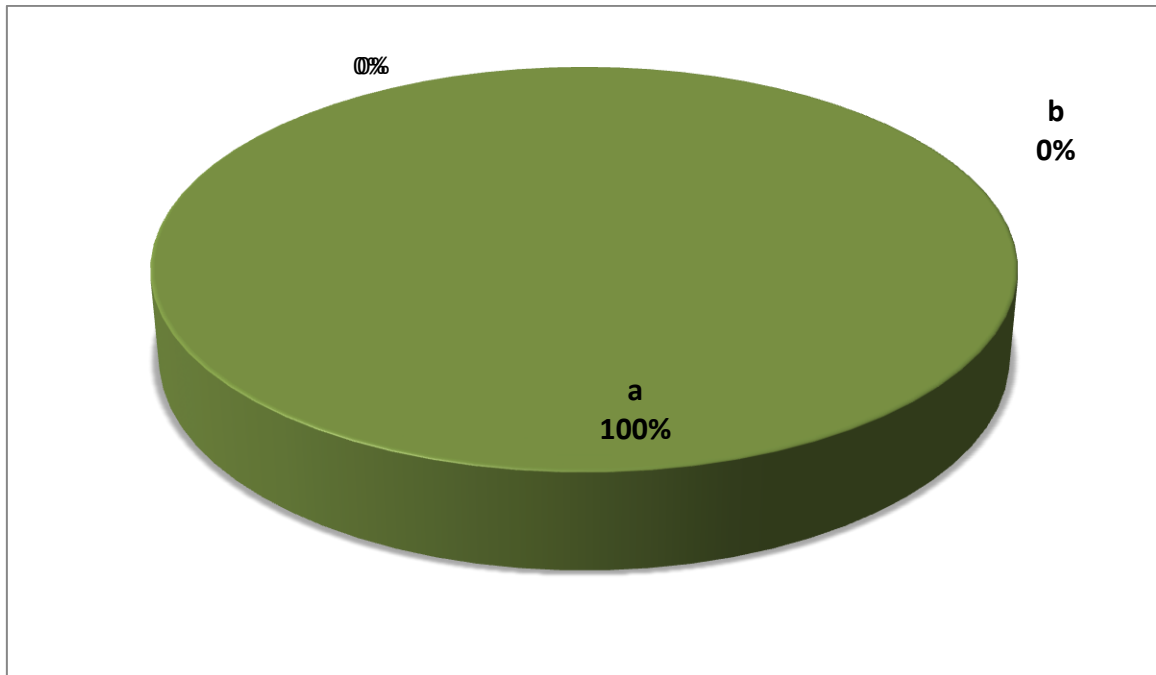


Figure.4. Following the writing stages

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 sequence of planning, drafting, editing and final draft.

Question 8: In which sub process you feel that your students are really involved?

a- Drafting

c- Editing

b- Revising

d- Proofreading

Most of teachers 80% saw that their students are involved in the drafting stage, while others who compose the percentage of 20% thought that students are involved in the revising stage. However, no teachers have 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.

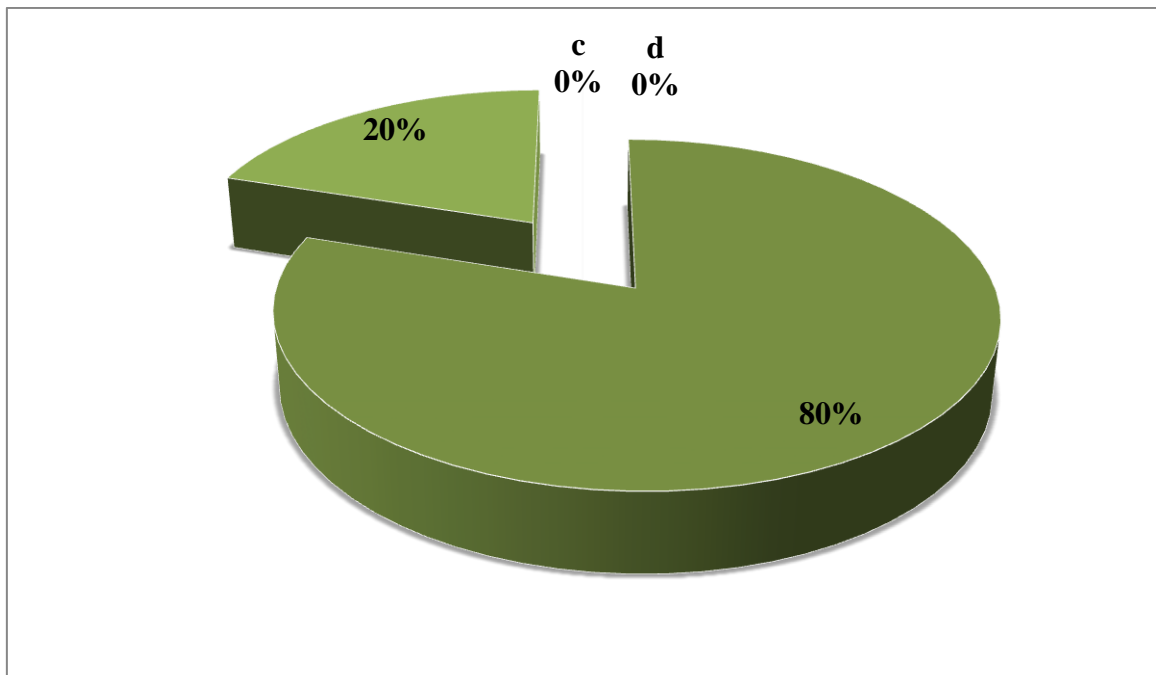


Figure.5. which sub process learners are involved in

Question 9: What is the biggest challenge students face when they are asked to write?

- a- Grammar
- b- Vocabulary
- c- Interference of the mother language
- d- poor organization of ideas

In response to this question item, all teachers have chosen more than one option. This explains the difficulty of the writing skill which is a highly demanding task where teachers

find themselves dealing with a lot of writing problems so can their learners produce an appropriate piece of writing.

