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Impact of Teachers' Feedback on EFL Learners' Academic Writing A Case Study of Master One EFL LMD Students at Mohamed Kheider University of Biskra

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Declaration

I, Debbakh Nadjat, hereby declare and sign below that the present research of Master dissertation in science of languages which is entitled with "EFL Learners' Attitudes towards Teachers' Feedback in Academic Writing" is wholly my personal work and efforts, and has not been submitted beforehand to any university or academic institution for a degree or a diploma.

The current study was accomplished and conducted at the University of Mohammed Khider Biskra. Algeria.

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Date:

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Dedication

I dedicate this work to:

★The most precious people to my heart,

The ones who gave me birth and meaning to my life,

The persons who provided me strength and hope

The King and the Queen: My dearest father and my beloved mother,
May Allah bless them.

★To my lovely brothers: Lazhar, Hakim, Samir and Djihad

★My Adorable sisters: Nassima, Amel and Ahlem

May Allah protect them

★My beloved: Aya, Israa, Namarek Ejannah, Alaa Elrahmen,
Sidert Elmontaha, Mayasine, Billa and Mortadha

Love you so much

★My lovely friends, Aicha, Zohra, Imen, Kalthoum, Fatima, Noura,
Wassila, Wafa, Soraya and Sara

Thank you for representing friendship perfectly.

★To the Soule of my teacher Kwitta Hadjira …my second
mum…peace Be upon her.

★To whom I'm waiting impatiently "Benim Hayatim".

And you "Nadjwa", Glad you've made it finally

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Abstract

The core of conducting this research is to give the enlightenment of the effectiveness of teacher feedback on students' academic writing productions and to illustrate their attitudes towards it. Academic writing is a significant skill which should be improved by the learners. In this study, we attempt to validate our hypothesis that is teachers' feedback affects EFL students' academic writing productions positively. In order to check out to what extent the suggested hypothesis is valid, we opted for a descriptive method. Tow data gathering tools were used namely a questionnaire designed for teachers who are in charge of Academic writing module at the division of English language at Mohammed Khider University of Biskra and students' online questionnaire which was posted to 30 students' of Master I classes, also a classroom observation was used. Ultimately, after we collected, analyzed, interpreted, and discussed the results obtained from both data gathering tools, The findings revealed that EFL students' academic writing productions have been improved through receiving teacher's feedback .Moreover, the findings assert that teachers' feedback affects the learners' academic writing productions positively. Furthermore, relying on the previous data, we confirm and valid the stated hypothesis.

Keywords: Feedback, Academic writing, Master one students, Mohammed khider Biskra University, Biskra.

List of Abbreviations and Acronyms

EFL: English as a foreign language

ETC: Et Cetera

L2: Second langage

i.e.: That is

ESL: English Second language

L1: First language

Cf : Corrective feedback

Q: Question

(n.d): No date

e.g: For example

Et.al: And others

Para: Paragraph

I CT: Information Communication Technology

TOFEL: Test of Foreign English as Language

GPA: Grade Point Average

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General introduction

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Introduction

Giving feedback to surdents' writing is widely adopted by all the teachers, and it is a needed process in the evaluation system. Likewise, feedback researchers focused on teachers' written comments on students' academic writing in their learning process, and considered teachers' feedback as a consequential tool to help students to improve their academic writing. Therefore, the importance of teachers' written feedback has largely been documented as a manner to help students to improve their abilities in academic writing. Generally, students attitudes towards teachers' feedback in academic writing is seen as an authoritative feedback because most of the students have a negative view towards teacher feedback .Thus, the learners themselves did not know that teachers' comments is a way to guide them to develop their academic writing skill. Otherwise, an effective feedback can promote students to do well in their academic writing, and increase their interest in the course. However, even the teachers sometimes get confused when the students did not do well in their writing, and they keep doing the same mistakes; this make the teachers wondering whether the students did not get the teacher feedback in the right way or the teacher does not give the appropriate feedback. Finally, students attitudes on teachers' feedback is widely considered to be a crucial step in enhancing both students developing academic writing skill and teachers' developing effective feedback in their career.

Statement of the problem

Nowadays, writing is extremely important in society and in the educational level. Academic writing skill is considered to be one of the most needed skills in the teaching and learning circle. A successful academic writing depends on certain criteria and conventions which the learner should take into consideration to overcome the challenges that impede

the learners to master the academic writing skill. Thus, our problem is considered to identify the attitudes of EFL students towards teachers' feedback in academic writing, and how can teachers' feedback affects learners' academic writing productions .Furthermore, we are concerned the difficulties that EFL students face in order to be proficient in academic writing.

When it comes to academic writing skill, you find many problems which EFL students stuck in. EFL students are complaining about not being able to write a good academic piece of writing especially our concern is academic writing that is what made the learners ignoring teachers' feedback and take it as authoritative comments. Moreover, feedback takes a huge part in teachers' evaluation system because it enhances students' level in writing process in general and academic writing specifically. However, EFL students attitudes towards teachers feedback in academic writing still seen from the negative perspective, because when it comes to the notions of academic writing the learners are much involve in the process of generating and organizing their ideas in the correct way. Therefore, they need to translate those ideas into a piece of writing not only that, they make efforts to enhance their writing in order to make their thoughts in an understandable manner.

It is obvious that most students in the department of languages at Mohammed khider university of Biskra have different problems in the academic writing skill. As far as what we dealt with and as an alternative, EFL students should be aware that teachers' feedback in academic writing plays a crucial step in enhancing their academic writing level. Yet, teachers' commentary is a manner to improve the learners' writing skill through providing more efficient feedback and further variety of practices to overcome the difficulties which the learners face when writing.

Significance of the study

The results of the study will be of a great benefit to the following: EFL Master one learners at University of Mohammed Khider Biskra .The results will present the attitudes of EFL students towards teachers' feedback in academic writing and the effectiveness of teachers' feedback on students' academic writing .This study is extremely important because it investigates the different attitudes of EFL students beliefs about teachers' feedback. Moreover, it investigates the main challenges which EFL students face in academic writing with the different obstacles they suffer from to improve their academic writing .This research can contribute by giving an overview about the different difficulties of academic writing, and provide the learners with a full vision about both attitudes (teacher and student), and how to deal with different writing problems in order to master the academic writing.

Aims of the study

The current study aims to:

- Investigate EFL Master one students' attitudes towards teachers' feedback in academic writing.
- Identify the effectiveness of teacher feedback on EFL learners' productions.
- Focus on the main challenges that come across EFL students in academic writing.

Research questions

The aim of the research is to answer the following questions:

- What are the main challenges EFL learners' face in academic writing?
- How can teachers' feedback affect EFL students' academic writing performance?

- How can teachers' feedback help EFL students develop their academic writing productions?

Hypothesis

We hypothesize that teachers' feedback affects EFL students' academic writing productions.

Methodology

The current research attempted to investigate the EFL attitudes towards teachers' feedback in academic writing at Mohammed Khider University of Biskra. A descriptive method has been adopted. Furthermore, a classroom observation was used to recognize the learners' attitudes towards teachers' feedback in academic writing. Also an online semi-structured questionnaire for both teachers who are in charge of academic writing module and Master I English students in order to identify the learners' attitudes towards the teachers' feedback. Furthermore, in order to examine the effectiveness of teacher feedback on learners' productions .

Population

The population used to conduct this study consists of four English classes of Master one sciences of language and two classes of civilization and literature at English department at Biskra University. We have selected Master one sciences of language that the students presented our sample to conduct this research.

Sample

In order to accomplish this study we selected Master I classes at the University of Mohammed Khider Biskra. We have chosen them for these reasons:

- Master one students' are mainly concerned with academic writing as a module.

- Master one students' need academic writing to prepare themselves for Master two in order to write their dissertations, thesis and further projects.

Instruments

In this study, we intended to tackle the EFL students' attitudes towards teachers' feedback in academic writing. In this research we opted for online questionnaire which is designed for Master I students in order to investigate their attitudes towards academic writing difficulties, and their views about the effectiveness of the teachers' feedback on their academic writing productions. In addition to teacher online questionnaire which can help us to determine the role of feedback in helping the learners' to develop their academic writing. Moreover, we opted for a classroom observation checklist as a tool to see the different types of feedback that the teacher use , and the way he/she provides his/her students with the appropriate feedback, at the same time, we focused on students' attitudes towards teachers' feedback in their writing .

Limitation of the study

The current study presents EFL learners attitudes towards teachers' feedback in academic writing .Throughout this study; it should mention that the current work faced several limitations which impede the process of researching. First of all, the limited number of Master one participants who answered the online questionnaire which they cover only 30 students from the whole population .Second, during the process of the classroom observation we were obliged to stop on five sessions because of the strike which made by the learners due to the political issues that the country suffered from. Furthermore, living so far from Biskra is considered to be an effective problem which impedes the process of searching. All these factors affect negatively the working circle.

Chapter one: Academic writing

Academic Writing

Introduction

Academic writing is a significant skill which is required in the teaching and learning process, however, mastering academic writing needs to acquire its main conventions and pillars. Hence, the main problems that come across the foreign language learners are how to write well organized and concise academic assignments. Although, academic writing is a labored skill, the learners themselves are willing to find strategies and methods which can help them to develop their writing productions .The current chapter will study the main themes related to academic writing including its definition, characteristics and the difference between academic writing and writing. Moreover, this chapter gives a considerable view to academic writing approaches and the main difficulties that may face the foreign language learner. Finally, it highlights the language style of academic writing with the curriculum teaching the language features of academic writing.

1.1. Academic Writing

Academic writing is one of the most important skills in the learning and teaching process, it refers to any writing done to fulfill any requirement of university or college .Learning writing is a significant for learner to develop his/her own writing skill. Furthermore, writing as a process plays a major role in enhancing students' skills.

1.1.1. Definition

Academic writing has been largely defined as any assignments that associated with teaching and learning such as research papers, articles and dissertations. Cambridge dictionary (2019) cited that if we want to define academic writing we need to examine two terms "Academic" and "writing". Academic is any work related to schools, colleges, and

universities. Whereas writing refers to any activities of writing such as stories or books, articles of a person or group of people. Moreover, academic writing is a formal writing which required using simple and short sentences; it helps the reader to comprehend different types of assignments by providing a clear and concise structure. (Academic writing, (n.d), para.1). Moreover, Mennens MSc & Wilkinson MSc (2002) stated that "Academic writing covers the wide range of specific writing tasks that you are required to write during the course of your academic studies : papers, reports literature review, projects, case studies ,dissertations, theses, research papers". In the same vein and according to Avoke _center for academic writing and communication university of Turtu (2013) academic writing is defined as the follows:

> Academic writing is organized, ordered and structured. The
>
> organization, order and structure of the presented ideas are
>
> important as the text is going to be read by audience who expects to
>
> be guided through your text and absolutely does not like reading in
>
> between lines. (Academic writing, (n.d) , para.1).

Producing an organized and ordered piece of writing is not an easy task for foreign language learners. However, developing one's writing abilities should take a long time to master. Furthermore, referring to academic writing is a dynamic task which needs to practice its main conventions and constituents in order to be competent in writing.

1.2. Features of Academic Writing

Academic writing differs from any other writing. It has certain characteristics which lead it to have a specific concise and precise academic structure. These features help the writer to organize his/her ideas, and give the focus on the process of arranging the writing

structure. Following these characteristics can make the text coherent, concise and well organized. Consequently it can provide what the writer needs.

According to Jordan (1999) in his book of academic writing course claims that the main features of academic writing is a formal style of using impersonal pronouns. Academic writing language tends to be precise, simple, and impersonal and objective, therefore, academic writing vocabulary should be appropriate for particular academic context, this can be exciting as technical words or used at specialists. Bowker (2007) stated that the structure of academic writing differs according to the genre of the writing texts such as articles, dissertations and books .In addition, academic writing style is characterized of using references to other writers' publications ,for example ,using quotations, paraphrasing…..etc.

Finally, it is very important to take into account that academic writing should not be mixture of both styles (formal and informal). The ability to write in academic context is highly needed in language teaching and learning. The process of writing academically in effective manner requires certain criteria to follow such as: formality, precision, organization, clarity, word choice, and mechanics.

1.2.1. Formality

Formality in writing generally refers to the use of standard English language form, and how rarely the use of the colloquial style. Moreover ,academic writing style requires to follow certain conventions which lead to the formal writing form .Usually, in a research paper and any scientific work writers use a very formal tone and pay attention to avoid different none-formal styles such as: slang ,colloquial language ,and anything that can have a personal nature i.e. means to be subjective. According to Gillett (2019) formality means avoiding:

A-colloquial words and expressions such as: "stuff","a lot of".

B-abbreviated forms such as: "can't", "doesn't"'.

C-two word verbs. "put of ","bring up".

D-sup-heading, numbering and bullet –points in formal essays, but use then in reports.

Finally, using a formal language is a very important in any research area in order to indicate that work belongs to high writing level. Academic writing precisely requires using and respecting certain conventions which lead the learner's writing productions to be more effective.

1.2.2. Precision

When writing academically, it is highly needed to be precise in giving data. Instead of giving general information and use them as proves or evidence, it should clearly state precisely the data given such as using dates and tables or figures. (Academic writing style, (2019), para.1). Using precise information in academic writing gives it the tone of been valid and credible.

1.2.3. Organization

It is clear that when start writing any assignments with organizing manner, it will guide the writer's thoughts and direct his/her   ideas through the writing process. Organization helps the writer to state clearly maps and develop his/her ideas frequently in order to write any type of requirements as Starkey (2004) stated "organization lets you see how your many developing ideas fit within a framework ,and clearly maps out any type of essay you are required to write "(p.2).

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Furthermore, Starkey (2004) added that the practice of organization techniques such as brain storming and mapping lead the reader follows your ideas and see how much points the writer tackled in his/her essay. Moreover, the benefits of organization are to follow and direct the writer's flow of ideas and trace his/her thoughts which raise the reader's intention and believe of what the writer wants to cover.

1.2.4. Clarity

Clarity is a crucial step in Academic writing, where writing gives a clear and concise idea about assignments that should convey the writer's message in a clear manner. Starkey (2004) claims that in order to make the writing clearly stated and achieve a high level of mastering academic writing; the writer needs to take into consideration specific aspects which lead academic writing differ from any other kinds of writing. First of all, when writing academically, the writer should eliminate ambiguity; it means to have word or phrase which can have two or more interpretations. Secondly, using powerful, precise adjectives and adverbs; which means that through using powerful modifiers (adverbs, adjectives) the meaning conveyed will be more precise and convey the writer's thoughts.

Finally, in Academic writing the writer does not want loose his/her points in something repeated or use wordiness because they are waste of both time and readers' attention ,the writer should be concise in writing his/her assignments .

1.2.5. Word Choice

In Academic writing the best manner to convey your thoughts in writing is select the appropriate words. According to Starkey (2004) and Kane (2000), the writer should be aware and differentiate between denotative and connotative meaning of words while using words in academic writing. The denotation meaning is the literal meaning of the word. Moreover, the writer needs to check the appropriate words that seem similar in

morphology but different in meaning, those words lead the reader confuse to understand the real meaning of the text. Furthermore, the academic writer needs to recognize the connotative meaning of the word, and confirm that the words they use should denote their intended meaning. It is so important for the academic writer to recognize the difference of both connotative and denotative meanings of the words while using them in academic context in order to gain the success of his/her writing process. Also, the writer should be aware of using formal English language, and it is necessary for him/her to avoid any kind of informal language such as: slang and jargon or colloquial language.

1.2.6. Mechanics

Mechanics is another important step in the academic writing process. Mechanics rules are very complex and difficult to perform even sometimes for professional writers .Starkey (2004) claims that mechanics include grammar, punctuation and capitalization which the writer learns how to use them correctly and avoids the common errors of those aspects in order to improve his /her writing greatly.   Kane (2000) considers the conventions of writing in which the sentence should begin with capital letter and end with full-stop punctuation, those conventions are very important to make the writing consistent and clear. Moreover, the rules gathered under the word "mechanics" are significant to help the academic writer to write successful essays and articles.

1. 3. The Difference between Academic Writing and Writing

Writing in general is seen as the practice of the linguistic rules put into printed copies as any writing assignments. While Academic writing has certain conventions need to put into application in order to have a successful level of writing. In some ways writing at university (i.e. Academic writing) is similar to any other style of writing. However, academic writing generally is characterized by being more formal and impersonal. Its

formality appears by avoiding any kind of conversational language, such as: contraction or informal lexis .Writing at university level is quietly different from any other kind of writing because writing academically requires following certain techniques which we cannot find in other writing.(How is academic writing different to other kinds of writing,2002,para.1-6).

The first technique which is required in writing academically is writing technically, which means in the chosen discipline the writer has to be conversant at a large number of required vocabularies, and try to develop his/her technical vocabulary in that discipline, and for the specialized areas within each discipline. Secondly, every discipline in academic writing has its own style that differs from the other writing styles, for example, some disciplines such as arts and humanities require to use long paragraphs within each paragraph expect to find topic sentences. Finally, in relation to the style needed in academic writing, also, the right structure is also required to be used. Moreover, writing essays in some disciplines have the same basic structure. However, other disciplines have different genres structure. (How is academic writing different to other kinds of writing, 2002, para.1_6).

Bowker (2007) stated that writing is a skill we all require to learn throughout life, different writing types to different requiring people. Writing can be for personal diary which is totally different from academic writing .Writing personal diary is an opportunity for personal reflection; it aims to tell the writer's life events to someone who is close to you or to yourself. Moreover ,in this kind of interpersonal writing, the writer includes his/her personal judgments and evaluation about certain things that happened and which can reflect by the writer's feelings and thoughts .The personal writing happens when the events come in writing directly without using any kind of structure or any style.

Bowker (2007) added another quality of formal writing such as academic writing which requires the use of certain conventions supported with highly basic structure. This structure is simply an essay format which generally includes three main aspects: the introductory paragraph, body and conclusion. In addition to the difference between Academic writing and other writing genres types is the citation of published others ; which means when the writer write about any phenomena or events he/she have to link his/her judgments' ideas and support them with what a published author has writ about before. According to Bowker (2007) commented "if you make judgmental about something in academic writing, is an exception that you will support your opinion by linking it to what a published author has previously written about the issue". Furthermore citing and referencing are the central and the most important steps in academic writing because, they give an idea that the writer has a previous background and read the literature of that specific phenomenon.

Hinkel (2004) stated that in academic writing context the writer needs to follow certain rules of punctuation and grammar because using them in academic writing setting is a vital step to introduce the writing clearly, and make the production more understandable with the possibility of avoiding any type of ambiguity in expressions .Generally, academic writing context gives importance to describe abstract things and how they are linked to other abstract forms such as ideas and concepts. Finally, academic writing is different from the other types of writing; it comes under theories and practices such as the using of conventions and punctuation, grammar, and spelling.

1.4. Curriculum for Teaching the Language Features of Academic Writing

Teaching the language features of academic writing is one of the factors that help the students to be successful in their university work. In academic writing the students need to

be aware of all the elements and conventions of academic writing in order to write successfully.

The purpose of establishing the method of teaching academic writing course is to make the students aware to improve their academic writing style, the second language writing curriculum should be designed according to what the student needs to develop his/her writing proficiency, one of the aspects needed in academic writing curriculum is accuracy in grammar and lexis . Hinkel 2004 (as cited in Fries, 1945) stated that accuracy is the description of the realistic language of native speakers. In English speaking world, the foreign language learner needs to decide a particular English type to be used. Teaching academic writing language is very necessary to foreign language learners hence; grammar and vocabulary are among the main focuses of academic writing, consequently, the L2 learner needs to develop those aspects to master the academic writing style.

The importance of language proficiency for writing is a significant aspect in the curriculum of teaching the language of academic writing. Hinkel 2004 (as cited in .Johnson, 1988) asserted in academic writing assignments the L2 skills have different degrees of importance, and through the international undergraduate students of GPAS and TOEFL in listening comprehension, grammar and reading, the results show a strong relationship between   the students' academic writing performance, grammar and reading proficiencies .While the findings of GPA and listening results were not considerable. Johnson (1988) deduces that reading skills and grammar of L2 have a great influence on students' abilities. Also, Celce-Murcia (1991) stated that L2 learners if they want to achieve to their professional and educational aim, they need to focus on grammar structure because it is very important to develop learners' writing abilities, and she added "the importance of reasonable degree of grammatical accuracy in professional writing cannot be

overstated " (p.465). Moreover, the grammatical structure is a crucial element that influences the learner's abilities, and helps them to enhance their writing skills.