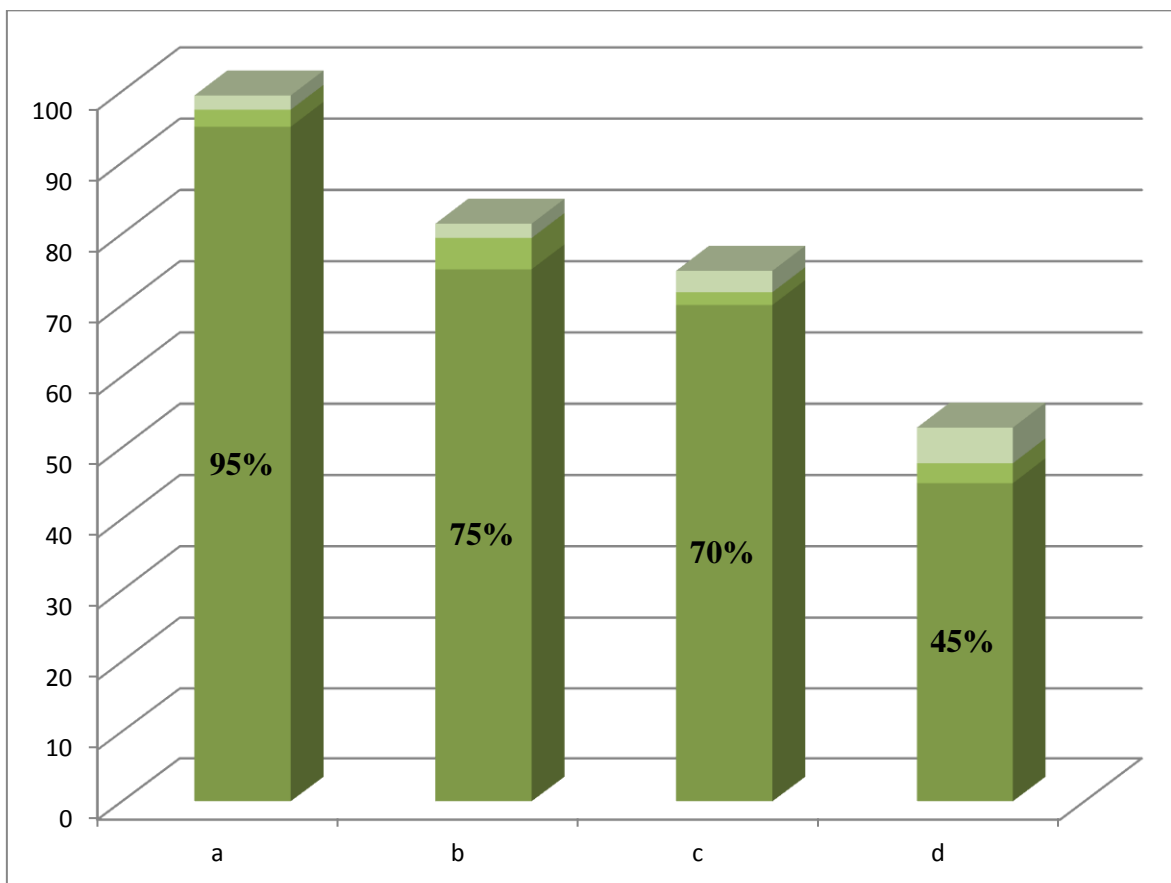


Figure.6. The biggest challenge students face while writing.

The figure above shows that 95% of the teachers agreed that grammar is the most common problem learners face while writing; followed by vocabulary and interference of the mother tongue which was chosen by 75% and 70% of the teachers respectively.45% of them reported that poor organization of ideas is one of the common problems that students encountered while writing.

Question 10: Which skills do you think students should master before they can write?

a- Grammar

b- Vocabulary

c- Mechanics

d- Expression of ideas

e- Organization of ideas

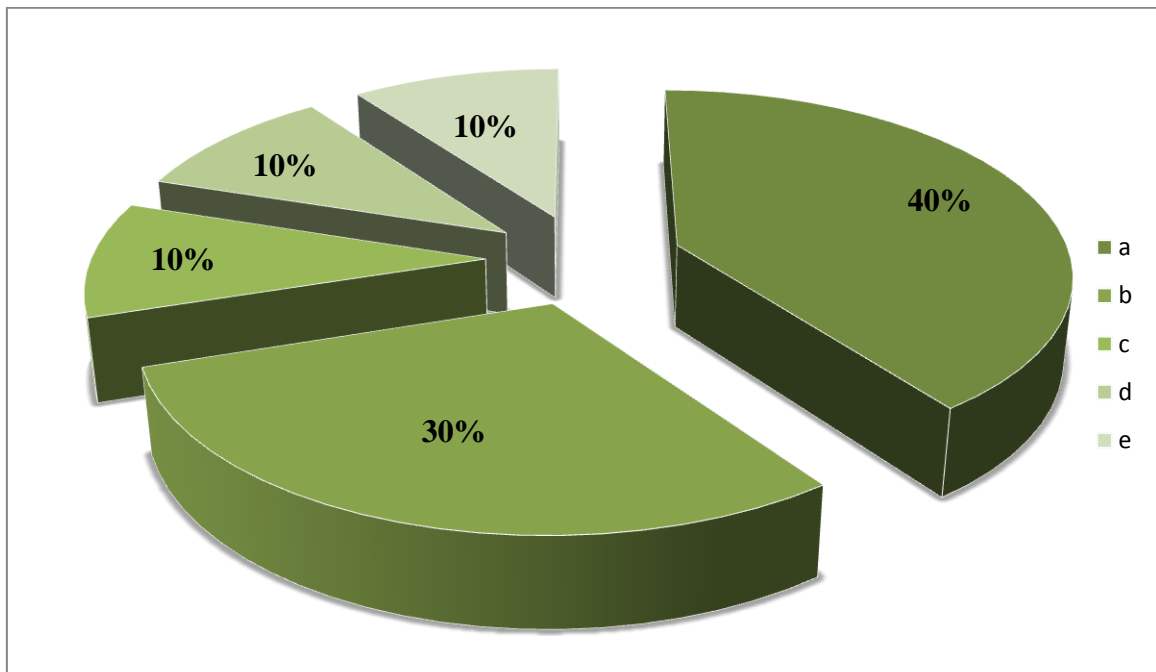


Figure.7. Teachers' opinions about students' background.

The responses to this were somehow in harmony since the highest rate was given to grammar (option a). it was the most frequently classified first by the respondents with a rate of 40% followed by vocabulary with 30% and mechanics, expression of ideas, and organization all of the last three options (c, d, and e) scored the rate of 10%. This can be only interpreted in one way: learners need to master more than one skill in order to be able

to write in an effective way. The writing competence it is not limited only on the mastery of grammar of vocabulary all the skills have the same importance in influencing writing.

Section three: Teachers' feedback

Question 11: Do you provide feedback on the students' writing?

a- Yes

b- No

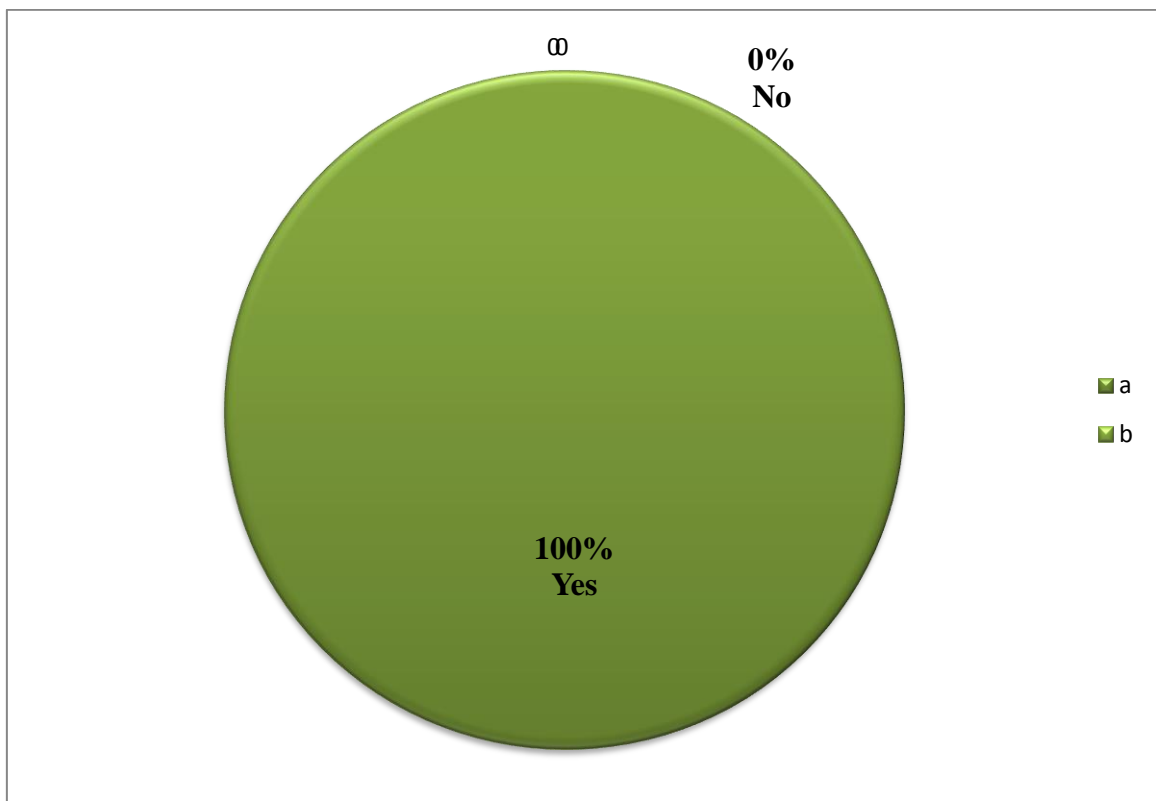


Figure.8. Feedback provision in English classes.

The return rate of this question item was 100% for option (a). The figure above shows that all teachers provide feedback on learners' writings, which means that feedback is highly respected in the English classes. Whether it is summative or formative or in all cases it is introduced. Assessing learners is very important in improving their level in order to produce appropriate written production in particular and mastering the English language in general.

Question 12: How important is it for teachers to provide feedback on students' writing?

a- Important

b- Very important

c- Not really important

d- Not important at all

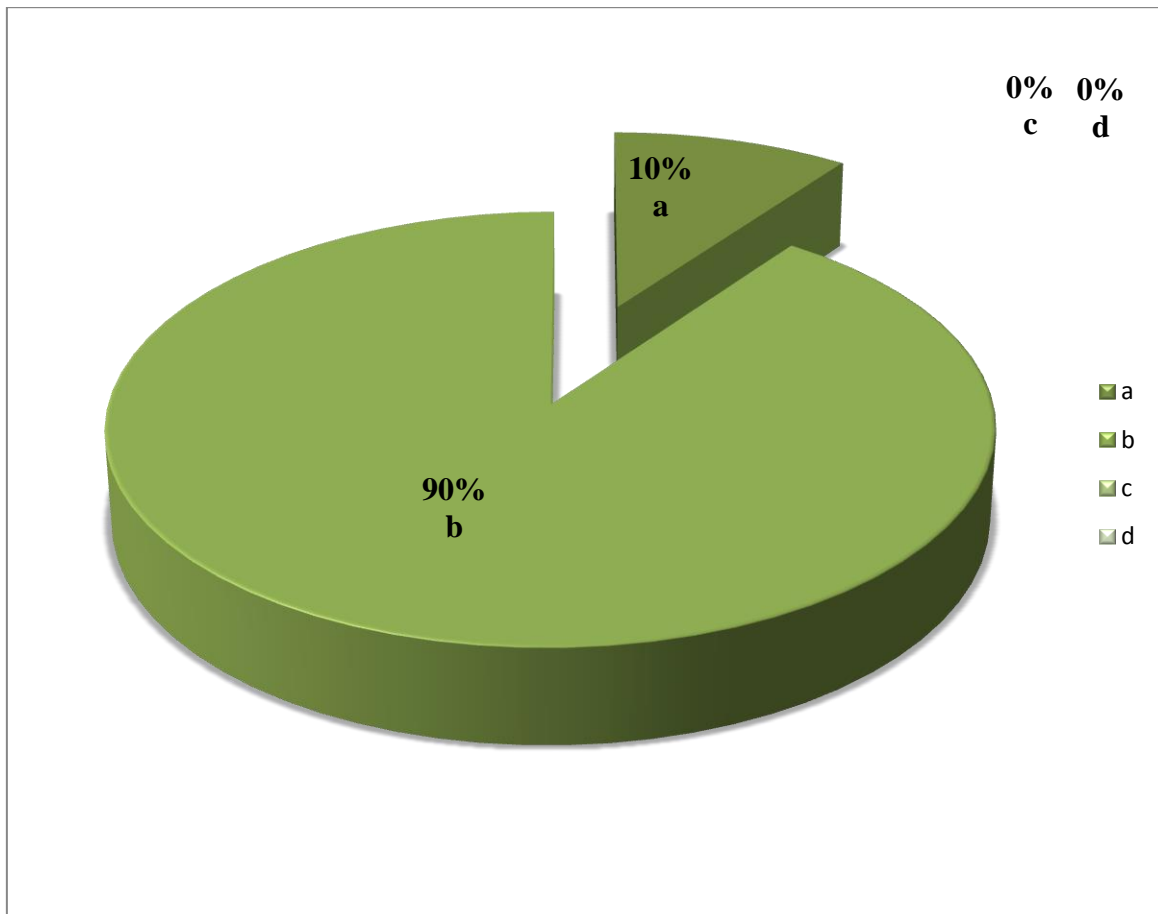


Figure.9. Importance of feedback provision on students' writing

This question was designed to find out teachers' opinions about how important is feedback provision in teaching writing. They all agreed that feedback provision is important in teaching writing. Their answers ranged from Very important (option b) with rate of 90% to Important (option a) with a rate of 10%. Which means that teachers are

strongly believe with the interrelation between their feedback and the development of their students' writing in particular and their learning level in general.

Question 13: You usually provide feedback

- a- When the students are writing
- b- Until they present the final draft
- c- During and after writing