1.5. Academic Writing Difficulties

Generally, writing is considered to be one of the most challenging tasks ever for both native and nonnative speakers because writers are involved in doing multiple issues in their writing in terms of organization, the language used and punctuation forms. Kroll (1997) stated that writing is not an easy task to do for ESL and EFL learners; moreover he added that learners should acquire other sub-skills to make their ideas coherent and put in a well organized piece of writing. His ideas were set as the follows:

> For English as a second language ,(ESL) students, it seems fair
>
> to say that writing is particularly difficult.ESL students must learn
>
> to create written products   that demonstrate   mastery over
>
> contextually appropriate formats for rhetorical presentation of ideas
>
> as well as mastery in all areas of language …..It is partially the
>
> multiplicity of skills involved which contributes to the overall
>
> difficulty of writing (p.140).

EFL learners are struggling to produce a well organized writing paper because writing in general is considered to be a challenge for both native and non-native speakers.

In order to achieve the required level in academic writing; it is needed to fully respect the following conventions which mentioned by Seely (2013):

1.5.1. Grammar

Grammar is a crucial knowledge and the most important element in writing. Harmer (2001) defines the grammar knowledge as "the description of the ways in which words can

change their forms and can be combined into sentences in that language "(p.12).In addition Seely (2013) defines the grammar of language as:

> Grammar is a set of rules which describe how language works. These are rules in the sense that scientific laws are rules: general statements that describe how things are, not moral regulations like the Ten Commandments. Grammar can be divided into two: syntax and morphology (p.192).

That means the grammatical knowledge is the significant element in writing, and grammar is the trigger of the language; it dealt with morphology which means the rules of how words are formed and syntax which works via the arrangement of words to make phrases, clauses and sentences which carry different meanings. Seely (2013) determines the major difficulties in grammar which may decrease learners' success in writing as follows:

The Sentence

Kennedy (2003, p.259) defines the sentence as "a sentence may be taught of as a string of words which has certain elements such as subject, a verb and sometimes an object or complement, and perhaps one or more adverbial". Sentence is a group of words that has elements including the subject, verb, and object or complement which convey a certain message. Seely (2013, p.193) provides the main elements in sentence which make it correct and accurate to solve the major challenges that impede learners' for a good writing are mentioned as the follow:

The Subject

The subject often comes before the verb in any statement to tell what the sentence is about and what is its main focus .The subject in sentence can be a noun, noun phrase , pronoun, infinitive or verbal noun .

The Verb

Seely (2013) defines the verb as "the grammatical term verb can be used to refer to a class of words, like be, happen, and kill. It is also used to refer to one part of a clause or sentence ". The term verb used as word or a class of words in a sentence it can be also part of clause or sentence.

The problem with the verb in a sentence is when the sentence does not contain a finite verb, also the lack of the existence of agreement between subject _verb which lead to the misunderstanding of the sentence meaning.

The Object

Seely (2013) stated that the object can be a noun, noun phrase or pronoun which refers to a person or a thing that should be affected by the action of the verb. The common problem with the object that most of the writers fall in is when pronouns changed according to if the word is the subject or the object of the sentence.

The Complement

Seely (2013) stated that the complement of a sentence is a noun, preposition, or noun phrase; it can also be an adjective or adjective phrase.

Adverbials: the adverb can be a single word, adverb phrase, and prepositional phrase. The major problem with the adverbials is the placement of the adverbials.

Coordinating Conjunctions

Normally when we use coordinating conjunction we must link two items that have the same grammatical status while the common problem is that the learner may misuse these conjunctions and fail or forgot to use them at all; that what causes the misconnect between sentences and clauses.(Seely 2013,p.193).

1.5.2. Vocabulary

Seely (2013) stated that Good writing needs rich vocabulary. English vocabulary is considered to be among the main difficulties in the writing skill. All language users have an active and a passive vocabulary. Active vocabulary refers to all the words the learner knows and use them confidently in his/her writing .While the passive vocabulary includes all the words which are not used in his/her writing ,however, they are words that the learner can grasp when listening or reading.

Another vocabulary difficulty is the words moving from being passive to being active or vice versa. The other vocabulary includes words that are beginning to enter the passive vocabulary .the last one, vocabulary which the learners did not deal with before.

1.5.3. Spelling

In the English language, spelling is irregular and more complicated than the other aspects of any language. Moreover, it is not easy in English to have the direct link between sounds and letters because there are forty sounds compared to twenty six letters in Alphabet. Seely (2013, p.249) stated the following:

English cannot easily have a direct correspondence between

Sounds and letters .There are over forty sounds in English, for

more

than in Italian, and we only have the same twenty _six letters in the

alphabet.

So we have to combine letters in different ways to represent the missing sounds.

Learners may face different kinds of difficulties concerning the spelling system in English. Poor spelling leads to reduce the effectiveness of the written work. However, a good piece of writing requires the use of a correct spelling system as Harmer (2007) stated

"Although incorrect spelling does not often prevent the understanding of written message, it can adversely affect the reader's judgment". Spelling plays a crucial role in producing an effective piece of writing which lead the learner perform better in his/her writing skills.

1.5.4. Punctuation

Seely (2013) determines that punctuation is a significant element in writing which makes the reading comprehension easier. Punctuation simply makes the reader observes correctly the different separated parts in the text ,and help her/him to follow the beginning and the end of the writer's ideas in the text .Using punctuation marks in a correct manner is consider to be a challenge for the learners because they are changing over time. Commas and   apostrophes are the most markers to be used in writing. Seely (2013) affirms that punctuation in essential for clear and correct writing ,and the mastering the use of comma is the manner to master writing .Meanwhile, apostrophe is the most abused punctuation mark, its aim is to indicate that one or more letters have being left out or to show position.

1.6. Academic Writing Approach

Through the history of the language teaching and learning, the teaching of writing is generally seen as the essential element which took a wide range of focus of many teachers and applied linguists. Bussmann (1996) stated that "writing is the means of recording spoken language through a conventionalized system of graphic sings "

Saidi (2015) considers teaching academic writing at the university level as a serious issue that the teachers should be aware of. Various approaches were represented to teach academic writing, both the intellectual /rhetorical approach and social/genre approach which are the most important approaches in teaching academic writing module. They are explained as the follows:

1.6.1. The Intellectual /Rhetorical Approach

This approach is one of the most significant used approaches in teaching academic writing which defines a common intellectual frame work for a text .According to Saidi (2005), the intellectual approach has two main objectives of classical rhetoric "exposition"/description which represent the major aim in teaching academic writing course syllabus .In this approach the teacher focuses on one objective which is to help the students to be competent of using these modes of writing.

1.6.2. The Social/Genre Approach

According to (Saidi, 2005), the social/genre approaches makes the use of various academic context .However, it does not focus on the common intellectual frame work for a text as the intellectual approach did. According to Triblle (1996), in social/genre approach the learners are engaged to discover the existing relationship between texts, readers and writers. In this case, the learner will have the text as the primary data in order to be studied, analyzed and criticized .Moreover, the main focus of this approach is to utilize   the language system knowledge, the structure and organization, argumentation and style.

Conclusion

To conclude, academic writing is considered to be the most important skill which the learner needs to acquire in order to do several writing activities. Moreover, in order to master academic writing, needs to acquire its main conventions and pillars. The use of academic writing in research papers and dissertations is highly required for both teachers and learners.

Chapter two: teachers' feedback and students' Attitudes

Teachers' Feedback and Students' Attitudes

Introduction

EFL learners are required to learn how to receive different kinds of feedback in their writing process, teachers' comments can build a wide process in achieving the learner success in his/her writing as an important skill. Through the history of teaching and learning languages, feedback is the most significant used tool to help students to discover the main problems in their writing productions. Teachers' corrective feedback was established as essential systematic instructional design which helps both the teachers in doing their evaluation process and students to develop their own writing productions. This chapter will provide an over view of major issues relevant to teachers' feedback and students' attitudes with the different types of feedback and its main definition focusing on its importance in language teaching and learning. Also, this chapter discussed the learners' attitudes towards teachers' feedback and the students' attitudes towards errors.

2. 1. Teachers' Feedback and Students' Attitudes

In general, the learning and the teaching process required the use of feedback as a strategy to help the learners' in their writing process. Mostly, feedback is a way to enhance the students' skills in writing and access them to develop their abilities in the learning process.

2.1.1. Definition

Feedback is an important component in the learning process and probably the best tested element in psychology. According to English oxford living dictionaries (2012), the term feedback is defined as the information used as a reaction towards a person's performance of a task or written activity. The power of feedback occurs when it is timely and perceived as relevant in learning and teaching. Feedback usually can be written or oral.

The latter refers to a response made to the learner writing production that is given by a teacher or essential assessor or peer student. Moreover, feedback was defined as Hattie & Timperley stated "Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's' performance or understanding". Furthermore, if the process of feedback is well done and carry a meaningful instruction it would encourage the learners and offers suggestions to improve their writing productions. As Brown, Bull, & Pendlebury, (1997) state "feedback is probably the best tested principle in psychology.(It is) …. .most effective when it is timely perceived as relevant, meaningful and encouraging and offers suggestions for improvement that are within a student's grasp". Hyland (2003) views feedback as an essential concept presented as a means to help the learners in their writing skills and promote their writing abilities through developing their writing productions. Wiggins (1993) 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 (p.182).

Feedback is a result of students' work which reflects the teachers' awareness of the use of feedback as a strategy to guide the learners in their written works. The benefit of feedback appears when the student understands his/her mistakes and takes the teacher feedback into account.

Another view has been added to feedback definition, Kluger and Denisi (1996) defined feedback as "actions taken by an external agent to provide information regarding some aspect(s) of one's task performance" (p.235). Regarding this

definition, feedback is considered to be as information given by the teacher or external assessor to student's writing production; this information provided through certain aspects which the teacher should take it into account when providing any kind of feedback.

2.1.2. The Importance of Feedback

Feedback is considered to be a key pedagogical tool in education which is used to develop learners' awareness about their errors and promote them to increase their writing proficiency. Feedback plays a significant role in enhancing learners' writing skill because an effective feedback can boost the learners to produce better, and it deeply influences the learner's progress. In the act of learning, feedback is the most important moment which through the student receives different kinds of instructions. In the same vein, Norlin (2014) emphasis on the important use of feedback and how it can be beneficial to the learners' .He commented the following:

> The use of feedback has become an important practice by teachers
>
> in the classroom. Though research has proven it to be beneficial, it
>
> is not always practiced by teachers. The type of feedback, timing of
>
> its use, and way it is used can have positive effects on students in
>
> the classroom (p.11).

The practice of feedback is very necessary by the teachers inside the classrooms because the use of feedback is considered to be beneficial to the learners in their learning process.

Researchers have explored the benefit of using feedback as an important tool which improves the students' understanding, and guides them to master the writing skill. Hattie (2007) in his article "The Power of Feedback" gives focus on feedback as the most

influencing factor on students' learning achievement, its power lies in the effective manner which the teacher, agent or the external assessor produces the feedback. The impact of feedback can be either positive or negative. Positive feedback can promote students' to perform better in their writing productions. Also, it gives another power to boost the learner's motivation towards the writing as an important skill. Moreover, feedback is seen as the most powerful tool which helps students to be aware of their mistakes and it serves as a guide to help them to receive their performance.

2.2. Adjusting Feedback for Different Types of Learners

Generally feedback plays a big role in the teaching and learning process. Feedback as a communication tool depends on three elements: the sender, the receiver and the message itself. The teacher's role appears as the sender and the message he/she suppose to send represents the feedback.

Brookhart (2008) stated that learners should give importance to feedback and learn how to hear feedback and understand it before they use it as a manner to improve their writing productions. Furthermore, she claims that this issue provides an overview suggestion for adjusting feedback for different types of learners includes the following: successful learners, struggling learners and reluctant learners.

2.2.1. Successful Learners

Successful students who are active and interested in learning are highly engaged in receiving feedback as a message to develop their abilities. Brookhart (2008) claims that successful learners can use feedback as a device to benefit from particular knowledge and skills which they lack in their assignments or tests. Even though successful learners do not distinguish between formative assessment and summative assessment, they have the

opportunity to do their self assessment spontaneously whether the teacher required them to do it or not.

Successful students have the power to motivate themselves by the control they perceive, and they have their own learning style. Brookhart (2008) also stated that successful students consider assignments as an important tool whether for assessment or preparing any kinds of projects, according to students who are successful in their learning; assignments are considered as a direction for their learning circle.

2.2.2. Struggling Students

This group of learners includes learners disabled and students who do not get the foundation they needed in their learning process. Struggling students generally do not have a solid prior knowledge or they lack the learning experiences which lead them misunderstood the required assignments. For struggling students, they need the notion of feedback in their learning because feedback can help them to link the process they used with their obtained results .So, struggling learners can benefit from feedback and use it to facilitate their learning process. Brookhart (2008) in her book "How to Give Effective Feedback to your Students" gives focus on the criterion – referenced feedback. Researchers show that learners who compare their works with the good quality of the other works are unable to continue their works, that what put struggling learners in a struggling zone.

2.2.3 Reluctant Students

Brookhart (2008) assert that This category of students belong to struggling learners, they consider receiving any kind of feedback as a tool to indicate that they are failures and more than that stupid, so that they do not hear or give importance to the feedback provided by their teachers . According to poor students, feedback should deal with the negative feeling rather than providing adequate information. For those students, teachers should pay

attention of the tone and manner used in providing feedback. Unsuccessful students receive feedback in different manner than successful students, and that relied on the natural tendency of teachers to explain what is wrong and how to make it better, this manner motivates successful learners to improve their abilities in doing different kinds of tasks .While unsuccessful learners do not use feedback provided by the teacher because they consider it as a way of judgment.

2.3. Types of Feedback

Feedback is a significant element in developing learners' achievement in the learning circle, the different types of feedback can enhance students' ability in writing. Feedback as an important part in the teaching process helps both teachers and students in doing different tasks. Feedback has different types with different criteria which were presented by different scholars as the follow:

2.3.1. Negative Feedback versus Positive Feedback

Feedback plays a major role in most theories of second language learning and language pedagogy. Feedback is considered to be information provided by an agent to evaluate learners' performance, in other words, feedback is seen as a tool of fostering learners' motivation in their learning process, it can be either positive or negative. Providing positive feedback to student means that s/he has done her/his assignments in correct manner.

According to Ellis (2009), positive feedback has a great role in pedagogical theory; it helps learners to perform better in their assignments. Feedback has a great effect on learner's motivation and can boost their skills in writing. Krashen (1994) viewed feedback as a significant and crucial part for adult in second language acquisition. Veliz (2008) claims that feedback has an important role in language teaching and language learning , he

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viewed feedback as an element and evidence provided to learners to tell them that they are performing correctly in their tasks.

On the other side, negative feedback is related to information provided to the learner in teaching language .Ellis (2009) claims that negative feedback refers to the learner's utterances which lacks of credibility or deviant linguistically. Researchers gave a great importance to negative feedback as a significant element in the learning process, however, they pay attention to correcting errors and which type of errors , how to correct them and when to correct them.

Veliz (2008) divided negative feedback into two types: preemtive and reactive. Preemtive feedback refers to providing clear Instructions and gives more explanation in order to enable the learners to make mistakes .While reactive feedback happens when the learner made the mistake. The teachers' error correction can be implicit or explicit in language instruction i.e. the way the teacher corrects students' error can be explicit by telling the students that the writing productions they made are wrong, hence, he gives also the reasons why they are wrong. However, implicit correction refers to repeating the form of utterance used by the learner through using clarification request.

2.3.2. Content versus Form Feedback

Sassi (2017) stated that feedback is a significant tool in the learning and teaching process. It helps the students to produce better in the writing process. Feedback can be either form or content .The form feedback generally focuses on the accuracy rather than the proficiency of the learner. (as cited in Sàrosdy et al., (1994, p.121)). Laland (1982) claimed that both teachers and students prefer form feedback because it gives a highly aid and guides the learners in their learning process and solves their own problems. Whereas content feedback refers to teachers' comments about the deficiency exists in learners'

performances. Content feedback is the most effective type which has a highly quality to improve students' writing ability, as Ferries (1993) emphasis on the use of content feedback that can help students to improve students' cohesion in writing paragraphs.

2.3.3. Direct versus Indirect Feedback

Feedback is needed in the teaching and learning process and both teachers and students are aware of the use of feedback. Teachers try to provide the necessary feedback to their learners in order to facilitate the learning circle, and help them to improve their writing skills. Sassi (2017) stated in her work that feedback is divided into two types in term of strategies: direct and indirect feedback. In the learning circle when the teacher provides indirect feedback he just indicates the error without mentioning the correction, because the teacher here is required to pointing out on the existing error, and the student is asked to find the correction by himself. While the direct feedback or as it called the encoded feedback, the teacher directly gives the correction to the learners. The aim of this type of feedback is to make the learning easier to the students and facilitate the process of analyzing their performance and avoid any kind of ambiguity existed in the learning process.

2.3.4. Conferencing Feedback

Conferencing feedback or as it is known as oral or face to face feedback is another type of feedback used by the teacher to respond to his learners, Lounis (2010) stated that conferencing feedback refers to responding to learner's writing production, where the teacher and the student are engaged in conversation in order to discuss the learner's writing production. Hayland & Hayland (2006, p.5) defined conferencing feedback as"an approach landed by L1 researchers as a dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching

and learning benefits". Conferencing feedback goes beyond the discussion between the students and the teacher; it gives a prior importance of what the students' need. Hayland (2003) claimed that conferencing feedback is not only discussions between teacher and student, however, it takes another insight of the negotiation existed between them, it offers a further view of what the learners need.

2.4. Feedback Levels

Feedback is one of the most important elements which its focus is highly significant in language learning and language teaching. Hattie & Timperley (2007) claim that there are four major levels of feedback. First of all, feedback as a task or product .This kind of level includes instructions and directions to acquire more or different, or correct information. Generally, feedback task or product is the most known type in classrooms and it often refers to as corrective feedback or knowledge of results. Moreover, this level of feedback contains how well the task is being done or performed. At this level, feedback is more powerful and most of the teachers' comments are providing this type of feedback to students' assignments which aim to know how well the tasks are accomplished and performed.

Feedback task level is more effective especially when the learner gives wrong interpretations to indicate what is correct and what is incorrect. Moreover, one of the major problems of feedback task is that it is specific and does not generalize to other tasks .In addition, this kind of feedback can be used more effectively with novice learners and it is more critical than the other types. Second, feedback can be a process; it aimed to create a product or to complete a given task .Feedback process is more direct and specific. Third, feedback about self regulation level, feedback gives a certain focus to students' self regulation and supports them to monitor their learning process, it includes self evaluation

or confidence to engage and enhance students' ability. Furthermore, feedback has a crucial influence on self-efficacy, and confidence of the learner; in this case, the learners are receiving a major support about how to perform better and continually do better on the task. Fourth, feedback about the self as a person, feedback can be personal as it is related to the self which is commonly known as praise. Praise is usually used to support the student such as: well done, great student…Meanwhile, the main aim of this feedback level is to send praise message.

2.5. Dimensions of Feedback Strategies

The concept of feedback has been used for a long time as an element to express the success in language teaching and learning. Moreover, as any other concept, feedback has different kinds of dimensions strategies .Brookhart (2008) stated that feedback strategies can vary in several dimensions: timing, amount, mode and audience.

2.5.1. Timing

Brookhart (2008) stated that Timing feedback is considered to be the most significant element in feedback strategies. Feedback needs to be on time when the student makes an error it should be corrected, timing feedback appears when it should be provided. In order to achieve the power of feedback , the teacher should provide feedback instantly, frequently, and when the learners are engaged in the topic or the assignments, meanwhile, feedback needs to be in time; otherwise, it will be ignored and will not change nothing on learners' achievements.

2.5.2. Amount

The amount of feedback is a crucial step which helps the learners' to understand in what way to do a certain task and what to achieve in the next level. Brookhart (2008)

defined the amount of feedback refers to the times when the learners made errors and how many times the teacher provides his/her feedback to each error presented by the learner. Moreover, the teacher needs to provide feedback on the most important points which related to the main goals of learning.

2.5.3. Mode

Mode of feedback is presented as which type of feedback will be given. First of all, this kind of feedback can be written which is used in correcting any written assignments or tasks. Second, mode in this situation can be oral which is used when a student needs a live feedback. Third, this kind of mode can be visual which is used by the student when he/she needs to achieve something or to see how this thing looks like.

2.5.4. Audience

Brookhart (2008) stated that Feedback refers to both the activity and the students themselves. Feedback can be individual in which the student sometimes needs more clarification on specific feedback. Whereas, feedback can be in group which is used when a group or the whole class missed the same element on an assignment .Moreover, it has been presented as the individual feedback is more effective than group feedback because in individual feedback the student is much responsible of his/her errors and he/she pays attention to the different aspects of feedback presented by the teacher.