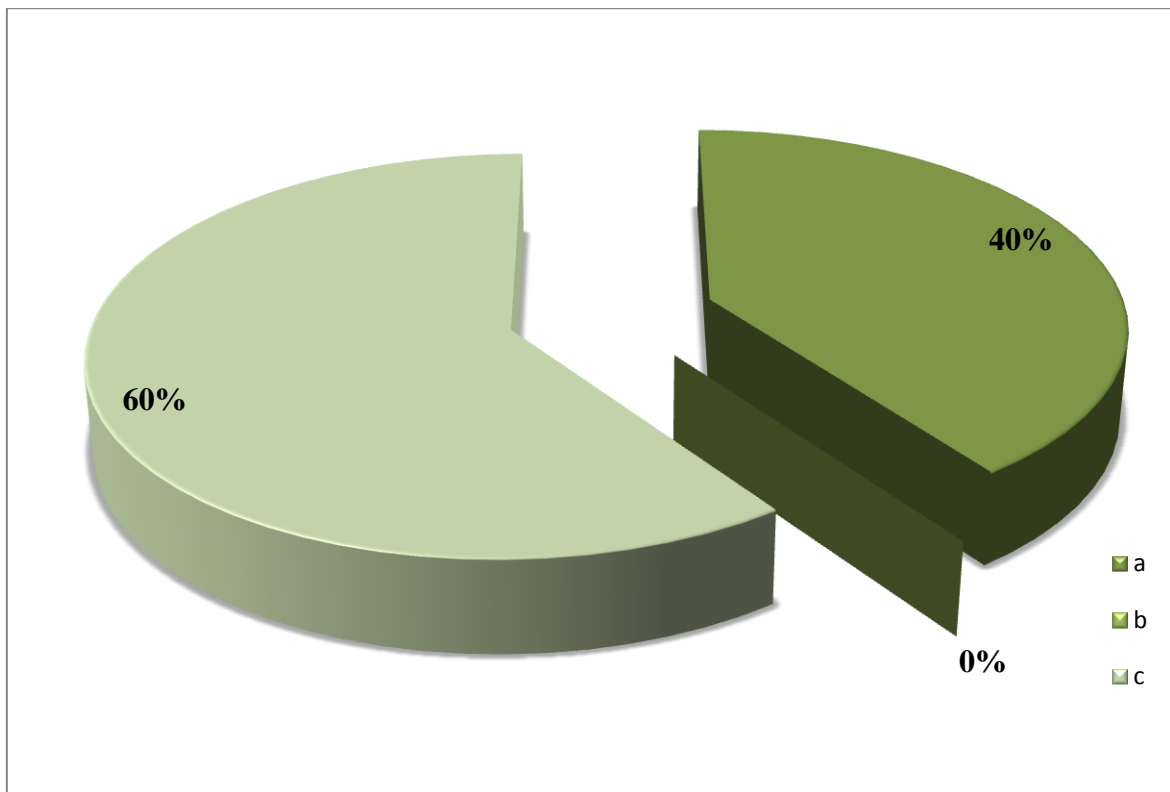


Figure.10. Timing of feedback provision.

As the figure 10 presents, option (c), in which feedback occurs During and After writing, got the highest percentage with 60%, followed by option (a) with 40%. None of the teachers opted for option (b) which relates to the product approach. These findings convey the distinct understanding of the teachers' role in developing such a skill.

Question.14. How often do you provide feedback on the written products given to you by students?

a- Always

b- Most of the time

c- Sometimes

d- Rarely

e- Never

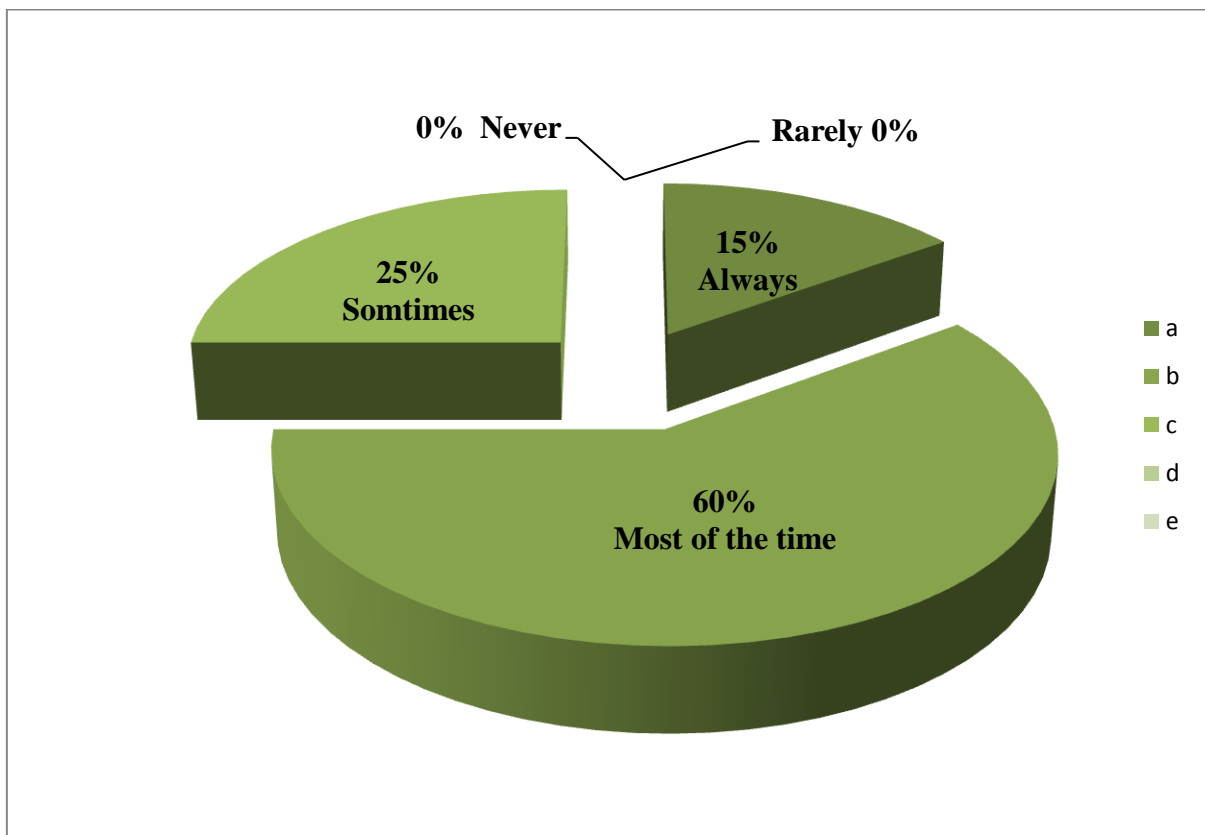


Figure.11. Frequency of feedback provision

This question was designed to ask teachers about the frequency of providing feedback, one of the teachers' biggest investments in a writing class. The highest percentage was 60% for the teachers who answered that they provide feedback most of the time. This was followed by a rate of 25% for option (c), 15% for option (a). none of the respondents opted

for (d) and (e). this indicates that feedback occurrence is inevitable. Teachers lead hard tasks in EFL writing classrooms because feedback provision is effort and time-consuming.

Question 15: Do your students accept your guidance?

a- Almost

b- Sometimes

c- Rarely

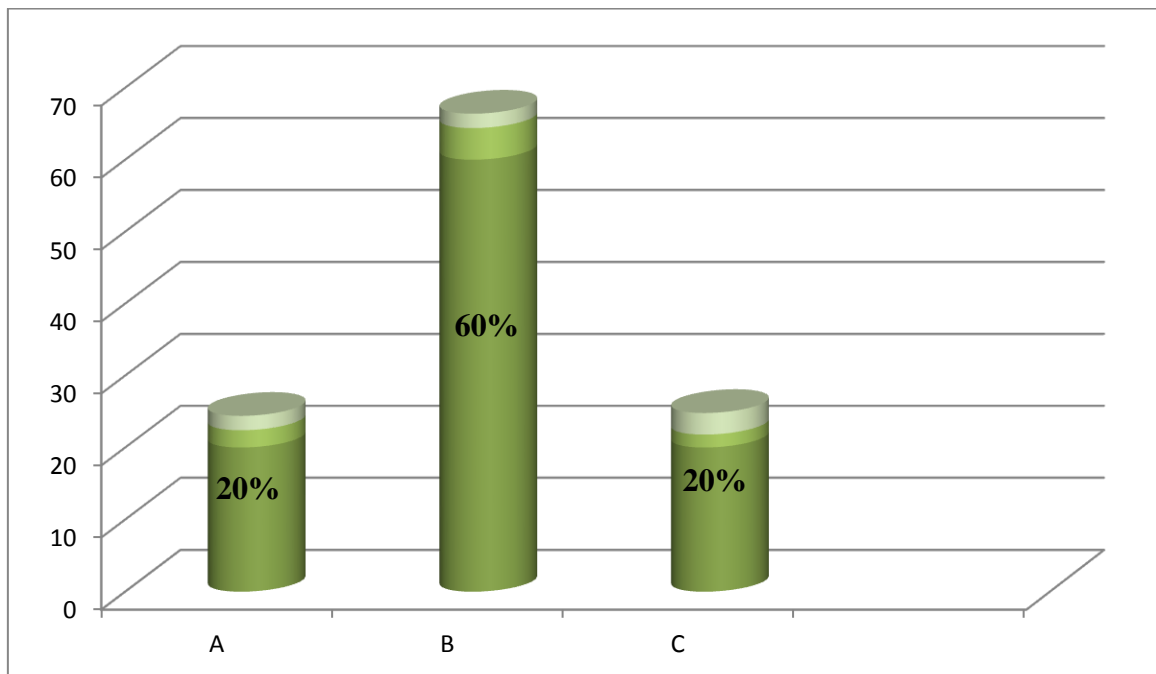


Figure.12. Acceptance of students to their teachers' guidance

The figure exhibits that 60% of teachers think that their students accept their guidance sometimes and the other teachers with equal percentage they respectively think that their students accept 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 15: What form does your feedback take?

a- Written comments

b- Conferencing / oral comments

c- Grades

In answering this question, the respondents would insights into the techniques they used their feedback delivery; which one of the suggested techniques.

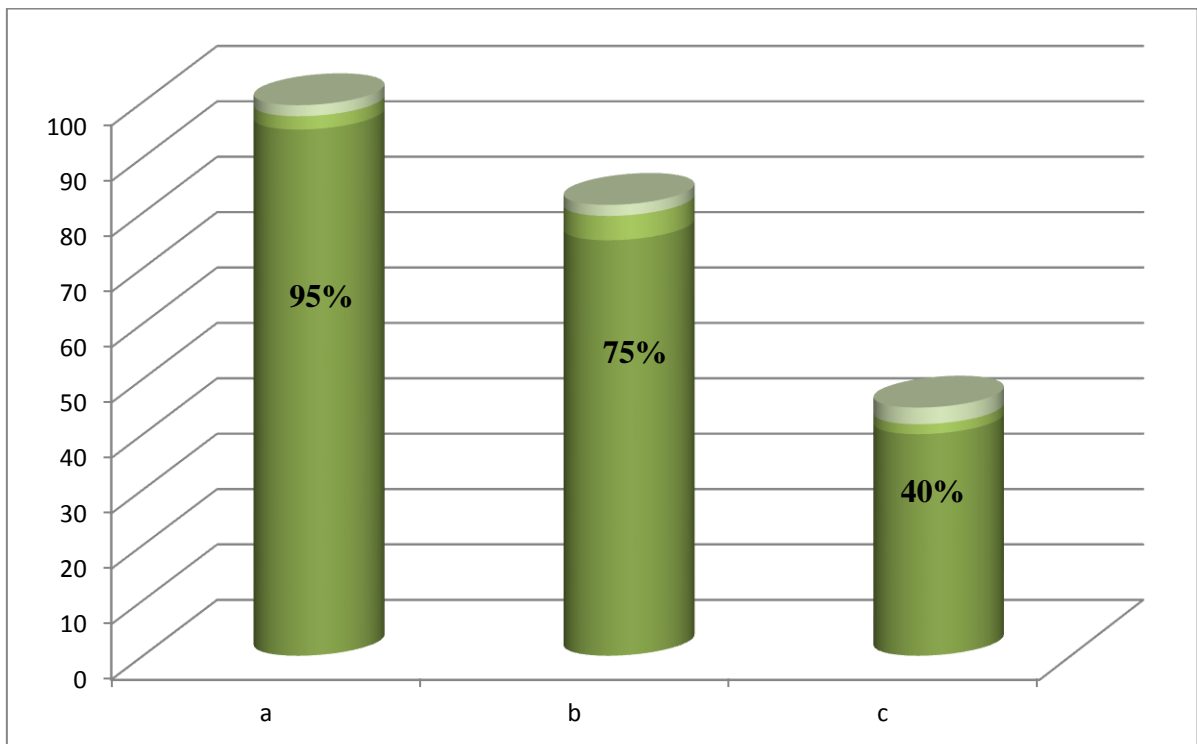


Figure.13. Techniques used in providing feedback

As shown in the figure above, the majority of teachers opted for more than one answer; 95% of them said that they used written comments (option a), 75% said that they used conferencing/ oral comments (option b), and 40% used grades (option c). This indicates that teachers rarely use one particular technique over others.

Question 17: When you give feedback, you usually focus on:

a- Correcting all errors

b- Only correcting frequently occurring errors

c- Only correcting errors that impede comprehension

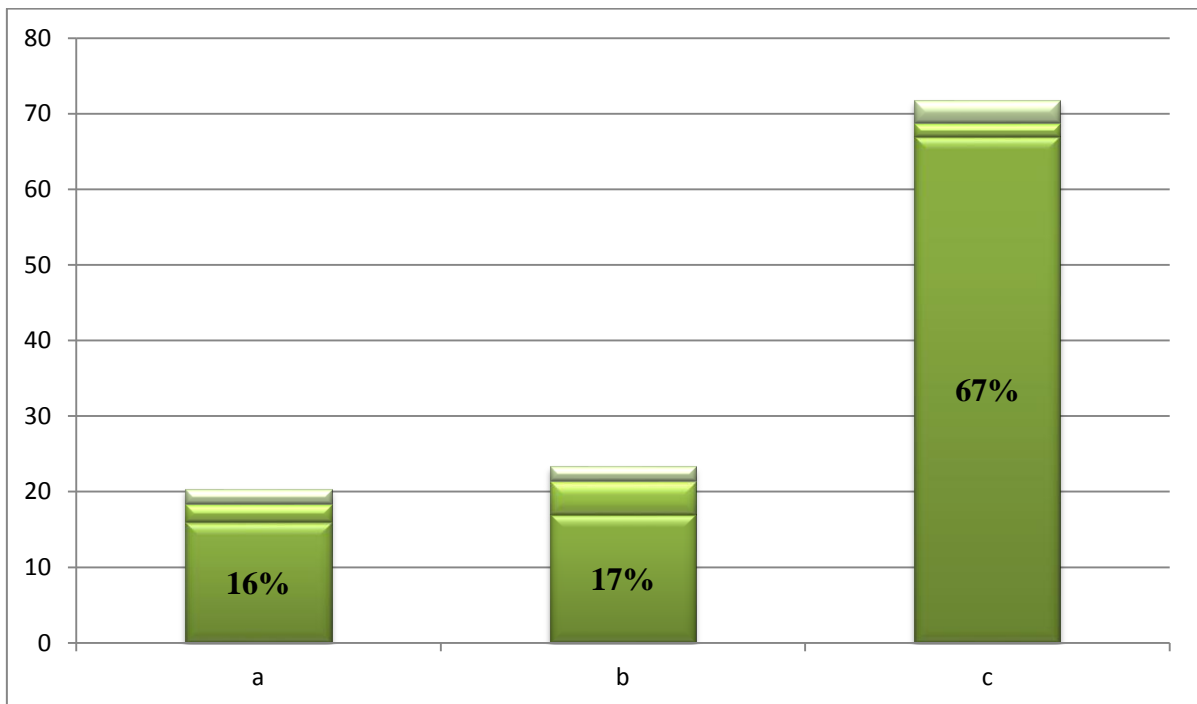


Figure.14. Teachers' ways of correcting errors.