2.5. Feedback and Assessment

Feedback and assessment are two concepts which are closely associated. Brookhart (2008) claims that assessment is considered to be activities which provide teachers and learners with feedback information .Rhind (2017) stated that assessment is divided into two categories: assessment of learning (summative assessment) which is the learners'

evaluation of their productions at the end of the course or module. Whereas assessment for learning (formative assessment) which refers to providing feedback to learners and guide them to improve their skills. Rhind (2017) stated that both feedback and assessment should be included as a part of the course design because every course and every syllabus must be designed to give the learners the chance to engage with feedback on their performance.

The criteria of feedback and assessment should be clearly stated to be connected to students of each course. The effectiveness of feedback relies on the use of feedback as a process, in order to make the process of feedback has a great impact on students' performance; it is highly needed for students to be actively engaged with feedback to be able to use it in further practices.

2.6. Teacher Written Feedback

In the learning pedagogy process, the teacher should be aware of using his/her written comments in the appropriate manner. Teacher written feedback has an important role in improving learners' writing skill, and motivates them to do better in their writing productions. In addition, correcting students' mistakes may support learners to perform better by responding to teachers' feedback; or may obstruct the learners from writing and totally ignore the teacher comments. Hyland (1998) supported this idea stating " teacher writing feedback is highly valued by second language writer, the effect of written feedback on students' revision is subsequent drafts has not been extensively studied although it seems that students try to use most of the usable feedback they are given". He focuses on the importance and the value of the teacher feedback, and its effect on students' revision.

Ellis (2009) illustrated teachers' corrective feedback types as follows:

Table 2.1: Written Corrective Feedback Types (Ellis, 2009, p.175)

Teachers' corrective feedback types	Description
Direct CF	● Refers to indicate the error than provide the correct form. ● The teacher highlights the error and provides the right form in the learner's written productions.
Indirect CF	● Happened when the error is highlighted, however, the teacher does not give the correct form. The learners correct to himself/herself (self correction).
Meta – linguistic feedback	● Occurs when the error or linguistic clue is given to the writer. ● Meta linguistics can take two types: 1) The use of abbreviation or codes of errors. 2) Grammatical explanation which are given at the bottom of the text or in attached form.

The focus of the feedback	● Happened when you concentrate on a limited number of language features of feedback focus.
Electronic	● Refers to computer mediated methods when used to indicate the excited error.
Reformulation	● It occurs when the learner of first language reformulate the targeted second language in his/her text.

2.7. The Importance of the Written Feedback

Generally, feedback has a major importance in language learning in general, and a great impact on learners' writing skill in particular. Moreover, feedback plays a major role in the application of corrective feedback in which can promote the learners in their writing ability. Strub (1996) focuses on the significant use of teachers' comments on students' tasks, he added "It is how we receive and respond to student writing that speaks loudest in our teaching" .In addition Norlin (2014) gives certain emphasis on the practice of feedback in classroom, and how it can be beneficial for the learners. The way the teacher provides feedback with the type he/she uses for learners and especially if it is timing feedback, it can give positive effects to students' in the classroom. As Norlin (2014) stated the following:

 The use of feedback has become an important practice by teachers

 in the classroom. Though research has proven it to be beneficial, it

 is not always practiced by teachers. The type of feedback, timing of

its use, and way it is used can have positive effects on students in the classroom (p.11).

Providing feedback by teachers became an essential element in developing students' writing abilities.

2.8. Forms of Teachers Written Feedback

Hyland (2003) suggested a range of techniques used by the teachers to provide feedback to learners; the most common and used techniques are: Commentary, rubrics, taped comment, and electronic feedback.

2.8.1. Commentary

Commentary is the most used technique among the teachers in their written feedback consists of handwriting commentary on students' papers. Furthermore, the major aim of this type of written feedback is to provide learners with feedback on their writing productions rather than focusing on what they have already done. Hyland (2003) confirms that this technique is the preferable used one by teachers, and it is the most effective to make the students' understand directly what the comments refer to. Moreover, this kind of feedback has two different types when responding to students' tasks; the marginal and the end comment. Although the effective use of commentary feedback, teachers have difficulties to comment on each detail to students' paper.

Table 2.2: Forms of Teacher Written Feedback (Hyland, 2003, p.181).

Symbol	Meaning
S	Incorrect spelling
W	Wrong word order
T	Wrong tense
C	Concord (subject and verb do not agree).
Wf	Wrong form
S/f	Singular or plural form wrong
λ	Something has been left out
[ ]	Something is not necessary
PM	Meaning is not clear
NA	The usage is not appropriate
P	punctuation is wrong

2.8.2. Rubrics

Rubric is among the successful techniques used to comment on students' writing productions. It is very useful strategy for teachers to save time and summarize their revision. As Hyland (2003) stated "a cover sheets which set out the criteria that have been

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used to assess the assignment and how the student has performed in relation to these criteria ". Using rubric in the learning and teaching process is considered to be a successful element which the teacher should do.

2.8.2. Taped Commentary

Teachers use different kinds of feedback responding to students' writing productions; one of these kinds is taped commentary which refers to recording on tape record than writing a number on students' paper to indicate what comment refers to (Hyland 1990) .This technique provide saving time to teachers , it also, provides listening practice for learners and helps those with an auditory learning style in doing their tasks.

2.8.4. Electronic feedback

With the development of technologies and the discovering of many strategies and devices in many disciplines; for instance, in education, precisely in English language does not rely only on using traditional styles in responding to learners' writing. However, the application of the new discovery and devices lead teachers to use these techniques to respond to their learners' writing through using electronic feedback. Teachers can respond to his/her learner's performance through using comment function which allows feedback to be disabled in a separate window; this technique can also give the opportunity to the learners to receive an email box. Furthermore, feedback on errors can also be linked to online explanations of grammar or to concordance lines from authentic texts to show students examples of features they may have problems using correctly .These new channels of written feedback offer to teachers greater flexibility in their responding practices, but ultimately convenience is likely to be the deciding factor in which are used. (Hyland, 1990, p.183) .The new strategy of electronic feedback can facilitate the teacher correcting process.

2. 9. Learners 'Attitudes towards Teachers' Feedback

Learners' attitudes towards teachers' feedback can be either positive or negative. First of all, if we have to deal with the attitudes of learners we need to define the word "attitude" as a separate concept. The term attitude is defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Egly & chaiken, 1993), the learners can react positively or negatively towards teachers' feedback.

A teacher written comments is an important step in assessing students' to develop their abilities in writing as a significant skill. Moreover, the power of this type of feedback can allow the learners to perform better. Hyland (2003, p.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 feedback as an initial stimulus triggers a number of revisions (such as comment on content or style).

- Avoid the issue raised by the feedback by deleting the problematic text.

Both the first and second types of responding to teachers' comments are probably highly needed by the teachers to indicate the success of their feedback.

Nine EFL Brazilian students were investigating their responses towards teachers' commentary. Generally, students receive teacher comments that focus on grammar and mechanics, however, learners prefer receiving different kind of feedback such as content and organization of ideas. (Cited in Lounis ,M, 2009,p.41) .

Conclusion

The use of feedback with its different types has great benefits to both teachers and students. Feedback serves as a successful tool in the learning and the acquisition of language. Moreover, responding to learners' errors may help them to recognize their mistakes and abandon all their writing problems, hence, they will develop their writing skill.

Chapter Three: Data Analysis and Interpretations of the results

Students' Attitudes towards Teacher Feedback

Introduction

The two previous chapters of the present research were conducting the theoretical parts which related to academic writing and teachers feedback. While the current chapter is devoted for the analysis of the findings gathered through investigating the effectiveness of the teachers' feedback on students' academic writing productions and their attitudes towards teachers" feedback . Moreover, the main aim of this study is to find answers for the raised research questions and to check the credibility of the hypothesis. The results will based on observing the teacher feedback on students' academic writing assignments and the students' attitudes towards teachers' feedback during their academic sessions. Furthermore, for the present study we have selected two data gathering tools which are: classroom observation, in order to support the research work and have more credibility and validity of data, and semi structured questionnaire submitted for both teachers and students.

3.1. Classroom Observation

In order to accomplish this work and to prove the validity and for more credibility of the required hypothesis, we selected the classroom observation to determine the effectiveness of teachers' feedback on students' academic writing productions and the students' attitudes towards teachers' feedback .Furthermore, to complete the observation, we used a check list which is devoted into five sections containing the items that we want to observe, as a tool to help us to gain valid data.

3.2. Population and Sampling

To carry out this study, we selected master one English students precisely sciences of the language specialty at university of Mohammed khider Biskra. We applied the

classroom observation on the four classes of master one during their academic writing sessions.

3.3. Description and Analysis of the Classroom Observation

This stage is devoted for the description and the analysis of the classroom observation.

3.3.1. Description of the Classroom Observation

In order to accomplish this work, we attended several observational sessions in academic writing module. Four sessions were made at the same day with the four groups, and other session was in separated day. In teaching academic writing the teacher relied on using handouts as a tool to present the lesson. The educator starts giving instructions about the activities exists in the handouts than she explains what is required from the learners to do. Eventually, she gives them a period of time to do the several tasks.

The first session was in February 26th 2019 at 9:40 to 11: 10. In this session the teacher gives her learners handouts to carry out the tasks which related to how to select good sources. First of all, the teacher starts her session by giving different instructions about the task, she asked the learners to work in pairs using their own handouts. Then she explained the task which has two parts: pre practice task which should be done individually and the practice which done in pairs. Relater, the teacher moves around to check the learners' answers, after a period of time, a discussion was made by the learners and the teacher, and trying to solve the giving task. At the end, the teacher provides the learners with feedback and gave them further information about the concerning task; the feedback given by the teacher was both oral and written. The teacher gives different types of feedback to her learners; moreover, she corrected their errors and mistakes orally.

Following the teacher feedback gives the learner the opportunity to correct his/her errors and develop his/her academic writing skills.

In this stage the teacher plays the role of being controller, she controls the session according of what the task required. Finally, the teacher ends the session with calling students' names.

The second session was in February 26th 2019 at 11:20 to 12:50. The session was dedicated for doing the same activities which was done to the first group. The session started by giving the task to the learners, then the teacher gives them an overview about the task of how to select good sources. Meanwhile, the educator read the task then she explained what is required from the learners' to do. Later on, the students got engaged in the task for nearly forty minutes, they start working in pairs for the second practice. After doing the activities the learners discuss together the tasks; they correct the tasks. Finally, the teacher provided them with the necessary feedback because they already have an active discussion which lead the teacher plays a role as a guide. The learners were so active in responding to teacher feedback. Moreover, the teacher strategy was relying on handouts in doing several activities.

The teacher aim was to make the learners to understand the activities first then to make them create discussion in the classroom in order to facilitate the process of giving feedback to them. Finally, the session ended with calling students' names.

The third and fourth sessions were done together in Emphy Theater from 13:10 to 14:40. As usual the teacher starts submitting the handouts which consists of two main parts: pre practice and practice, then she gives instructions to the learners about the activities and she explained what is required from them to do. After discussing the task and try to solve them; both learners and teachers correct the activities. The educator tried to help the learners to create an active discussion to help them being engaged in the task and

in order to provide them with feedback to give them further information. Moreover, the teacher spent the whole time controlling the session and guides the learners in their work. Finally, the rest twenty minutes the teacher started calling the students' names.

The last session, the students were asked to write an essay in the classroom about the Algerian educational system. In order to write an essay, the teacher gave them an example to work on it, which in previous session she asked her learners to collect information about the Algerian educational system. Next, write a whole essay in the classroom. After writing the essay, some volunteers read their own essays in front of their classmates; the students were so active in discussing the different aspects in the Algerian educational system, showing its main negatives and positives. Furthermore, the teacher was controlling the session and at the same time guiding the learners' and provides them with the necessary feedback; students' were receiving their teacher feedback and take it into account, however, others were receiving it negatively as a judgment on their errors. Finally, the teacher ends her session with calling the students' names.

To conclude, the activities in classroom were selected based on several criteria which were provided by the teacher following the required unit. Moreover, through the description of the observational classroom we noticed different attitudes and behaviors towards teachers' feedback and the task itself. The five groups were completely different from each other according to the different conditions, and that return to the learners themselves of being active students or passive students which lead the teacher of being guider or controller.

3.3.2. Analysis of the Classroom Observation

Item One: Classroom Environments

The four sessions were done in one of the Ben Taibies' rooms and the other session was in Emphy Theater containing two groups. The physical setting was not appropriate to

do the tasks. The classroom was not large to carry out the number of the students; therefore, there were no enough space between the students, and they were sitting in unorganized manner which gives egregiously picture to the whole class. Moreover, since the strategy of the teacher in teaching academic writing required devoting students in pairs or groups, normally the classroom should be larger in order to help the learners to be comfortable and assess them to do their activities.

Even though the classroom contained the necessary materials needed in teaching and learning process such as: the board, tables, light…ect, moreover, the class is overcrowded which lead the learning process more difficult and hard to control the noise of the students.

Item Two: Teachers' Role

The teacher was completely controlling the class; she managed and guided the class in effective manner. The teacher gives an organized atmosphere to her learners in order to make them feel relax in doing their activities, she was trying to help them by giving them clear directions and guide them in doing multiple tasks. Even though the teacher did not use different strategies in teaching academic writing, she was giving her best in making the teaching process easier. Additionally, the teacher makes flexible use of classroom, space, time, and materials.

Item Three: Teacher Responses' to Students' Errors

During the teaching process in classroom, the teacher uses different types of feedback in order to correct the students' errors. Moreover, in classroom the teacher responses to students' errors through correcting their errors during the task, generally, the teacher responses towards students' errors were positively.

Item Four: Teachers' Feedback

Besides the other items excited in the checklist, the teachers' feedback is one of the most items that should take into consideration. Teachers' feedback is considered to be

among the importance elements which the learners' need to develop their academic writing abilities. Furthermore, teachers' feedback has a positive effect on students' writing productions, and gives them the opportunity to develop their writing skill.

Item Five: The Students' Reactions towards Teachers' Feedback

As it was observed in the sessions the students' reactions towards teachers' feedback was completely changeably from student to another, however, generally, and based on what we observed the learners ignore the teachers' feedback and consider it as a judgment on their errors. Moreover, the learners find difficulty in accepting the negative feedback which is provided by their teacher; they find difficulty in accepting their teacher commentary especially when the teacher corrects each mistake that the learner made.

3.3.3. Discussion of the Classroom Observation Findings

From the obtained results of classroom observation we confirmed that the teacher feedback plays a major role in guiding the learners in improving their academic writing skill. The power of feedback relies on its effectiveness and how the teacher provides it to his/her learners. First of all, the classroom environments had a big influence on students' performance where the number of the learners was more than the class size itself which lead the learners sit near to each other without enough space to let them do their activities freely. Moreover, the use of physical setting was uncomfortable for the teacher whenever she wants to check the learners' answers' or to make a flexible use of the classroom space .

Second, during the classroom session, the teacher strategy was so effective to let the students engaged in the activities where she was providing them with different kinds of feedback. Furthermore, the teacher tried to create a learning atmosphere inside the classroom where the learners respond to their teacher in order to interact to each other.

Third, the process of learning inside the classroom was based on the activities where both teacher and students' solve the tasks. Moreover, since the session allotted to practice,

this allows the teacher using different kinds of feedback. The educator was providing feedback in order to help the learners to do their activities correctly. Generally, during the session the teacher provides both oral and written feedback which is the most effective used types to respond to students' performance.

Additionally, while students' make errors the teacher the teacher was responding positively to her learners' errors in order to help them to enhance their writing abilities and do not consider their teacher feedback as a judgment on their errors. The teacher feedback has a positive effect on students' academic writing assignments. Moreover, and through the process of feedback the learners' develop their academic writing productions, and help them to enhance their abilities in writing.

Furthermore, based on the data giving from the check list, the teacher plays a major role in enhancing students' academic writing. During the classroom sessions the teacher controls the session according to what she needs from the learners to do and guide them to receive a better feedback. Moreover, the learners' responses to teachers' feedback whether it is positive or negative, however, most of the learners abhorred the negative feedback and consider it as an authoritative feedback which lead them ignoring the different types of feedback that the teacher provides to help them in improving their academic writing skill. Furthermore, during the sessions we attended the students' reactions to teachers' feedback were negatively stated specially when the teacher corrects each mistake the learner makes. Finally, the use of feedback has a great effect on students' academic writing abilities and gives a major impact on their writing productions.

3.4. The Description and Analysis of the Questionnaires

To support the data gathered from the classroom observation, we designed questionnaires for both teachers and students. The questionnaires were made online in order to gather enough information from both teachers and students. We selected master

one English students of Mohammed Khider Biskra to be our sample to work with and we have chosen five teachers of academic writing to help us in answering our questionnaires.

3.4.1. The Description of the Students' Questionnaire

To give a further support to the classroom observation we posted online questionnaire for the master one English students of Mohammed Khider Biskra in their group in facebook. We requested to have forty questionnaires answers however, due to the problems we faced during the students' online questionnaire we obliged to stop on thirty students. The foremost goal of this questionnaire is to give a further support to the classroom observation, and to determine the students' attitudes towards teachers' feedback in academic writing and how the teacher feedback can be effective in enhancing students' abilities in academic writing skill.

The designed online questionnaire consists of two main sections: section one which is related to academic writing and section two which is related to teachers' feedback and students' attitudes. Furthermore, the students' questionnaire includes a combination of close ended questions where the students are required to tick Yes/No or to choose the appropriate answer (s) for the proposed options, and open ended questions where the learners were asked to answer the questions freely or to justify their answers using their own words. Moreover, for the questionnaire format, we designed a separate paper to present the cover page of the questionnaire containing a short passage for presenting the tackled research ; in addition , to the instructions existed which the representatives should follow to fulfill the questions of the questionnaire. Finally we stated both the supervisor's name and the researcher's name with her email address in case of any enquires.

Section One: Academic Writing

This section was devoted to gather answers about the academic writing module. This section contains nine (09) questions mixture of Wh and Yes/No questions were used. In

(Q01) learners were required to determine the skills that they have difficulty in. The next question participants were asked to determine their interest of academic writing then give their own justification (Q02). Next, learners were asked about their preference writing types: paragraph, essay, article, research paper or book review. The next question was devoted to determine the learners' level in academic writing skill (Q04). In question number (Q05), participants were asked to determine how often they write in class. Meanwhile, the question number (Q06) was to tick Yes/No for the time allotted to academic writing module if it is sufficient in enhancing students' writing skill.

Furthermore, the current section presents different questions about the academic writing module as the question (Q07) stated to choose Yes/No if the learners find any kind of academic writing difficulties, besides to sub-question in case the answer is "Yes "b y choosing one of the suggestions. Moreover, in question (Q08) participants were required to determine their opinions about the way of teaching academic writing and if it can help to write effectively with a sub-question in order to justify their answers.

Finally, we provided a question about the topics provided in academic writing module where we asked the learners to tick Yes/No if the topics are satisfied or not and they have to justify their answer.

Section Two: Teachers' Feedback and Students' Attitudes

The current section includes seven questions which were a combination of Wh questions and Yes/ No questions. This section was made for teachers' feedback and students' attitudes. The question number (Q10) was to tick Yes/No if they like the teacher to correct their mistakes. Moreover, the participants were asked about the mistakes that their teacher focuses more when correcting (Q11). Another question was raised to know the way the teacher corrects students' errors (Q12). Next, the learners were asked to choose

from the options of which source of feedback they prefer to receive with a sub-question in order to justify their chosen option (Q13).

Moreover, (Q14) were asked the students' opinion about the reason of providing the teacher feedback on their academic writing productions. While the next question was to tick Yes/No if the teacher provide feedback in almost every lecture, and justify his/her answer if it is yes. Moreover, the participants were asked to answer which form of feedback they usually receive inside the classroom (Q16). Another question was asked too to participants to know if the teacher feedback can affect students' academic writing with a sub-question to justify how can the teacher feedback effects students' academic writing (Q17).

3.4.2. Analysis of Students' Questionnaire

This stage is devoted for the analysis of the students' questionnaire findings.