This question item further investigates the foci of teachers' feedback and provides insights into their actual practice as far as feedback provision is concerned. Investigated here is the use of selective feedback, suggested by some researchers (Hyland, 2003; Harmer, 2004), and which was made explicit by option (c), selective feedback. As displayed, 67% of the respondents opted for selective feedback. The rest of them 17% said that they focused on frequently occurring errors and 16% correct all errors of their learners' written products. Teachers consider the students' background knowledge and

their limited knowledgeable level. Opting for selective feedback is a strategy to motivate and let student writers communicate their thoughts effectively with no hindrance.

Question 18: Do you notice the development of your students' writing level after using feedback?

a- Yes

b- No

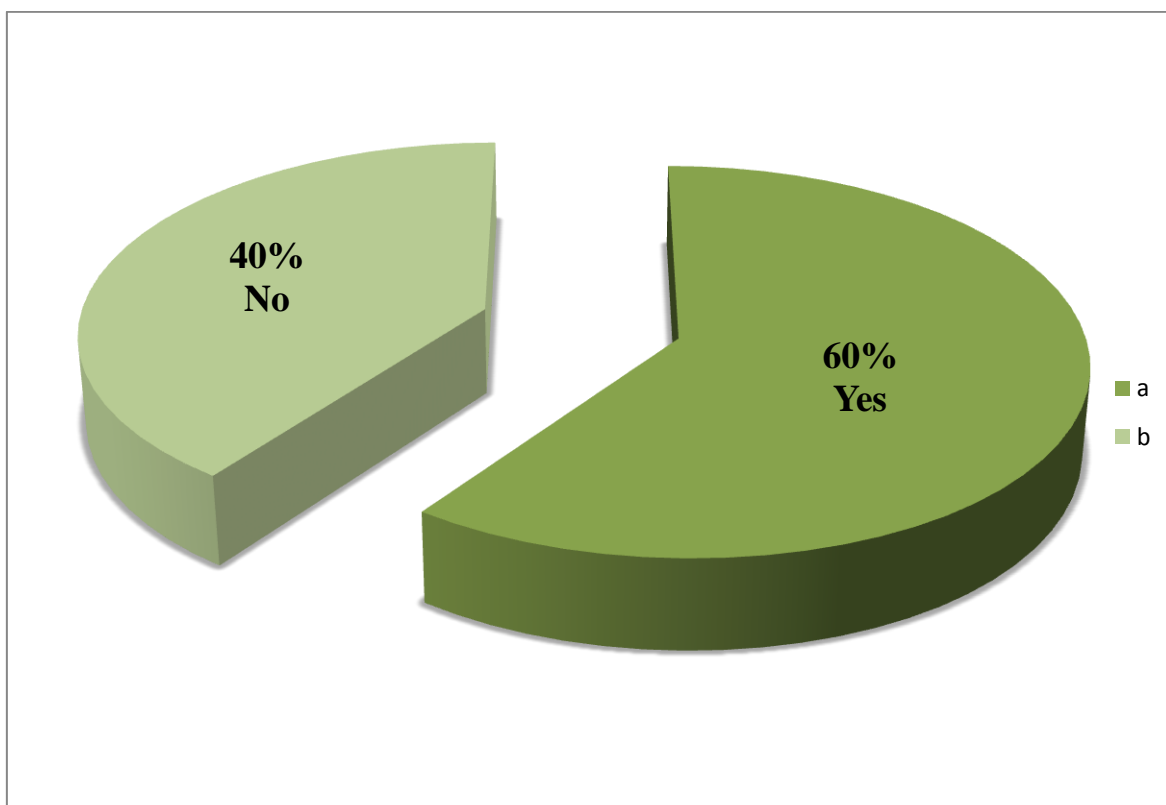


Figure.15. Development of students' writing level after using feedback.

The above figure indicates that 60% of the teachers notice that there is an improvement in their students' writing level after their use of feedback. While the other teachers with the rate of 40% have the opposite viewpoint from the others, they saw no difference on the students' writing level after receiving the feedback and ignore it. This proves that teachers' feedback is vital element in improving the students' writing level. Teachers' feedback has an essential role to serve writing skill.

Conclusion

This chapter has presented the results yielded by the instrument used in the current study which is the teachers' questionnaire. Two main conclusions can be drawn from the questionnaire's results: the first one is that writing is a difficult and troublesome skill to be taught and learn. Teachers are not all satisfied of the amount of time allotted to writing productions and this does not help improvements. Most of the teachers are demanding to devote more time for practice writing and encourage students to write more at home, which will help the learners to improve their writing level. The second conclusion elicited is that teachers' feedback is fundamental means that helps second year LMD students to get better level of writing skill inside the English classes or outside. However, not all types and techniques of feedback are implemented. Teachers confirmed that many of their students have positive reaction and attitude towards their teachers' feedback. Which this later is considered as an important guide and direction to have good writing productions. Also, it helps them to be skillful writers and to develop their writing competence. The results proved the strong connection between the variables of this research and its hypothesis stated at the beginning of the present research which says that: is teachers provide feedback in an effective manner the learners writing skill will improve. As our hypothesis stated previously this kind of feedback stated previously this kind of feedback is beneficial when accomplished in a good learning environment.

Suggestions and Recommendations

In this chapter this part includes giving some recommendations and suggestions to provide feedback for their students about their written works, which may increase the teachers' interest to their students' writing level. The results generated through the analysis of the questionnaire demonstrate that the English teachers attach great importance to

feedback. And that they are definitely aware of its potential for improving the writing skill of the students. However, various barriers prevent its consistent occurrence. These may be the large number of students, the lack of motivation the absence of practice and time constraints. The English teachers are frustrated by the amount of time a feedback may take. Since the teacher plays the major role in feedback provision, he is required to remedy the barriers that handicap its consistency and lead that task successfully.

Although teachers assess students' written tasks continuously their written comments are more or less the same fashion; that is why student writers are not so much aware of the necessity of feedback interpretation. In order to facilitate feedback consuming teachers may adopt any of the strategies suggested by the teachers themselves mentioned in the questionnaire analysis. Many recommendations are to be followed for the benefit of the whole community. In the light of the results found, teachers should provide feedback in time to meet students' needs. The sooner the teachers provide feedback, the more effective it proves to be. They should also, establish priorities and address only major and/or common troublesome issues in students' performances.

In order to develop students' writing competence and to push them to have the appropriate way of making well conducted piece of writing teachers should provide feedback which is as clear as possible for learners, purposeful, and meaningful to provide logical connections between students' background knowledge. Likewise, teachers need to have a general idea about what their students expect from their feedback. They should know how to give their feedback to their students because it has a main impact on students' acceptance of teachers' guidance. In other words, teachers need to have a general idea about what their students expect from their feedback.

Additionally, teachers should have different motivational ways while giving any 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. Therefore, teachers need to construct encouraging comments when they do well not just when they get things wrong, that trigger the learner to utilize the feedback given. In other way, it is better to motivate students than punish them by using different comments that make them feel unlike to write any piece of writing.

The English teachers should never give only grades or marks. It does have value but is of limited worth in assisting writing; rather doing so, they should use provocative comments which may well excite the learners and make them read what is written.

In fact, from the very beginning of this study, the aim was to help English teachers to develop strategies in assessing writing and modify their feedback provision techniques so that they can help students reach the set pedagogical objectives. Teachers are also required to organize coordinating sessions with colleagues and in-class conferences to agree on clear strategies that may well help students' writing development. However, due to some reason, reaching such aims was feasible so that only the short term effect could be investigated. Therefore, it is hoped that further research about the improvement of TEFL in general and the enhancement of the writing skill in particular.

General Conclusion

In language acquisition theories, the division of the teaching and learning has always been associated with feedback. Responding to learners' writing is easier said than it is done. Teachers consider feedback as the most challenging part of teaching because it demands time and considerable capacities. Since, feedback is the means through which information and output from the teachers is transmitted to the learners; the role of the

teacher is highly emphasized in selecting what fits his learners. In order to enrich the learners' stock of knowledge, their input and their performance teachers feedback is given according to the selected strategies, learners' attitude and the way teachers treat the written works.

The present study aimed at investigating the role of teachers' feedback in improving the learners' written production. In order to analyze what constitutes effective and helpful feedback, we used a descriptive method and as an instrument we have chosen to work with questionnaire, fifteen teachers were questioned analyzed to form the results of the current research.

Since the research needs further research and to be carried out it would be unacceptable if we offer definite conclusions or generalizations. However, this research does indicate that in the writing context EFL or ESL students find themselves in dire need for developing both linguistic and non linguistic repertoires towards the production of well written products. Thus, to meet their students' needs; teachers o writing need to provide effective feedback and associate it to enhance learners' linguistic as well as non linguistic package and facilitate to them the process of producing well piece of writing.

Constant assessment of written works followed by various types and feedback techniques does make a difference in classroom. Nothing is more relevant and important than teachers' feedback that is given to learners about their written products. The outcomes of the teachers' assessment influence the learners' performance for a long term. In this light we can deduce that teachers should provide appropriate feedback which has to be valid, valuable, consistent, efficient and understandable in order to maintain long term motivation to learn and improve.

Finally, three main conclusions can be drawn from the present research: First, feedback is a fundamental tool in the teaching and learning process. Second, the improvement of the writing skill can be done through regular feedback provision. Third, time-consuming may handicap the consistence of feedback; although, teachers should be aware of the advantages of giving responses to learners' works which is not limited only to improvement of the writing skill but also it is a sort of guidance about how to do better

Bibliography

Abu Qubeitha, Asmaa' Ali. (2009). *The Effect of Teachers' Error Feedback on Al-Hussein Bin talal University Students' Self Reflection Ability*. European Journal of Social Sciences, 12 (1), 142-56.

Azzioui,A. (2009). *Teaching Writing through the Process Approach*. Unpublished Master Thesis. Mentouri University of Constantine.

Badger, R. , and White, G. (2000). *A Process Genre Approach to Teaching Writing*. *ELT Journal*, 153-160.

Boud, D., and Molloy, E. (2013). *Feedback in Higher and Professional Education*. London: Routledge. Retrieved form

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=false

Bitchener, J. (2005) *The Effect of Different Types of Corrective Feedback in ESL Student Writing*. *Journal of Second Language Writing*.

- Brown, D. (2004). *Language Assessment Principles and Classroom Practice*. London. Pearson Education.
- Byrne, D. (1991). *Teaching Writing Skills (5th ed)*. London, Longman.
- Chaudron, C. (1988). *Second Language Classrooms: Research on Teaching and Learning*. Cambridge University press.
- Cohen, Andrew and Marilda C. Cavalcant (1990). *Feedback on Composition: Teacher and Student Verbal Report*. In Brabara Kroll (Ed), *Second Language Writing*. Cambridge: Cambridge University press (pp 155-76).
- Crystal, D. (1999). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
- Drown, Robert L. Banger. (2009). *Feedback in Learning*. In Eric M. Anderman (Ed), *Psychology of Classroom Learning: An Encyclopedia*. USA: Macmillan Reference. (407-409).
- Ellis, R. (2008). *A Typology of Written Corrective Feedback Types*. *ELT Journal*. Encarta World English Dictionary, 1999. Bloomsbury.
- Ellis, R. (2009). *Corrective Feedback and Teacher Development*. *L2 Journal*, 1, 3-18.
- Ferris, D.R. (1997). *The Influence of Teacher Commentary on Student Revision*. *TESOL Quarterly*.
- Ferris, D.R. (2003). *Response to Student Writing: Implications for Second Language Students*. London: Lawrence Erlbaum Associates. Publishers.
- Flower, L. (1989). *Writing-Based Prose: A Cognitive Basis for Problems in Writing*. College English.

- Ghodbane, N. (2010) *Identification and Analysis of Some Factors Behind Students' Poor Writing Production*. (Magister Thesis) University of Stif.
- Harmer, J. (2001). *The Practice of English Language Teaching (3rd ed)*. Essex: Pearson Education Limited.
- Harris, J. (1993). *Introducing Writing*. London: Penguin Group.
- Harmer, J. (2004). *How to Teach Writing*. Harlow: Longman.
- Hyland, F. (2000). *ESL Writers and Feedback. Giving more Autonomy to Students' Language Teaching Research*. Cambridge: C.U.P.
- Hyland, K. & Hyland, F. (2001). *Praise and Criticism in Written Feedback*. Journal of Second Language Writing.
- Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
- Hyland, K. & Hyland, F. (2006). *Feedback in Second Language Writing: Contexts and Issues*. Cambridge: Cambridge University Press.
- Khelil, M. (2008). *Effective Feedback on Secondary School Pupils' Writing: Techniques and Strategies*. Unpublished thesis. University of Constantine.
- Leki, I. (1990a). *Coaching From the Margins. Issues in Written Response in Kroll, B. Second language Writing*. Cambridge: C.U.P.
- 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*.

Maarof, N. (2011). *Role of Teacher, Peer and Teacher-Peer Feedback in Enhancing in ESL Students' Writing*. World Applied Sciences Journal. University of Malaysia: IDOSI Publications.

Menzo, A.V., and Menzo, M. C. (1999). *Teaching Children to be Literate*. New York: Harcourt Brace College publisher.

Neman (1995). *Teaching Students to Write*. Oxford University Press.

Ouskourt, M. (2008). *Developing Efficient Writing Strategies through the Process Approach and Teachers' Feedback*. (Doctorate Thesis) Mentouri University of Constantine.