Section One: Academic Writing

Question 1: in which skill(s) do you have difficulties?
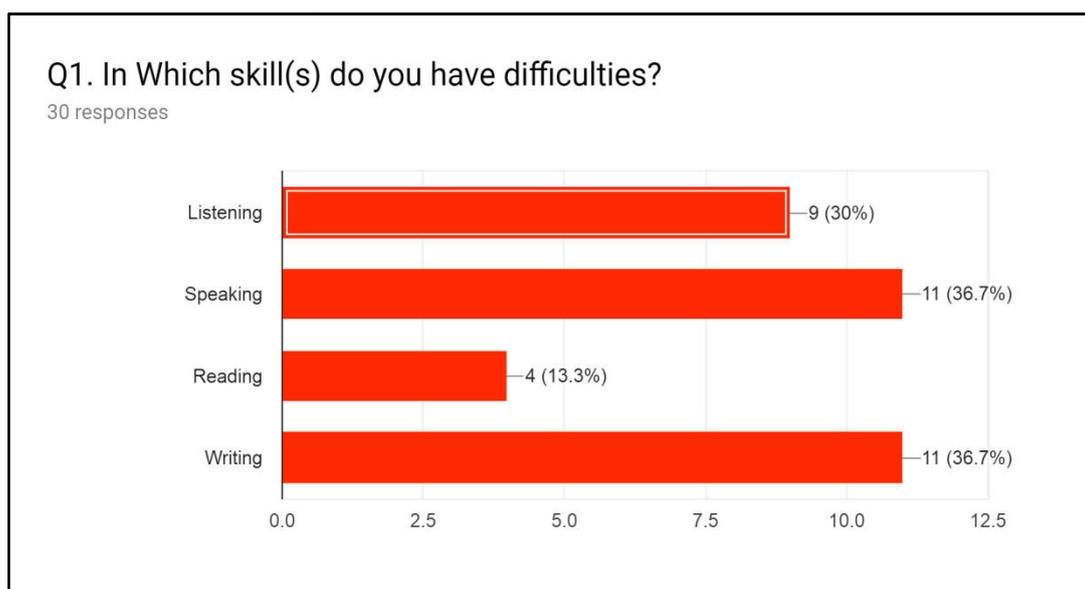
**Figure 1.** The most difficult skills

Figure 01 denotes that the learners have difficulties most in speaking and writing skills with the same percentage 36.7%, whereas the other skills like listening presents 30% and reading with 13.3%. Based on the data given the majority of the learners have difficulty in speaking and writing which they represent the core of the English language .The writing skill represents the most important and the most difficult skill which the learners try to improve.

Question 2. Are you interested in academic writing module?
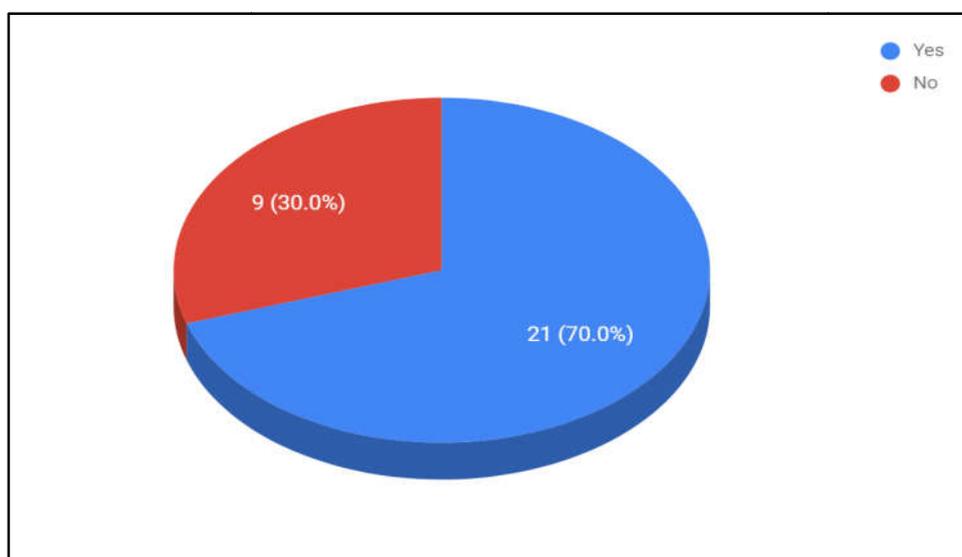
Figure 2 . The Interest in Academic Writing Module

As it is shown in figure 02, 70% of learners are interested in learning academic writing module as an important skill to enhance their writing abilities. Whereas 30% of the learners were not interested in studying the academic writing module, and that due to the lack of the learners' abilities to master the writing skill.

Justification

Out of 30 students 21 learners who said that they are interested in academic writing module, while the remaining 09 learners were expressing their opinion of being not

interested in academic writing module. Some of them considered academic writing as the vital skill that they should master in order to do further studies and researchers; however, others consider it as a dull skill where the learners cannot express their opinion freely because almost academic writing is a restricted skill which requires certain conventions should follow.

Question 3. What do you prefer to write?
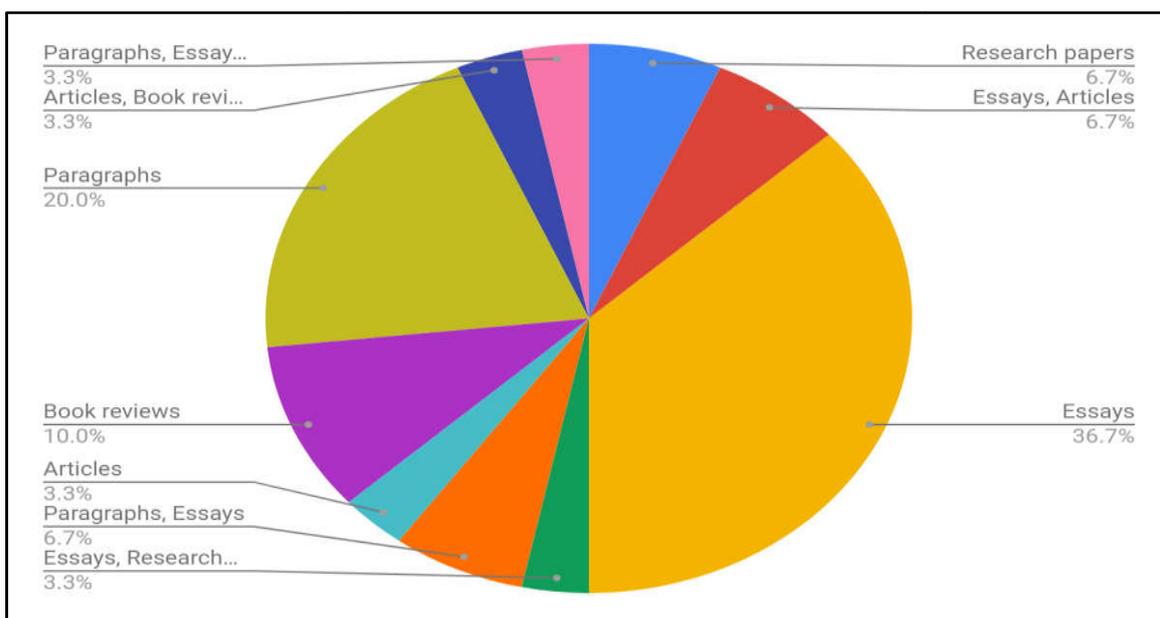
Figure3. Learners' Writing Preference

Figure 03 demonstrates learners writing type preference, they pin point writing essays as the most chosen type in writing which represent 36.7% the other types such as writing research paper and articles represent 6.7 %. 20% of the learners state writing paragraph is their best choice in writing. While others stick on their choice to prefer to write articles 3.3%, and book review which represents 10% of what they prefer to write.

Question 4 . How would you evaluate your level in English academic writing skill?
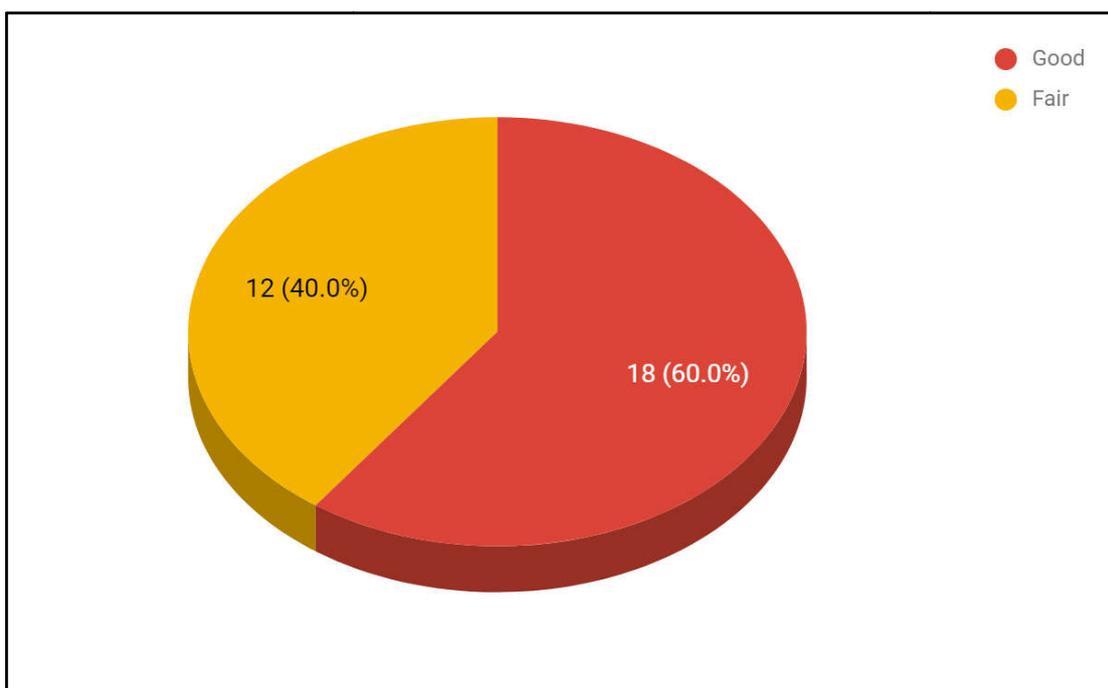
Figure 4 . Learners' level in English Academic Writing

In figure 04, students were asked to state their level in academic writing skill. The portion which encompasses of 60% presents the learners who consider their level in English good. 40% of the learners thought that their level in academic writing is fair.

Question 5. How often do you write in class?
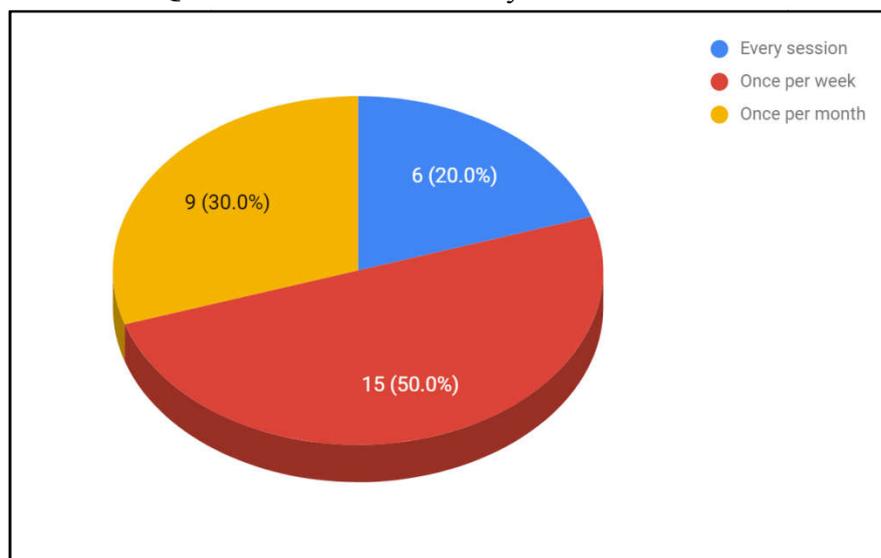
Figure 5 . Writing in class

As we noticed in figure number 05, the blue portion signified 20% of the learners who stated that they write most in every session. However, 50% of the participants declared that they write once per week in the classroom, while, the 30% of the learners signified that they write mostly per month. Moreover, writing in class presents a good step in developing learners' academic writing and help them to enhance their abilities in writing skill.

Question 6. In your opinion, is the time allotted to academic writing module sufficient to enhance your writing skill?
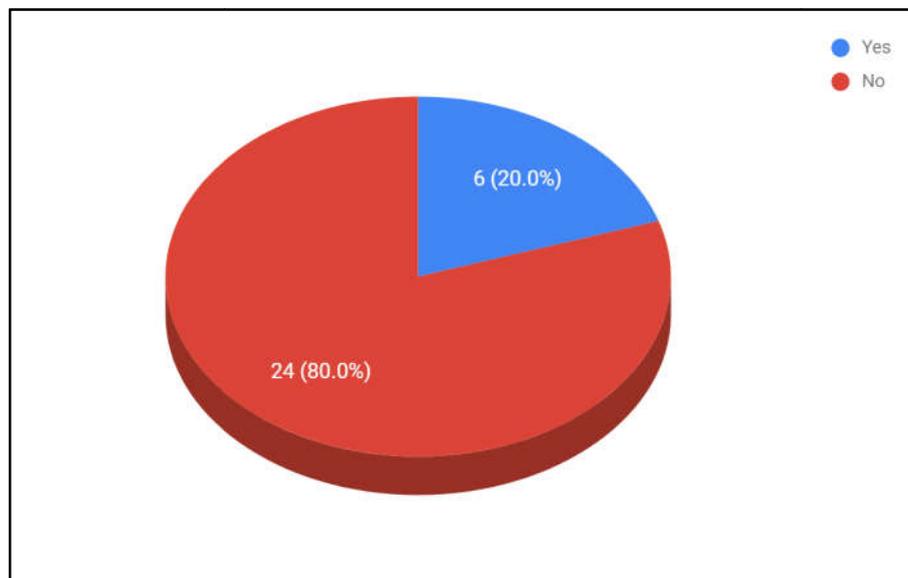
Figure 6 . Students' Opinion about the Time Allotted for Academic Writing.

The findings reveal that 80% of the students' opted for "No "as the time is not sufficient to develop their academic writing skill and this is a result of the complexity of the module itself, because it requires different kinds of conventions and rules that should the learners' master. Whereas, only 20% of the participants answered "Yes", perhaps of their different learning styles they consider the time allotted as sufficient.

Question 7. Do you find difficulties in academic writing module?
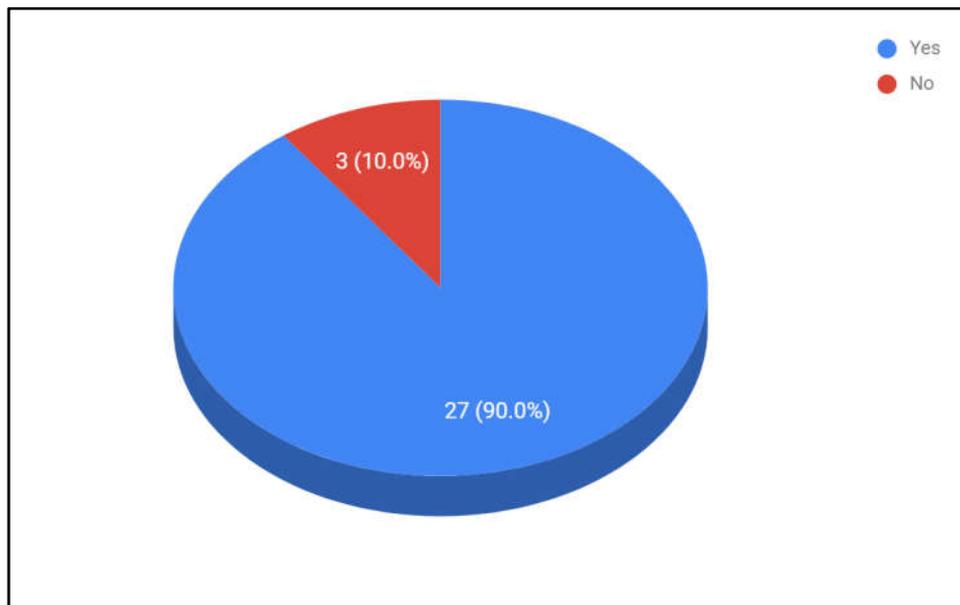
Figure7. Academic Writing Difficulties

Based on the data stated earlier 90% of the learners declared that they have difficulties in academic writing module and they suffer from mastering it in order to be professional in their learning contexts. Actually, mastering academic writing module is considered to be one of the most difficult skills that the learners face during the process of learning. The other 10% presents the learners who they academic writing level is good and they do not have any difficulties.

Justifications
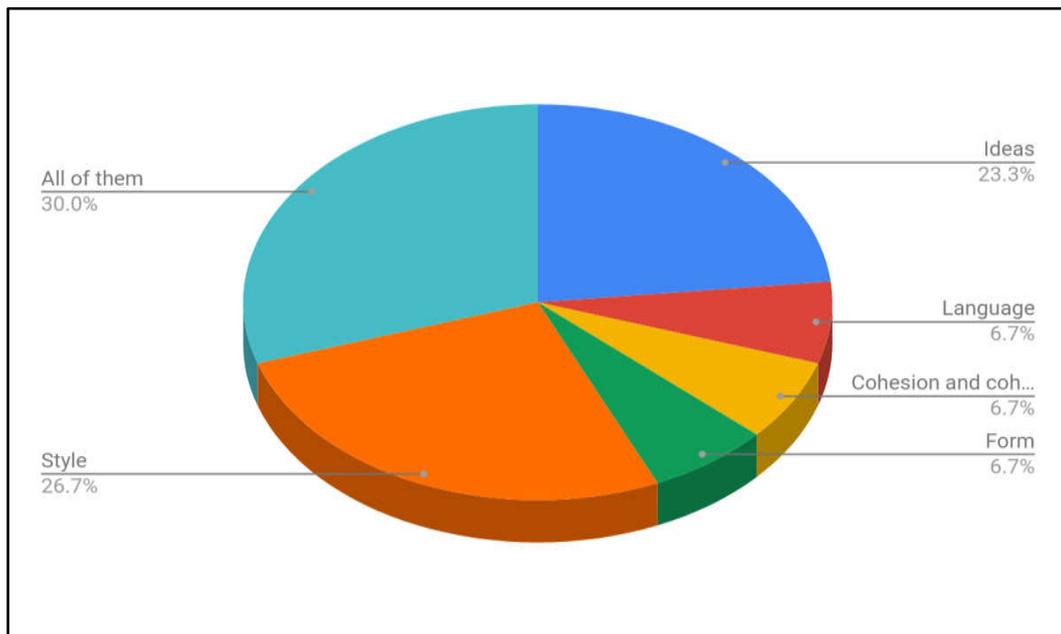
Figure 8 . Justifications of the Types of Academic Writing Module

Figure 08 presents the justification of the most difficulties that the learners face during writing. Learners find difficulties in writing style, 26.7 % of the learners stated that they have difficulties in practicing writing style. Others stated that they are suffering from making the paragraph cohesive and coherent and their language still need development. In writing also, 6.7% of the learners suffer from being unable to write well formed paragraph. Whereas other participants stated that they suffer from all of these elements in order to enhance their writing skill.

Question 8 . Does the way of teaching academic writing help you write effectively?
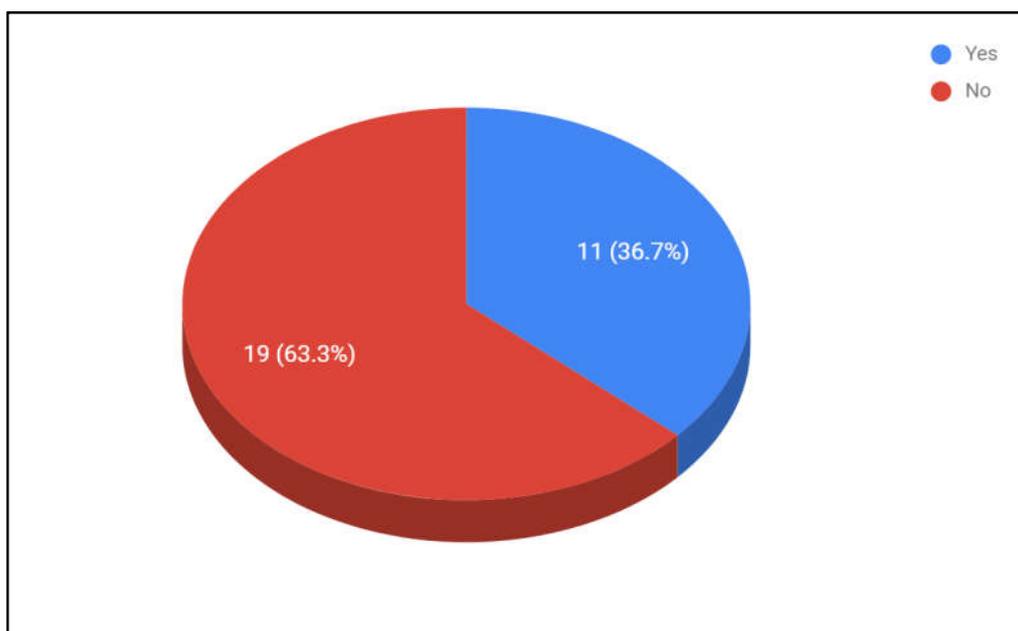
Figure 9 . The Teaching Strategy of Academic Writing

As it is shown in figure 09, the majority of the respondents declared that the way of teaching academic writing not sufficient to help them to write effectively. 63.3% of the students' who determine that the way of teaching academic writing module does not present the level to master the academic writing skill. 36.7% of participants who say "Yes" for the way of teaching academic writing which can help them in developing their academic writing skill.

Justifications

Out of thirty 30 students, 20 of them are consider the academic writing teaching method is not effective to help them in improving their writing skill. Mainly they lack the practice which represents an important part in enhancing their academic writing. Whereas, the other 10 students declared that the academic writing strategy can help the learners to enhance their academic writing abilities.

Question 9. Are you satisfied with the topics provided for academic writing module?
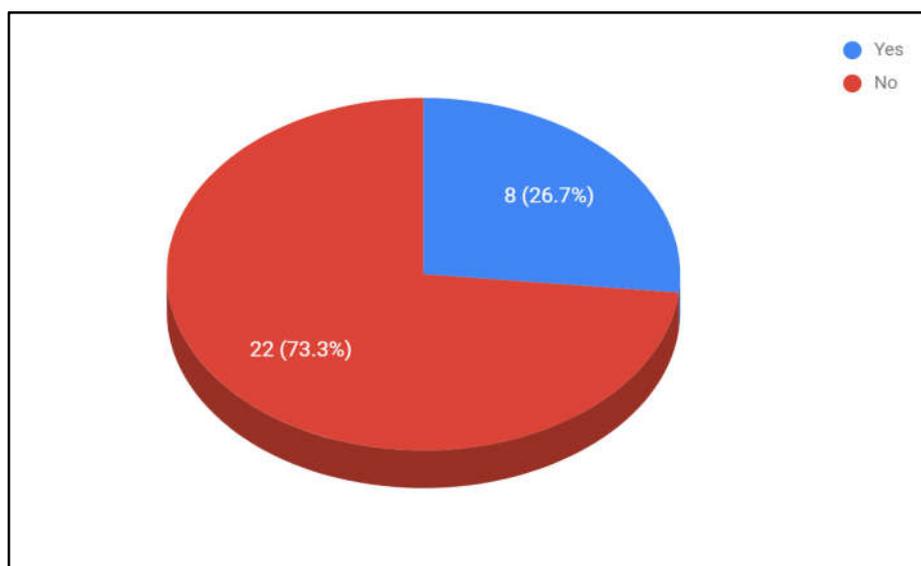
Figure 10. Academic Writing Topics

As it is presented in figure 10 the results indicate that 73.3% of the learners are not satisfied with the topics provided in academic writing module and that due to the teacher selection of the topics or they cannot find their aim through these topics. Learners are facing different problems with such topics because they claimed that the provided topics are not suitable to be creative in academic writing. However, 26.7% declared that the topics provided by their teacher are enough to enhance their academic writing skills.

Justifications

20 students declared that the provided topics in academic module need to consider the learner's need first , most of the learners are not satisfied with the topics discussed in their session and consider them as a waste of time with no doubt they do not help them to develop their academic writing skill and they kill the ability of creativity. 10 of the participants were satisfied of the suggested topics and they stated that they learnt different kinds of concerning the academic writing which lead them enhance their vocabulary and their level in writing.

Question 10. When you make mistakes, do you like to be corrected?
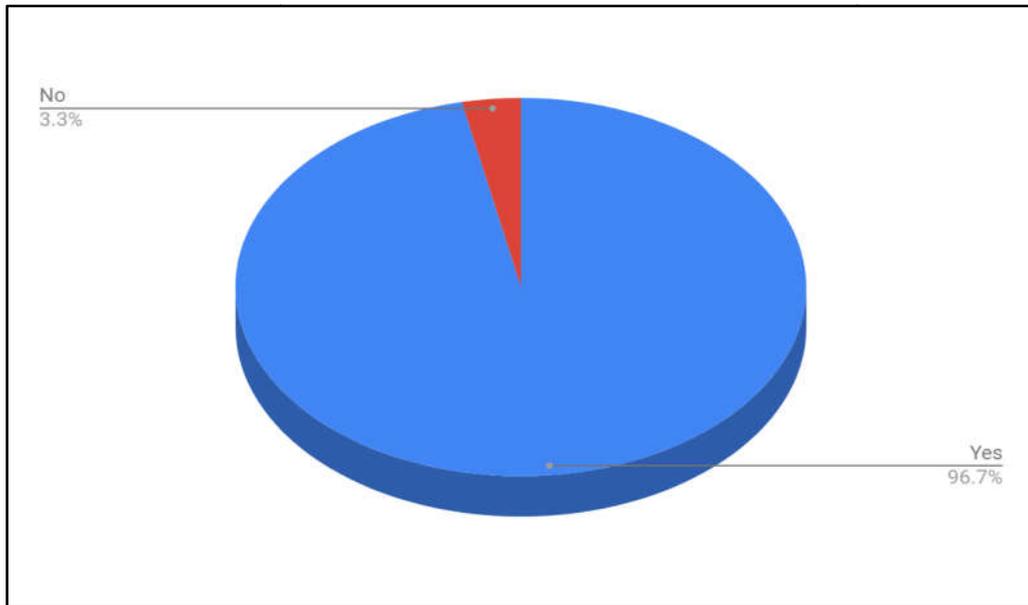
Figure 11 . Learners Attitudes towards Correcting their Mistakes

The aim of this question is to elicit the participants to determine their attitudes towards teacher correction, 96.7% of the respondents declared that they like their mistakes to be corrected in order to avoid the same mistake in the future also, they pin point that correcting their mistakes help them in improving their academic writing since they take teacher's correction in consideration. Whereas, 3.3% of the learners were against the teacher's correction and they do not prefer to be corrected.

Question 11 . When correcting, on which mistakes does your teacher focus more?
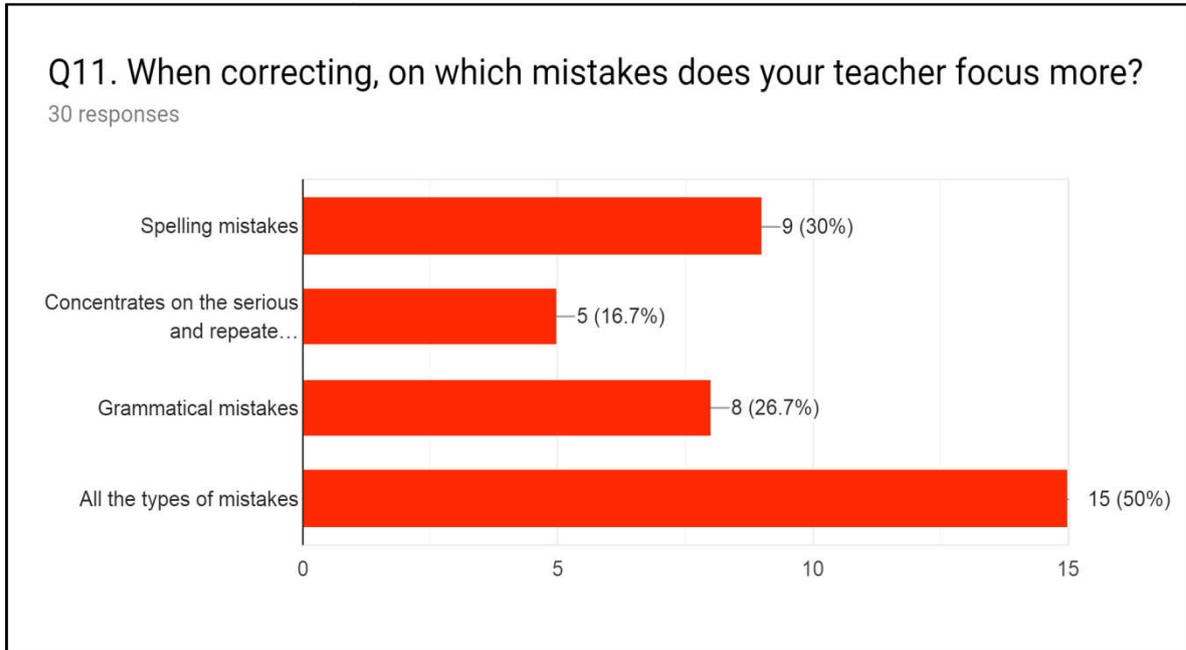
Figure 12 . Teachers' feedback

Based on the data indicated in figure 12, we noticed that 30% of the students declared that their teacher focuses more when correcting on spelling mistakes. However, 16.7% stated that their teacher concentrates only on the serious and repeated mistakes; moreover, other teachers were given a focus on the grammatical mistakes which represents 26.7% of the students' choice. Whereas, 50% of the students' signified that their teacher focused on all the types of mistakes when correcting.

Question 12. How does your teacher correct your errors?
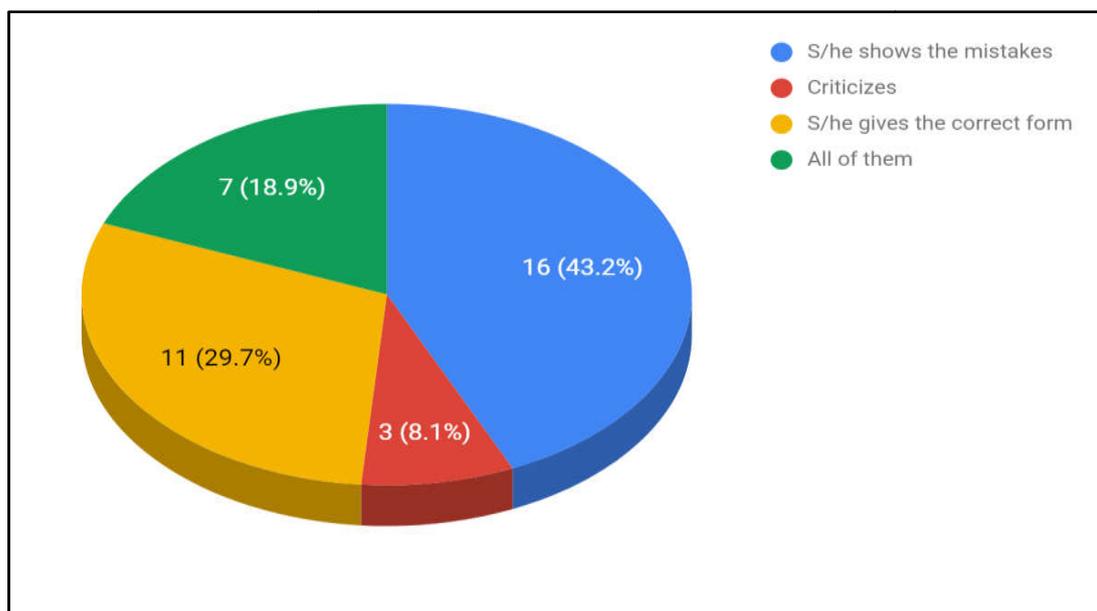
Figure 13 . Teacher Correcting Errors

Participants were asked to answer this question in order to know the way their teacher corrects their errors, 43.2 % of the participants stated that their teacher shows the students' mistakes and 8.1% criticize the learners' mistakes, while 29.7% of the learners claimed that their teachers gave directly the correct form. However, other participants signified that 18.9% of the teachers correct all of them.

Question 13 . Which source of feedback do you prefer?
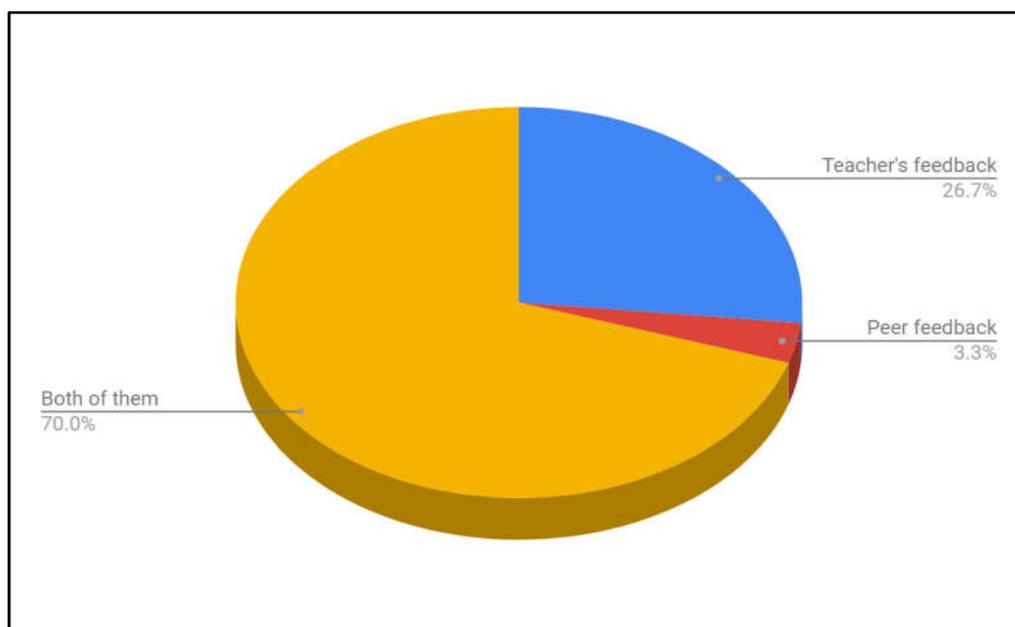
Figure 14 . The Learners' favorite Source of Feedback

The results obtained in figure 13 indicate that 27.7% of the respondents prefer teachers' feedback, while 3.3% prefer peer feedback. 70% of the learners declared that they prefer receiving both types of feedback. Each learner has his/her own way in receiving feedback and also which type of feedback they prefer to receive.

Justification

According to the results obtained only 26 students from 30 were justify their answers, 8 students who support receiving teacher feedback as a tool to enhance their academic writing , while 4 learners were preferring receiving peer feedback as a source to help them in their writing abilities. Moreover, 14 students declared that the best source of them to correct their errors was relying in both of teacher feedback and peer feedback.

Question14. Students' opinion about providing teacher feedback on their academic writing productions

The goal of this question is to give a chance to the learners to express their ideas and justifications about providing teachers' feedback on their academic writing productions. 29 students of 30 answer this question. The majority of the learners consider teachers' feedback as an important tool in order to help them in developing their academic writing skills. 96.6 % of the respondents supported teacher feedback and considered it as an crucial element in helping learners to enhance their academic writing, they gave different reasons such as: teacher feedback guide the learners in improving their academic writing, it is a tool to help the learners to develop their academic writing skill. Moreover, providing feedback to the learners can be the most effective element in assisting the learners' academic writing skill.

Question 15 . Does your teacher provide feedback in almost every lecture?
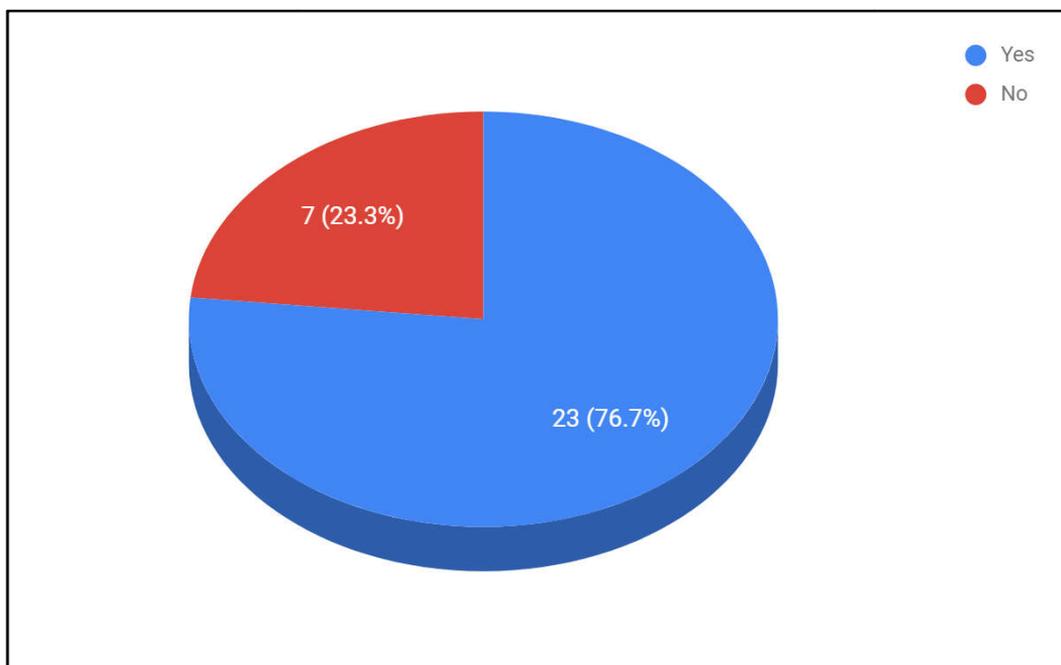
Figure 15. Frequency of Teachers' Feedback

The answers provided in figure 15 represent the frequency of teachers' feedback. 76.7 % of the learners declared that their teacher provides feedback in almost every lecture. According to the majority of the responses they received different kind of feedback in almost different lectures. However, 23.3% of the participants do not receive feedback in almost every lecture.

Justifications if it is yes,
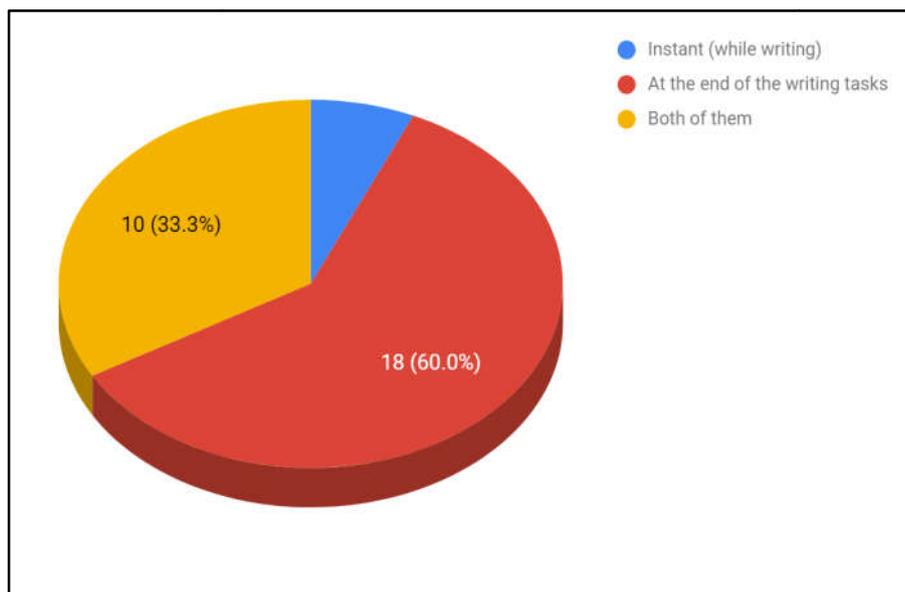
Figure 16 . Justification of the of Teachers' Feedback Frequencies

Students were asked to justify their answers about the frequencies of the teachers' feedback provision. 60% of the learners declared that the teacher provided feedback at the end of the writing task, while 6.7% of the respondents stated that the teacher provides feedback to his/her learners while writing. However, 33.3% of the learners stated that the teacher provides feedback in both cases.

Question 16 . What form(s) of feedback do you usually receive?
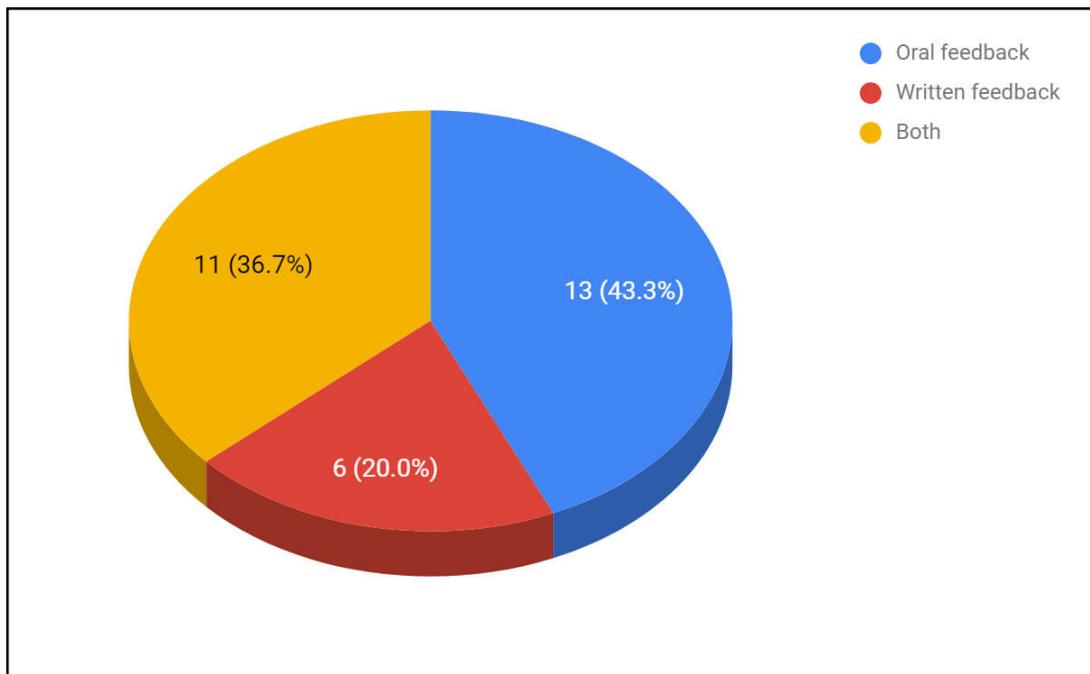
Figure 17. Feedback Forms

The results obtained in figure 16 demonstrate that 43% the students' receive mostly oral feedback on their assignments. However, 36.7 % receive both oral and written feedback. While 20 % of the students received written feedback. Based on these results, we conclude that the learners' receive different forms of feedback on their academic writing productions.