Oxford Advanced Learner's Dictionary. (2012). Oxford: O.U.P.

Raimes, A. (1983). *Techniques in Teaching Writing*. New York. Oxford University Press.

Richards, J. & Schmidt, R. (2002). *Language Teaching and Applied Linguistics*. Pearson Education Limited.

Rivers, W. M. (1968). *Teaching Foreign Language skills*. Chicago: The University of Chicago Press.

Sárosdy, J. et.al. (1994). *Teaching English to Young Learners*. Budapest.

Silva, Tony.(1990). *Second Language Composition Instruction: developments, issues, and directions*. In Barbara Kroll (Ed.), *Second Language Writing*. Cambridge: Cambridge University Press.(pp1 1-23).

Silva, Tony.(1993).*Toward an Understanding of the Distinct Nature of L2 Writing:the ESL Research and its implications*. TESOL Quarterly, 27,665-677.

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

Sommers, N., (1982). *Responding to Student Writing College*. Composition and Communications Cambridge: C.U.P.

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

Ur, P. (1991). *A Course in Language Teaching*. Cambridge: C.U.P.

White, R. & Arndt, V. (1991). *Process Writing* Harlow, UK: Longman.

Wiggins, G. (1994). *Making Writing Assessment Serve Writers: Assessing Writing*. San Francisco: Jossey – Bass.

Zamel, V. (1992). *Responding to Student Writing*. TESOL Quarterly.

Appendix

Teachers' questionnaire

Dear Teachers,

This questionnaire is part of a research work on the role of teacher's feedback in improving student's written production. Kept anonymous your contribution will be of great help to gather data on this issue under investigation. Therefore, you are kindly required to answer this questionnaire by ticking in the appropriate box or by giving full answer whenever needed.

Section one: Background information

1. Gender: Male Female

2. Degrees and Qualifications?

a- BA (license)

b- MA (Magister/ Master)

c- PhD (Doctorate)

3. Which modules have you been teaching?

.....
.....

4. How long have you been teaching English?

a- 1-5 years

b- 6-10 years

c- 10 up

Section two: The writing skill

5. Do you think the time allocated to teaching writing is sufficient?

a- Yes

b- No

-If no, what do you suggest?

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

6. What type of approach do you follow in teaching the writing skill?

a- The product approach

b- The process approach

c- The genre approach

7. In case you follow the process approach do you follow the sequence of planning, drafting, editing and final draft?

a-Yes b- No

8. In Which sub process you feel that your students are really involved?

a- Drafting

b- Revising

c- Editing

d- Proofreading

9. What is the biggest challenge students face when they are asked to write?

a- Grammar

b- Vocabulary

c- Interference of the mother language

d- Poor organization of ideas

10. Which skills do you think students should master before they can write ?

- a- Grammar
- b- Vocabulary
- c- Mechanics
- d- Expression of ideas
- e- Organization of ideas

Section three: Teacher's feedback

11. Do you provide feedback on the students' writing?

- a- Yes
- b- No

12. How important is it for teachers to provide feedback on students' writing?

- a- Important
- b- Very important
- c- Not really important
- d- Not important at all

13. You usually provide feedback:

- a- When the students are writing
- b- Until they present the final draft
- c- During and after writing

14. How often do you provide feedback on the written products given to you by students?

- a- Always
- b- Most of the time
- c- Sometimes
- d- Rarely
- e- Never

15. Do your students accept your guidance?

- a- Almost
- b- Sometimes
- c- Rarely

16. What form does your feedback take?

- a- Written comments
- b- Conferencing / oral comments
- c- Grades

17. When you give feedback, you usually focus on:

- a- Correcting all errors
- b- Only correcting frequently occurring errors
- c- Only correcting errors that impede comprehension

18. Do you notice the development of your students' writing level after using feedback?

- a- Yes
- b- No

If there are any comments, please add them.

.....

.....

.....

.....

.....

.....

.....

.....

Abstract (in Arabic)

تهدف هذه الدراسة إلى التحقيق في دور ردود التغذية الراجعة "فيدباك" أو بعبارة أخرى تصحيح المعلمين على المردود الثقافي للطالب بهدف تحسين الإنتاج الإنتاجي للطلاب، من بين مهام الأستاذ والمعلم في عملية التعليم هي تشخيص أخطاء الطلاب وتوفير التصحيح أو التغذية الراجعة للطالب بشكل منتظم بدلا من النقد اللاذع والغير بناء. فمن المعترف به أن ردود الأفعال الإيجابية للمعلم تجاه الطالب لها تأثير إيجابي في تحفيز وتشجيع الطالب على الوصول إلى الأهداف المرغوبة في عملية التعليم. لهذا فهو يعتبر عنصر أساسي في القسم وتوفيره في عملية التعليم. لهذا فهو يعتبر عنصر أساسي في القسم وتوفيره في عملية التعليم والتعلم له دور فعال جدا ومهم ويجب على كل معلم أن يتبع هذه العملية.

لتحقيق أهداف هذا البحث تم استخدام المنهج الوصفي، أعطيت استبيانات لخمسة عشر أستاذ وأستاذة تم اختيارهم عشوائيا، من أجل جمع البيانات لاستخلاص الاستنتاجات التي تؤدي إلى نتائج فعلية وتشفت هذه الأخيرة. أن المعلمين والطلاب لديهم على حد سواء مواقف إيجابية تجاه التغذية الراجعة ومن المؤكد أن استراتيجيات ردود الفعل وتقنيات وأنواع التصحيح تساهم في فعالية تقويم المعلمين والأقران وتساعد على تحسين كتابات الطلبة في مادة الإنجليزية.

في هذه الدراسة تم تأكيد الفرضيات المبرمجة نسبيا من خلال وجهات نظر الطلاب والأساتذة في الاستبيان المقدم، وقد ثبت أن ردود فعل المعلم (التقويم التكويني) لمردود الكتابي للتلاميذ يكون مفيدا للغاية على الرغم من إهمال هذا النوع من ردود الأفعال من طرف التلاميذ وأساتذة اللغة الإنجليزية، فإن لديهم إيمان بفعاليتها.

وقد تمحور الفصل الثالث من البحث الجاري حول اقتراح حلول لنقاط ضعف المدرسة في تقسيم أعمال التلاميذ. وينبغي أن تكون ردود فعل الأساتذة واضحة وسريعة وبناءة. وفي هذا السياق يحتاج الأساتذة إلى التفكير مليا في طرق تدريسهم وفي دورهم الهام للغاية في إحداث التغييرات الاجتماعية، ولا يتم ذلك إلا بإظهار إبداعات من أجل إثارة الشهية للمتعلمين للقيادة تحديات في التعلم والتملك اللغوي. إن تنظيم جلسات التنسيق والندوات الداخلية والخارجية ضروري إضافة الخبرة والبراعة للأساتذة القدامى، وتوجيه الأساتذة المبتدئين للعثور على طريقهم في التقسيم الإنتاجي للطالب.

وخلاصة القول فإن أسئلتنا قد أجيب عليها جزئيا وفي ضوء النتائج المتحصل عليها يتم تقديم توصيات هامة أخرى في نهاية البحث الجاري.