Question 17. Do you think that teacher' feedback can affect students' academic writing?
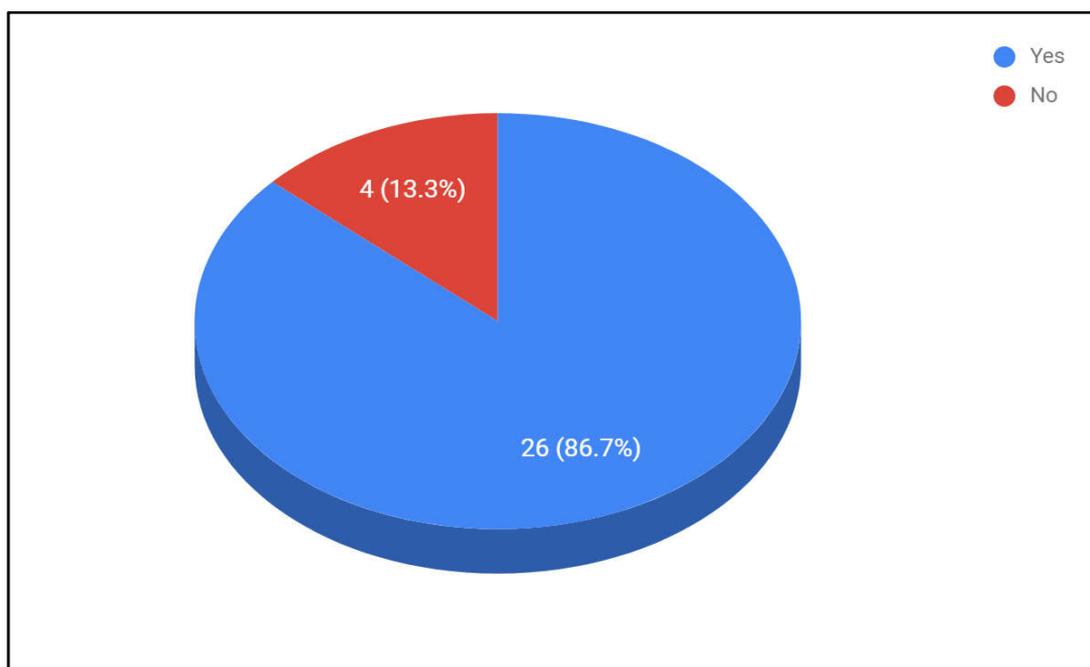
Figure 18 . Impact of Teachers' Feedback on Students' Academic Writing

The figure 17 presents the students' opinion about the teacher's feedback if it can affect their academic writing productions. However, 86.7% of the students declared that they rely on the teacher's feedback is almost the only source to improve their academic writing skill. While 13.3% of the learners stated that teachers' feedback cannot affect learners' academic writing because they consider it as a judgment on their writing production.

Justifications

Only 25 students out of 30 justified their answer to this question. The majority of the participants agree that teachers' feedback affect not only the learners' academic writing but also the other skills. The teacher's feedback can give the opportunity to the learners' to develop their writing skill in general and help them to enhance their level in academic writing in particular.

3.4.3. Discussion of the Students' Questionnaire

Relying on the results obtained from the students' questionnaire which was designed to Master one students' at Mohammed Khider University of Biskra, **,**we deduce that teacher's feedback has a major role in enhancing the learners' academic writing productions. From the collected data from questionnaire, we observed that the majority of the participants have difficulties in speaking and writing skills as expected from the beginning because mastering the academic writing skill needs a lot of efforts and rules to acquire. Furthermore, as the findings show that the majority of the learners were interested in the academic writing as an important skill they have to learn.

Based on the data we infer from the students' questionnaire, we declare that the level of the majority of the learners is good in English academic writing. Besides, the participants asserted that a professional writer should master the academic writing conventions and rules which are mostly difficult to acquire correctly. The latter are the major difficulties that face EFL learners' in developing their academic writing proficiency. Additionally, the majority of the participants asserted that they write in class one per week; writing presents a good step to enhance their writing abilities, learners considered writing per week insufficient to develop their academic writing productions and that is due to the time allotted to the session which does not allow them to do all the activities of writing whereby the majority of the participants argued that the time allocated to academic writing module is not sufficient to enhance academic writing skill.

According to students' answer, the majority 90% demonstrated that they have difficulties in academic writing module and that due to the several problems they suffer from such as: cohesion and coherence, the learners have difficulty to write well coherent and cohesive pieces of writing. However, learners mainly have difficulties in organizing

the ideas and the writing style and according to their answers they have difficulties in all of them, that what made mastering the academic writing skill more difficult than other skills.

Furthermore, in question number 08 learners were asked about the strategy of teaching academic writing module, the majority of the learners 63.3% not satisfied of the teacher method in teaching academic writing; they asserted that the method obtained in academic writing module is not effective to enhance their academic writing abilities. Furthermore, the participants were asked to give their opinion on the topics provided in teaching academic writing module; most of them show their dissatisfaction about the topics provided by their teachers and considered them uninventive topics which do not require the learners' need. Furthermore, we asked students' if they like their errors to be corrected, 96.7% their answers were yes; they asserted that correcting their errors help them developing their academic writing skill, and help them to master the academic writing. Besides, in question 11, learners were asked to determine the focus of their teacher when correcting their mistakes, they were also asked about the way their teacher corrects their errors if she/he directly shows the mistake or criticize the learners' errors or the gives the correct form where most of the students asserted that their teachers show the mistake directly.

In this questionnaire, the participants were asked to state the source of feedback they usually prefer to receive; 70% of the learners declared that they prefer to receive both teacher's feedback and peer's feedback; they justify their answer of being receiving two sources of feedback rather than one source. Question 14 was a chance to let the learners' expresses their ideas and suggestions about the teacher's feedback on their academic writing productions.

The majority of the learners 76.75% asserted that the teacher provided learners with different kinds of feedback during every session.. Additionally, respondents were giving an

opportunity to express their opinion about the effectiveness of teacher feedback on students' attitudes towards their academic writing.

3.4.4. Description of the Teachers' Questionnaire

In order to support the obtained results from the classroom observation and to support the students' questionnaire, we designed online questionnaire for the teachers' who are only concerning with teaching academic writing at English department of Mohammed Khider Biskra. We found five teachers who spent years teaching academic writing module. Providing teacher questionnaire was to give a further benefit to both classroom observation and the students' questionnaire. The major aim of the current questionnaire was to determine the attitudes of students' towards teachers' feedback in academic writing and how teacher feedback effect the learners' academic writing productions.

The current designed online questionnaire includes two sections: academic writing and section two teachers' feedback and students' attitudes. Furthermore, the online teacher questionnaire consists of a combination of both close-ended and open-ended questions where the learners are asked to tick Yes/No or to choose the appropriate answer(s) from the required options; the open ended questions are required from the learners to answer freely.

Additionally, the form of online questionnaire is different from the printed one, so we designed a cover page for the questionnaire which consists of a short passage to present the current research, in addition to, the instructions of the questionnaire in order to answer it as it is required. Also, we stated the researcher's name with his/her supervisor's name. Moreover, we stated the researcher's email address in case of any enquires.

Section One: Academic Writing

The current section was devoted to collect information about the academic writing. This section includes twelve (12) questions which were almost Wh questions. In (Q01) the

teachers were asked to specify their degree and they were asked of how long they have been teaching the academic writing module at the university level (Q02). Next, we asked the teacher to determine if teaching academic writing module is very important to enhance learners' writing skill (Q03). Moreover, (Q04) was to signified the teachers' opinion about the time allotted to teach academic writing, we asked them to tick Yes/No, we also asked them about the current syllabus of academic writing module if it is well covered to teach master one students with a sub question to justify their answers (Q05). In question number (06), an open ended question was to take a glance of the teacher attitudes towards evaluating the syllabus of academic writing module.

Furthermore, the academic writing section includes different questions gathered in order to help us in the current research. Question (07) was stated to select one type of academic writing which the teacher provides his/her learners to write. In question number (08), teachers were asked to tick Yes/No if their students' find difficulties in academic writing module which impede their development in academic writing skill. A list of options was suggested to the teacher to select the main aspects that have a great effect on his/her students' academic writing productions (Q09). Moreover, the teachers were asked to tick one of the difficulties they face when teaching academic writing module (Q10). (Q11) was to express the teacher opinion about how the teacher can help his/her learners' to improve their academic writing and what he/she can provide them to master the writing skill in general. Finally, a question was stated to know if the teacher satisfied with his/her learners' level of academic writing with a sub question to justify their answers (Q12).

Section Two: Teachers' Feedback and Students' Attitudes

The second section was about the teachers' feedback and students' attitudes. This section aimed to determine the teachers' feedback towards the learners' academic writing productions and the students' attitudes towards teachers' feedback.

In question number (13), was asking about the manner of the teacher that uses to evaluate his/her learners in academic writing. Next, (Q14) highlighted the importance of providing teachers' feedback on students' academic writing where we asked the teacher to choose from the required options. Question number (15), was to ask the teachers of their feedback forms they usually provide to their learners; they have to choose one of the suggested options. Teachers were asked how often they provide feedback to their learners on their academic writing production (Q16).

Moreover, since the current section about the teacher feedback,(Q17) was to determine when the teacher usually provides feedback to his/her learners. In (Q18), teachers' determine to select one answer from the suggested options about the feedback provided to the learners' which aspect the teacher focuses on more, while (Q19) was to tick Yes/No if they notice any development on their learners' academic writing level when providing feedback. (Q20), was to give an opportunity to the teachers in case their learners overlooked their feedback and do not take it into consideration. Finally, we deduce the teacher questionnaire with an optional question to provide us with any other comments and suggestions.

3.4.4.1. Analysis of the Teachers Questionnaire

This stage is devoted for teachers' questionnaire findings.

Question 01: Would you specify your degree?

Options	participants	Percentage
Master	0	0%
Magister	02	40%
Doctorate	03	60%
Total	05	100%

Table 3 . Teachers' Qualification
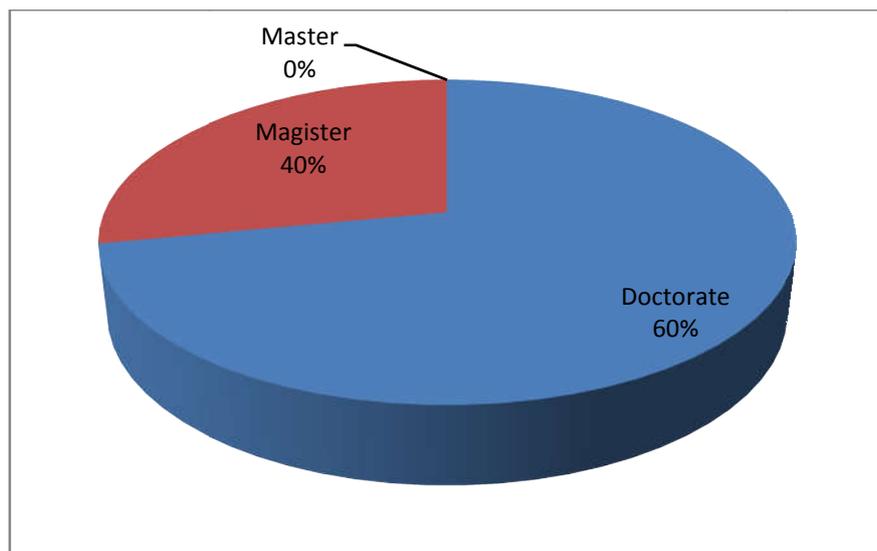
Figure 19 . Teachers' Qualification

The figure 19 shows general information about the teacher's professional degree, 60% of the teachers stated that they have doctorate degree. 40% of the other teachers declared that they have magister degree, while 0% for master degree.

Question 02: How long have you been teaching academic writing module?

Options	Participants	Percentage
02 years	02	40%
06 years	01	20%
07 years	01	20%
12 years	01	20%
Total	05	100%

Table 4 . Teachers' Experience
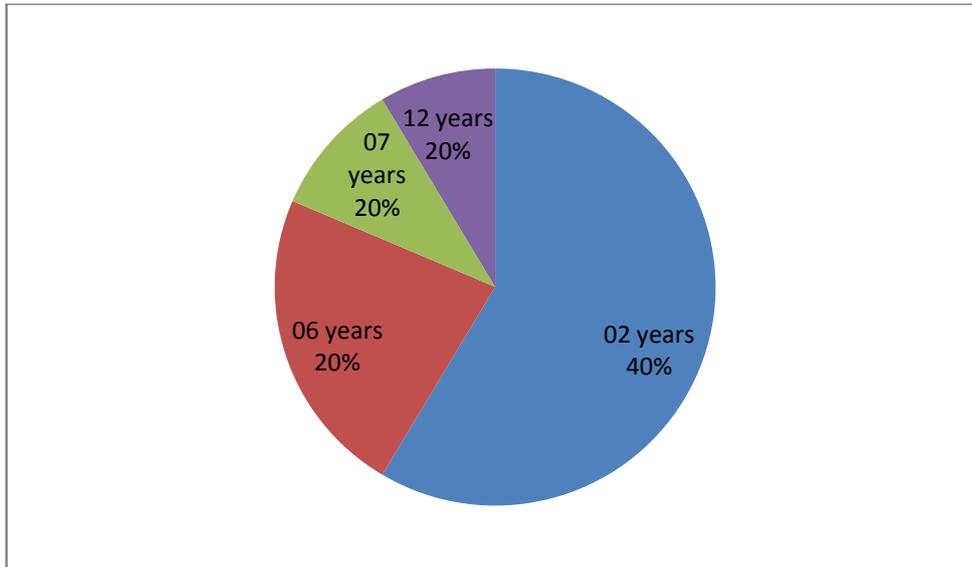
Figure 20 . Teachers' Experience

The figure presented the teachers' experience while teaching academic writing module, this figure demonstrated that the majority of the teachers have been teaching academic writing module more than 07 years, while 40% of the teachers have been teaching only 02 years.

Question 03: How do you consider academic writing?

Options	Participants	Percentage
Very important	05	100%
Important	0	0%
Not important	0	0%
Total	05	100%

Table 5 . The Importance of Academic Writing
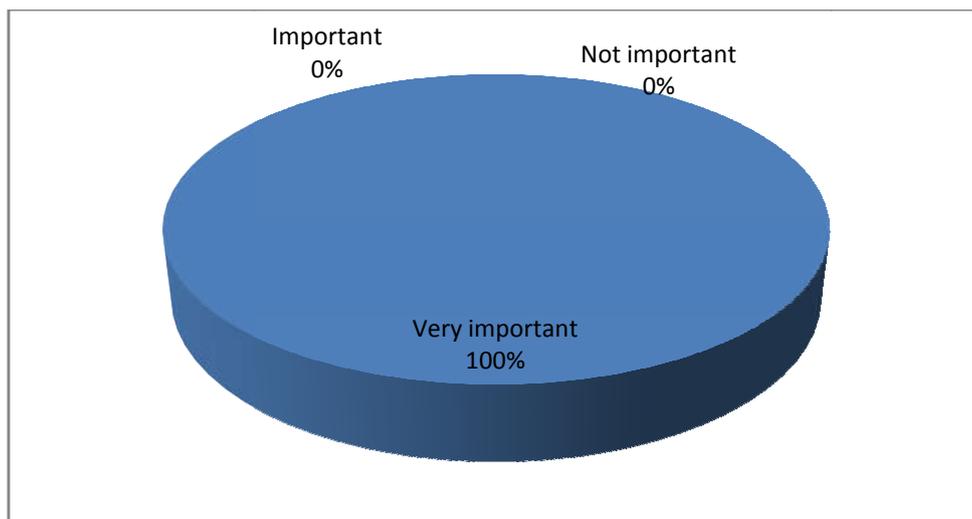
Figure 21 . The Importance of Academic Writing

figure 21 demonstrated the proportion of the importance of the academic writing module whereby the total ratio was given to this question. The participants' teachers agreed on the importance of the academic writing module in order to develop their learners' writing skill in general.

Justifications

Only 80% from the total number of the participants justify their answers, however, the majority insist on the importance of the academic writing module. They justify their answers as the academic writing is the skill by which in most of academic assignments are conducted. It allows students to write effectively.

Question 04: Do you think time allotted to this module is sufficient?

Options	Participants	Percentage
Yes	02	40%
No	03	60%
Total	05	100%

Table 6 . Teachers' Attitudes towards the Time Allotted to Academic Writing
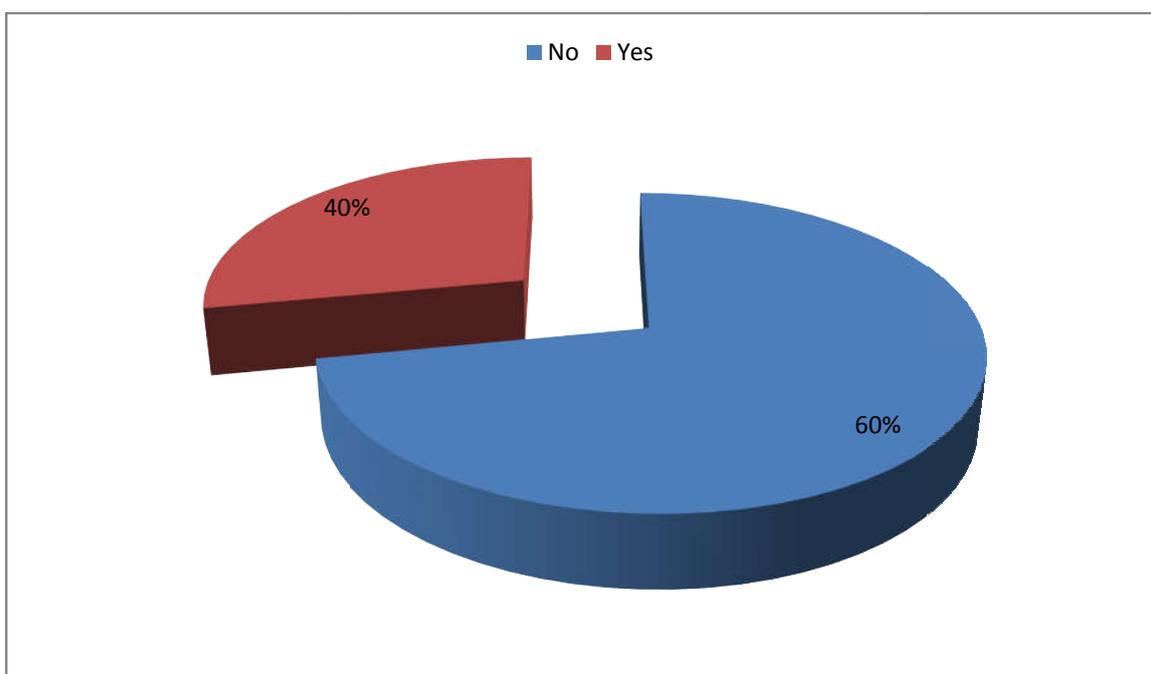
Figure 22 . Teachers' Attitudes towards the Time Allotted to Academic Writing

The aim of this question is to elicit teachers' opinion about the time allocated to academic writing module. The majority of the teachers' were not satisfied with the proposed time whereby 60% of the participants were suffering from the academic's writing time, and the majority of them declared that the time allocated is not sufficient for teaching its main basics. However, 40% of the teachers' do not have any problem with the time allotted.

Question 05: Do you think that academic writing module is well covered by the current syllabus?

Options	Participants	Percentage
Yes	01	20%
No	04	80
Total	05	100%

Table7. Teachers' Opinion about the Current Syllabus of Academic Writing
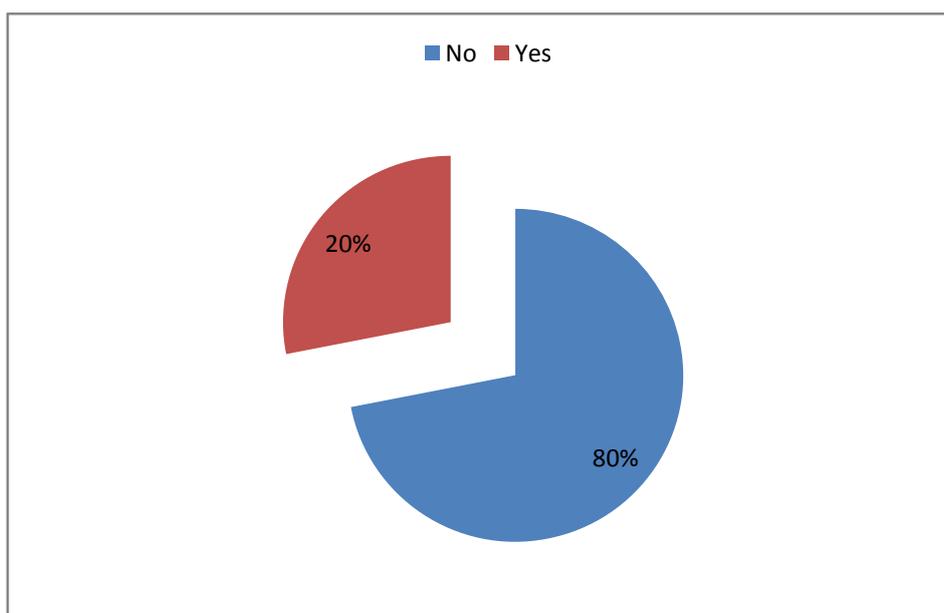
Figure 23 . Teachers' Opinion about the Current Syllabus of Academic Writing

Relying on the data indicated in figure 22, the majority of the teachers' agreed that the current syllabus is not well covered and do not cover the learners' need. 80% of the teachers' reported that the syllabus provided is not sufficient to teach the students' to improve their academic writing. Whereas, 20% of the teachers' argued that the syllabus used in academic writing module can be sufficient to improve learners' academic writing level.

If no, justify

Out of 05 answers from the total number, the teachers have been justified this question as the syllabus used in teaching academic writing module is not sufficient that what made the learners' lack much practice to improve their academic writing abilities. Due to the time allotted learners' cannot enhance their writing skill, also, one of the justifications suggested that the teachers' should update content of the program.

Question 06: How can you evaluate the syllabus of academic writing module of Master I classes?

The aim of this question is to give an opportunity to the teachers to evaluate the academic writing syllabus of master one classes. 80% of the participants' teachers gave their answers as the syllabus of academic writing is a complementary to the third year syllabus. Whereas, other teachers emphasize on students' need and what the syllabus can cover for them. Participants declared that master one syllabus includes a variety of lectures that teach students to help them to be effective academic writers.

20% of the participants stated that the syllabus of academic writing module needs to cover many points which would enable the learners' to write clearly and effectively, however, to fulfill this the teachers need more time in academic writing module especially when it concerns the practice in writing.

Question 07: Which type of academic writing your students are required to do most?

Options	Participants	Percentage
Writing essays	03	60%
Writing research paper	02	40%
Writing book review	0	0%
Writing articles	0	0%
Total	0	100%

Table 8 . Academic Writing Types
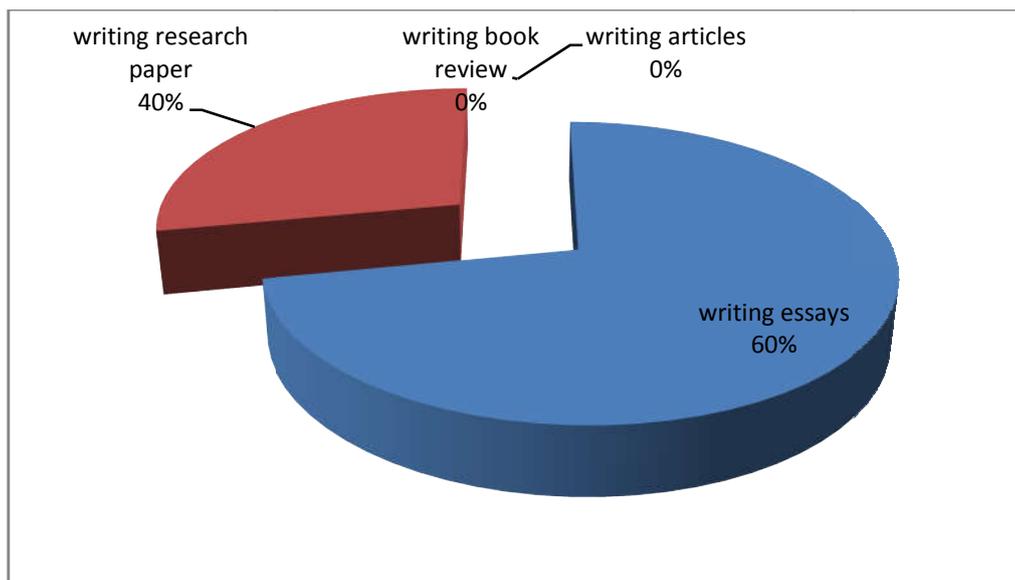
Figure 24 . Academic Writing Types

The figure 24 shows the different types of academic writing which the teacher required to do most in the classroom. This question aims to elicit the types of the activities which the teachers do most in the classroom. Most of the teachers declared that they ask their learners to write essays, 60% of the teachers agree that writing essays is the most effective way to help the learners to enhance their academic writing skill. However, 40% stated that writing research paper is the appropriate tool to develop learners' academic writing skill.

Question 08: Do your students find difficulties in academic writing module?

Options	Participants	Percentage
Yes	05	100%
No	0	0%
Total	05	100%

Table 9 . Academic Writing Difficulties
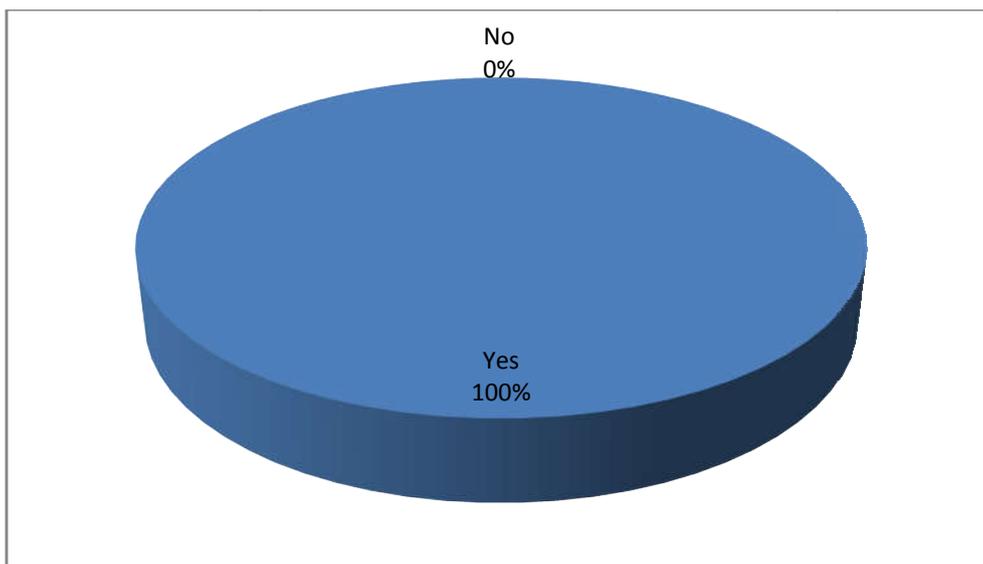
Figure 25. Academic Writing Difficulties

Figure 25 demonstrates the different academic writing difficulties which the majority of the learners' face when writing , 100% of the teachers agreed that their learners' have different kind of difficulties in academic writing. All the teachers supported their opinion that the learners' found difficulties in applying academic writing conventions and that what lead them unable to master the academic writing skill.

Question 09: From the following, what are the main aspects that have a great effect on your students' academic writing productions?

Options	Participants	Percentage
Word choice and ideas	02	40%
Grammar	0	0
Coherence and cohesion	0	0
Form	0	0
Style	0	0
All of them	03	60%
Total	05	100%

Table 10 . Teachers' Opinion towards the Academic Writing on Students' Productions
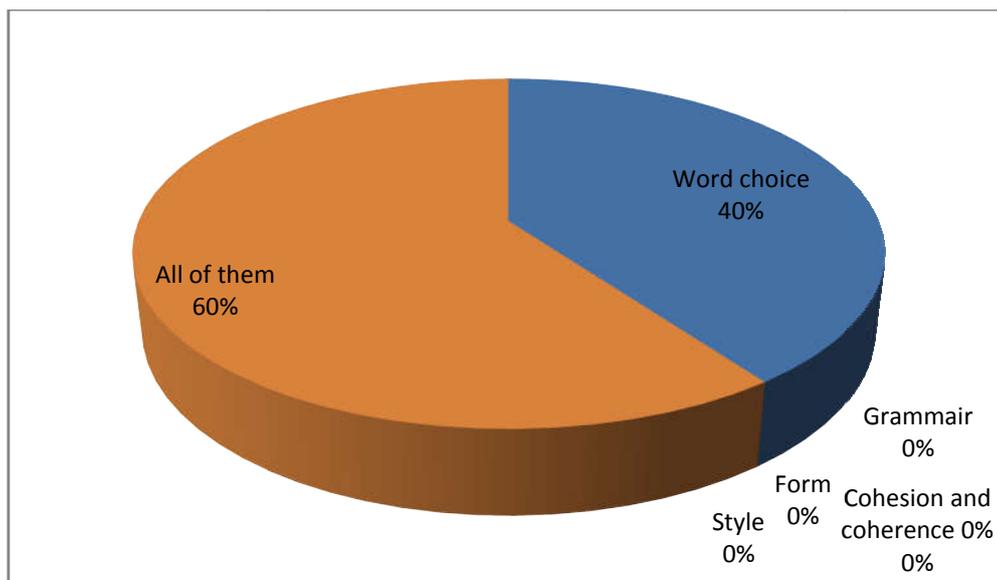
Figure 26 . Teachers' Opinion towards the Students' Academic Writing Productions

Figure 25 denotes that the overwhelming of the main aspects that have a great effect on students' academic writing productions. 40% of the teachers selected word choice as one of the main aspects that affect students' academic writing productions, while 40% stated that all the aspects mentioned in the figure (grammar, form, cohesion and coherence, style, word choice) effect the learners' academic writing productions.

Question 10: What are the major difficulties you face when teaching academic writing?

Options	Participants	Percentage
Time allotted	02	40%
Class size	03	60%
Total	05	100%

Table 11 . Teachers Difficulties when Teaching Academic Writing
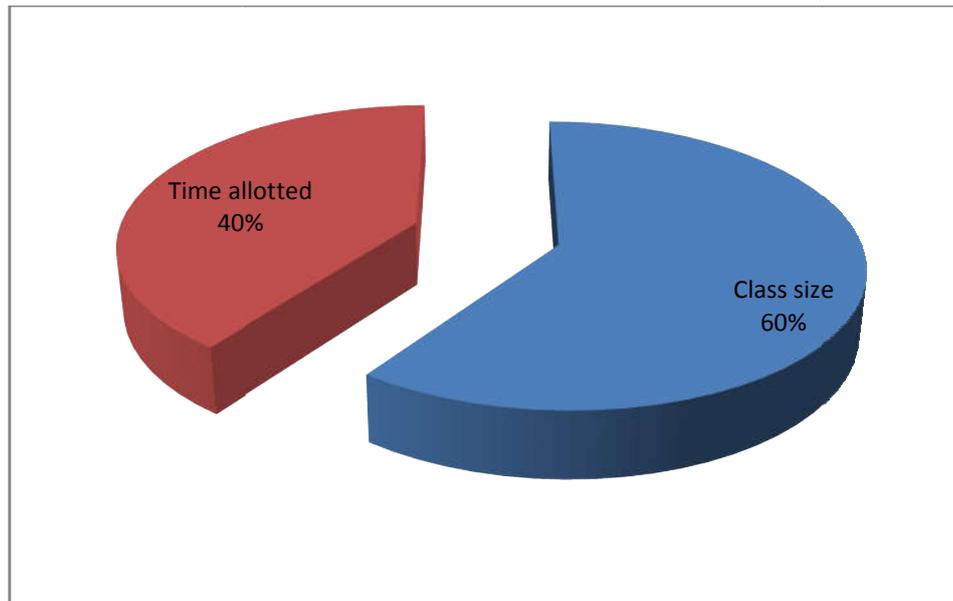
Figure 27 . Teachers' Difficulties when Teaching Academic Writing

Teachers in this question were asked to pin point the major difficulties they face when teaching academic writing module, 60% of the teachers signified that class size is the major problem which impede the process of teaching which is the significant point in learning the academic writing module, however, 40% of the teachers considers time allotted as the major difficulties facing them during their classes, and this is what make the process of learning more difficult.

Question 11: How can you help your students to improve their academic writing?

Through this question, we aimed to give the teacher the opportunity to express their ideas in order to help their learners' to improve their academic writing skill. 60% of the teachers agreed on one point which they focus on the practice, teachers help their learners' to improve their academic writing through encourage them to do a lot of extensive reading and further practices. The other 40% were trying to facilitate their learners through train them to be good readers and good critical thinkers.

Moreover, the majority of the teachers 3 out of the total number 5 emphasis on helping their learners to do their assignments for further practice and support them to improve the

academic writing skill. Mastering the conventions of academic writing is considered to be one of the major challenges facing both teachers and learners; teacher find difficulties in teaching these conventions and learners find problems in understanding academic writing rules.

Question 12: Are you satisfied with your students' level in academic writing?

Options	Participants	Percentage
Yes	05	100%
No	0	0%
Total	05	100%

Table 12 . Teachers' Opinion towards Students' Level in Academic Writing
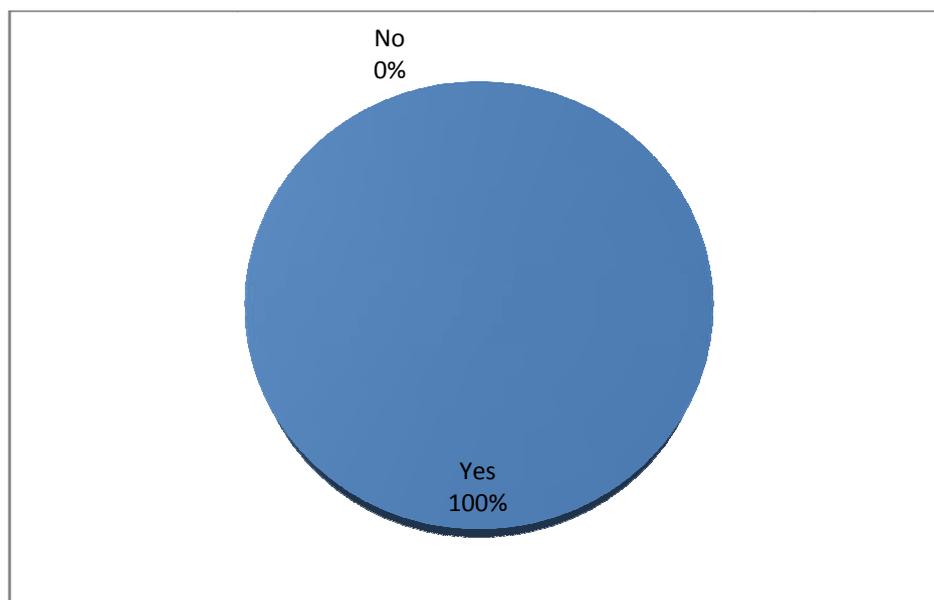
Figure 28 . Teachers' Opinion towards Students' Level in Academic Writing

Figure demonstrates the teachers' opinion towards students' level in academic writing; all the teachers (100%) declared that their learners' level in academic writing is not sufficient to be academically competent. Academic writing is one of the most important skills and the most difficult skill which the learners still struggle to master.

Explanation

Teachers justified their answers about the students' level in academic writing, the majority of the teachers claimed that the learners have a lot of deficiencies at different levels: in style, coherence and cohesion and they continue doing the same errors in spite of the teacher correction. 20% of the teachers declared that their students apply what they study only in their course; they do not extend their practice to the rest of the courses.

Question 13: How do you evaluate your students' academic writing?

Options	Participants	Percentage
Provide multiple test format	03	60%
Self assessment	02	40%
Informal observation	0	0%
Total	05	100%

Table 13 . Students' Evaluation in Academic Writing
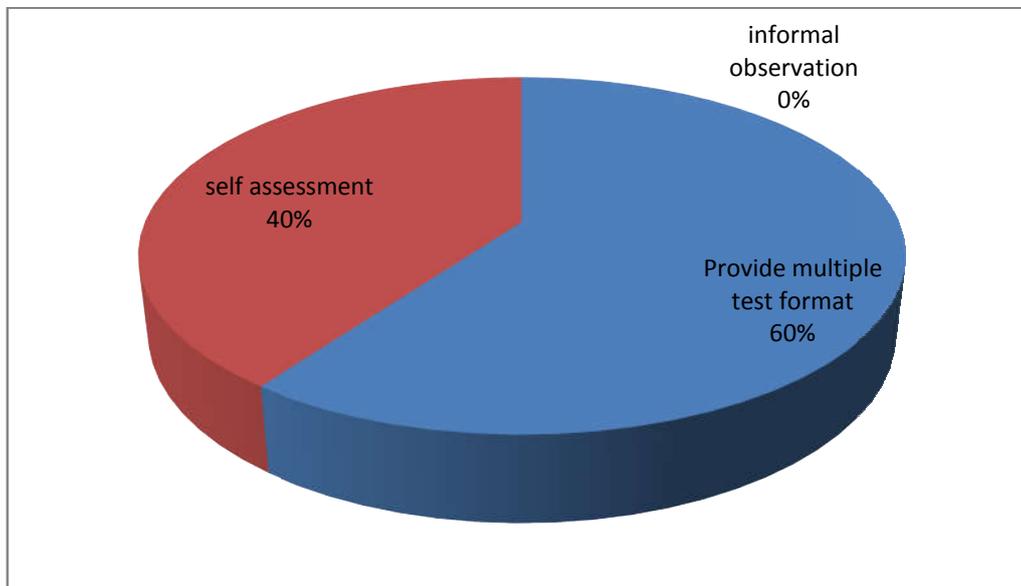
Figure 29 . Students 'Evaluation in Academic Writing

The aforementioned table 13 displays that 03 teachers with the percentage of 60% agreed on one sample of evaluation; they provide multiple test format for their learners in order to assess them, while, 40% of the teachers prefer self assessment for their students'.

While the informal observation represents 0%. This gathered data elucidate that the majority of the teachers prefer evaluate their learners providing them multiple test format.

Question 14 . How important is it for a teacher to provide feedback on students' academic writing?

Options	Participants	Percentage
Very important	05	100%
Important	0	0%
Not important at all	0	0%
Total	05	100%

<div align="center">Table 14 . The Importance of Providing Teachers' Feedback</div>
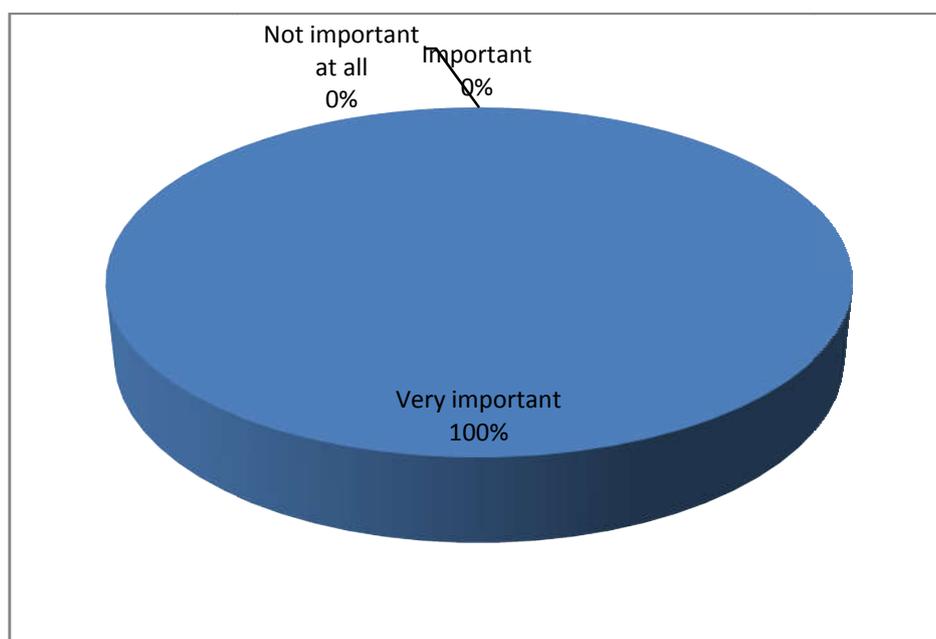
<div align="center">Figure 30 . The Importance of Providing Teachers Feedback</div>

Based on the data stated in figure 30, 5 (100%) participants demonstrated that providing teacher feedback is very important because it gives the opportunity to the learners to correct their errors and help them to master the writing skill. Providing feedback is considered the most significant tool to enhance the learner's academic writing. While no one mentioned that academic writing is important or not important at all, they all agree that it is very significant.

Question 15: What forms does your feedback usually take?

Options	Participants	Percentage
Oral	0	0%
Writing	0	0%
Both	05	100%
Total	05	100%

Table 15 . Feedback Forms
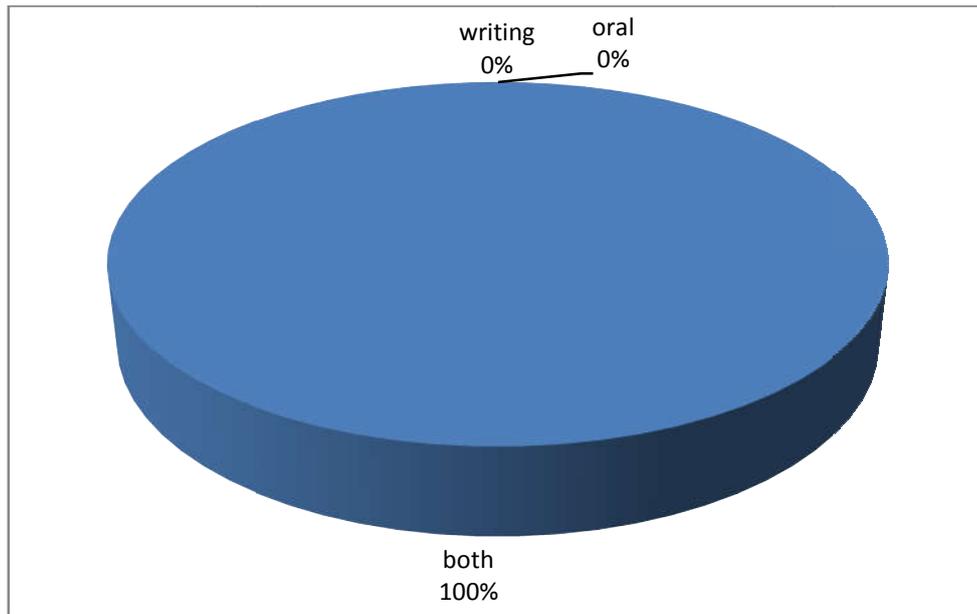
Figure 31 . Feedback Forms

Relying on the data stated in figure 31 all the teachers 100% declared that they provide both written and oral feedback during their sessions. All the teachers agreed on providing both forms of feedback because relying on one form is not adequate for the learners and cannot meet the students' needs.

Question 16 . How often do you provide feedback on your students' written production?

Options	participants	Percentage
Always	02	40%
Often	02	40%
Sometimes	01	20%
Rarely	0	0%
Total	05	100%

Table 16 . Teachers' feedback frequencies on Students' Written Productions
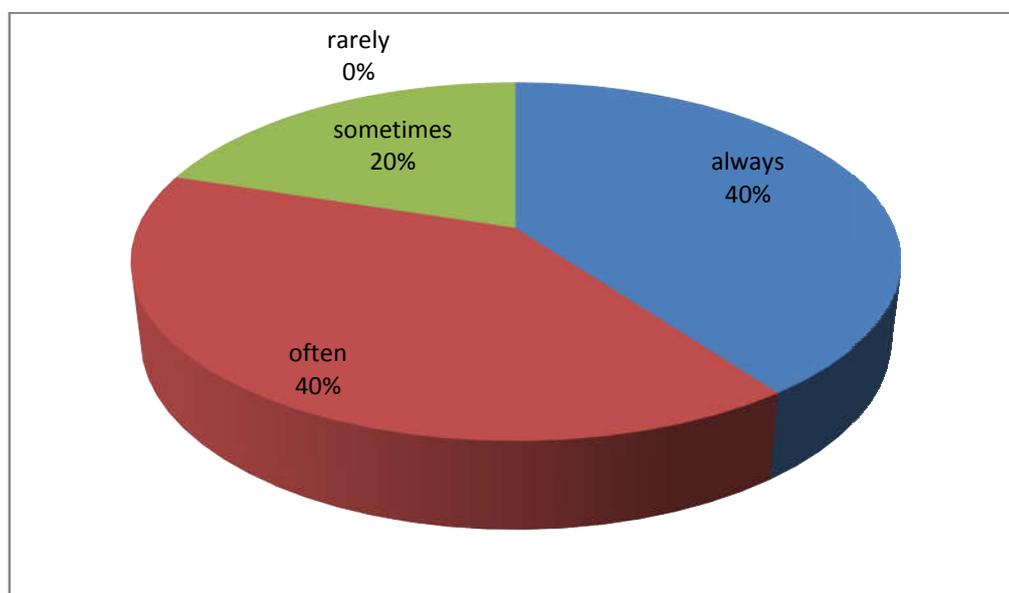
Figure 32 . Teachers' frequencies of Feedback on Students' Written Productions

According to the teachers answers shown in figure 32 , we noticed that 2 (40%) stated that they always provide feedback on their learners' writing productions, while 40% the teacher often provide feedback , besides 1 (20%) of the respondents chose sometimes provide feedback to their learners.

Question 17 . When you usually provide feedback?

Options	Participants	Percentage
While writing	01	20%
After writing	0	0%
During and after writing	04	80%
Total	04	100%

Table 17 . Teacher Feedback
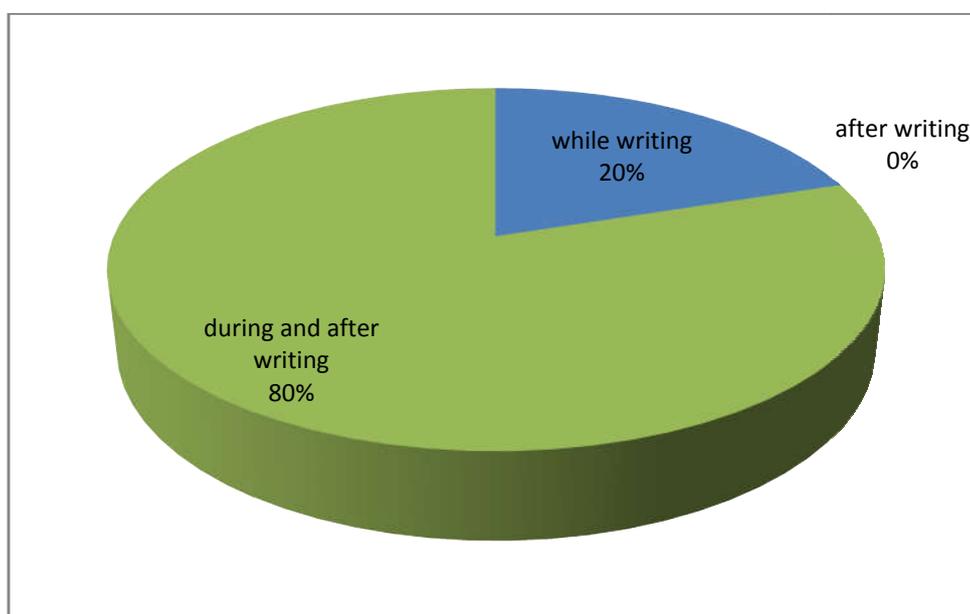
Figure 33 . Teacher Feedback

As it is shown in table 17, the majority of respondents declared that the provide feedback during and after writing 80%. However, 1 participant represents 20% from the selected sample declared that they provide feedback only while writing. Feedback is very important to facilitate the process of learning; teachers' mainly provide feedback during and after writing because the process of feedback gives the opportunity to the learners to perform better in their academic writing process.

Question 18 . When you provide feedback, you usually focus on?

Options	Participants	Percentage
All errors	01	20%
Only frequently occurring errors	02	40%
Errors that impede comprehension	02	40%
Total	05	100%

Table 18 . The Teacher Feedback Focuses
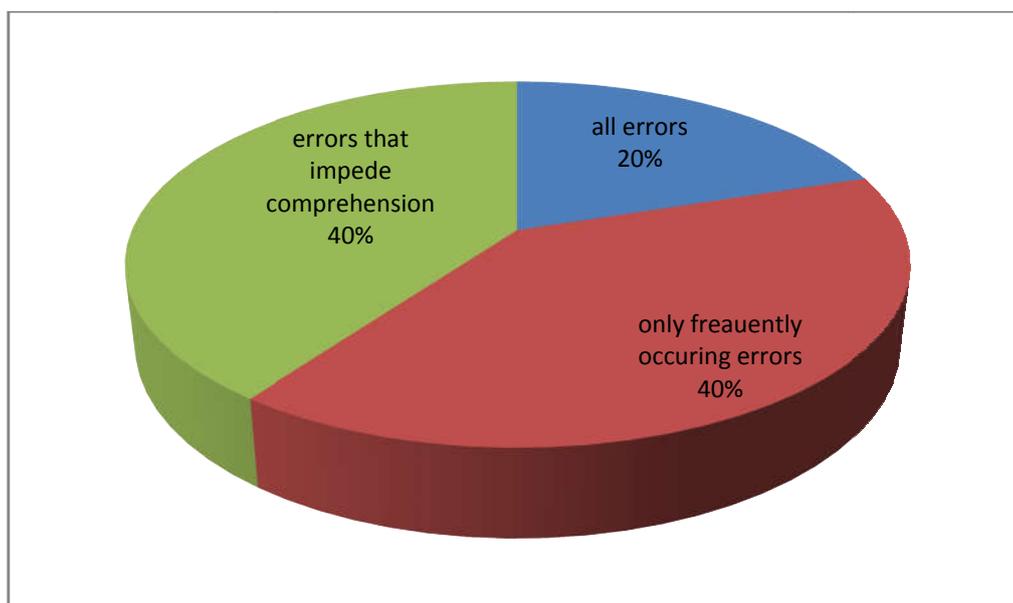
Figure 34 . Teachers' focusing Feedback

The participants who represents 40% demonstrated that when they provide feedback they focus more on the errors which impede comprehension, and the other 40% which represents 2 from the total sample focus on only frequently occurring errors. However, 20% presents the teachers who declared that when providing feedback they focus on all errors.

Question19. Do you notice the development of your students writing level after providing feedback?

Options	Participants	Percentage
Yes	05	100%
No	0	0%
Total	05	100%

Table 19 . The Development of Students' Writing Level
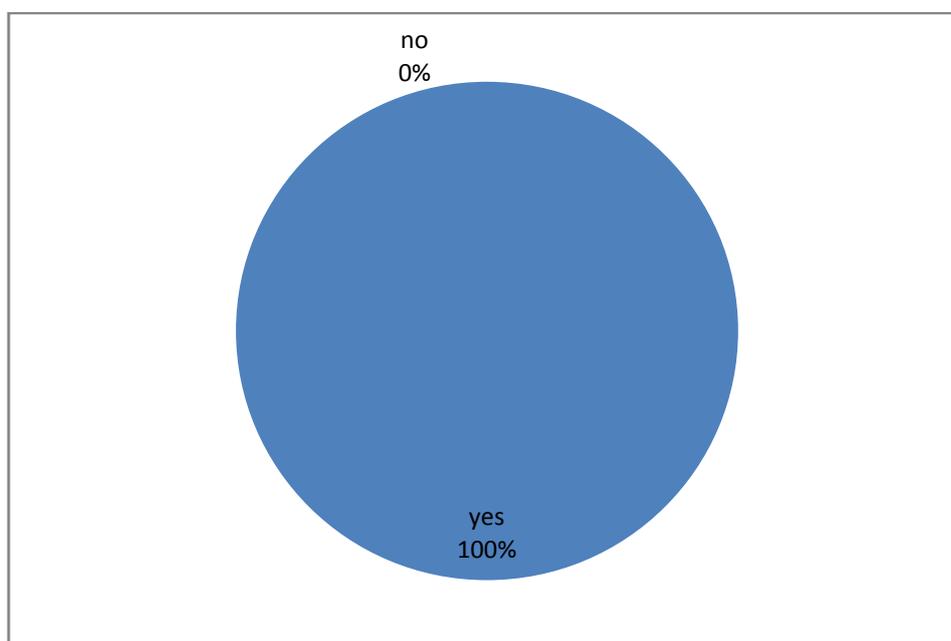
Figure 35 . The Development of Students' Writing Level after Providing Feedback

Based on the results shown in table 19, we notice that all the teachers agreed that on the development of their students' writing level after providing feedback. 100% of the participants declared that students develop their writing when they take teachers' feedback into consideration. Teachers' feedback plays a major role in enhancing learners' academic writing productions so; receiving feedback can develop learners' writing productions.

Question 20 . When some students overlooked your feedback, how would you encourage them to take into consideration your feedback?

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In this question we asked the teachers about their reactions if the learner overlooked their feedback and how would they do to encourage them to take it into consideration. Teachers declared that by demonstrating the importance of the teacher feedback learners' will ameliorate different kinds of errors, moreover, taking teachers' feedback into consideration can develop learners' writing productions.

Furthermore, all the teachers insisted on the importance of feedback in helping learners to enhance their academic writing productions. Teachers should vary in the methode of providing feedback; using different ways to adjust their mistakes additionally, they suggested using assessment and mark them in order to drive the learners to apply what they learnt. Teacher feedback is so important in the process of teaching and learning and learners must take it into account because it is a crucial step to enhance their academic writing productions.

Feel free to provide us with your comments and suggestions

To deduce, we asked the teachers to help us to add further comments and suggestions. We received different suggestions which they would change many things in the processing of teaching academic writing , One of the participants reported that academic writing is a matter of practice inside the classroom. Moreover, one of the teachers suggested that we should encourage the learners' to develop the technique of peer assessment which is a good strategy that help learners to be conscious of any mistake and be able to correct it in advance.

3.4.4.2. Discussion of the Teachers Questionnaire

Based on the findings obtained from the analysis of teacher questionnaire which was submitted to academic writing English teachers at university of Mohammed Khider Biskra, we confirm that the obtained results are part of the current research which is entitled " EFL

learners' attitudes towards teachers" feedback in academic writing", according to the analysis of the teacher feedback we infer of the importance of teacher feedback in the process of learning and teaching, feedback plays a major role in developing learners' writing productions. The analysis of the questionnaire enabled us to know the teachers' attitudes towards academic writing skill in general and the effectiveness of feedback on learners' productions.

The analysis of teachers' questionnaire allowed us to conclude that academic writing is a significant module which EFL learners' are struggle to master its main rules and conventions and the role of the teacher feedback and how can facilitate the learners' to write academically in effective way. From the data obtained the questionnaire, we gathered general information about the teachers' teaching background, the findings reveal that 40% of the teachers have magister degree and 60% got doctorate as a professional degree, they have been teaching academic writing for years whereby 40% of the teachers reported that they have been teaching academic writing for two years, while the 60% was divided between 6 years, 7years and 12 years.

Furthermore, as the findings show, all the teachers agreed that academic writing is an important module in the university level which can give the learners the opportunity to become good academic writers if they master the academic writing skill. The option of choosing the academic writing module as an important skill is to open a wide range of the opportunities to change the learners' writing level. Moreover, relying on the data gathered from the teacher questionnaire, we deduce that the majority of the teachers (03) from the total (05) sample which they represent 60% they find problem with the allocated time of the academic writing module , academic writing module with its significant and its rules has a wide range of the conventions and pillars which we cannot limit it , and the process of teaching this module it is not an easy task, so that the majority of the teachers found

1h30 is not sufficient to teach such module. Since the time allotted to academic writing is not sufficient.

Most of the teachers 80% declared that academic writing syllabus of master one is not well covered, and need a lot of changes which can update the whole program. Besides that teachers were asked to evaluate the syllabus of academic writing module of master one classes, which they presented their ideas according to what the syllabus covers. Additionally, the majority of the participants' teachers asserted that they required their learners to write essays.

According to the teachers' answers, all the students have difficulties in academic writing module 100% of the teachers demonstrated that all the learners suffer to master the academic writing skill, they all agreed that applying the conventions of academic writing is not an easy task and learners need to practice the academic writing in order to be competent, however, mastering academic writing need to acquire different aspects which can effect learners' academic writing productions; 40% of the teachers demonstrated that learners have difficulties in word choice and organize their ideas, while , 60% reported that learners have different kinds of problems which they struggle to solve , grammar, coherence, cohesion, form and style are the major challenges that the learners face during writing .

Teachers also face different problems which unable them to teach the academic writing module effectively, they were asked about the difficulties that may face them and impede the process of teaching, 60% reported that class size plays a major role in controlling the teaching process and it considered to be the main problem that teachers face during teaching, however, 40% of the teachers considered the time allotted among the difficulties that impede the teaching process.

Furthermore, in (Q11) we asked the teachers to express their opinions about the strategy they use to help their learners to improve their academic writing , the majority of their answers focused on supporting the learners' to improve their level in academic writing through a further practice, although , they declared that the learners' level in academic writing is not enough to be academically competent , so that they are providing multiple test format for their learners whereby 60% of the teachers declared that they are using different test format to evaluate their learners, while 40% relied on self assessment as a process of evaluation.

Additionally, the participants who represent 100 % from the total sample demonstrated that providing feedback is very important on students' academic writing, teachers' feedback gives the chance to the learners to correct their errors and continue the process of writing until they became professional academic writers.

From the current analysis of the teacher questionnaire, we conclude that teachers do their best in providing learners with the necessary feedback, and they try hard to give them the different kinds of feedback in order to help them to improve their academic writing.

Conclusion

To conclude, the present chapter tackled many stages in demonstrating the results of the questionnaires. In this chapter, we used two data gathering tools which were a classroom observation checklist and semi structured questionnaire for both teachers and students. The current chapter presented students' attitudes towards teachers' feedback and the effect of teacher feedback on students' academic writing productions. Additionally, it describes the different details included in both questionnaires and classroom observation. Furthermore, this chapter clarifies the results gathered in this research work which refers to the different answers given by the participants. After analyzing both teachers and students

questionnaire we allocated a part for the discussion of the findings. Finally, the obtained results gathered from this chapter validate our hypothesis which is "teacher feedback effects EFL students academic writing productions", this means that providing feedback to learners' academic writing productions help them to write effectively.

Pedagogical recommendations

Based on the results obtained from both teachers and students questionnaire and classroom observation which confirmed the effectiveness of the teachers' feedback and its influence on learners' academic writing productions. Through this study we attempt to suggest pedagogical recommendations and implications that may be helpful in learning and teaching process. We suggest a number of recommendations:

Recommendations for teachers

✓ Teachers are advised to vary in the teaching strategy in order to motivate the students and make them engaged in the classroom activities.

✓ Teachers are advised to choose different activities and topics so that learners do not get bored and they engage in the tasks provided.

✓ Teachers are advised to elaborate the syllabus of academic writing module of master one classes.

✓ Teachers are advised to vary the academic writing themes in order to improve their learners' academic writing productions.

✓ Teachers should advise their learners to take their feedback for better achievements.

✓ Teachers are advised to provide both content and form feedback to their learners in order to help them to improve their academic writing.

✓ Teachers are advised to identify the students' academic writing needs and difficulties so that they can overcome academic writing challenges.

✓ Teachers are advised to integrate ICT in the process of learning and teaching.

✓ Teachers are advice to provide further practice to their learners.

Recommendations for students

✓ Students should take teachers' feedback into consideration in order to improve their academic writing productions.

✓ Students should be aware of the importance of the teacher feedback.

✓ Through practice, students enhance their academic writing level.

✓ Learners should give importance to the academic writing module in order to improve their academic writing and become a good academic writer.

Recommendations for further studies

✓ The current study conducted learners' attitudes towards teachers' feedback in academic writing, however, for further research; researchers would investigate the role of teachers' feedback in improving EFL students' motivation.

General conclusion

Teaching and Learning academic writing is considered to be a crucial step at the university level. The development of students' academic writing depends on the effective use of teacher feedback. In the current work, we presented the importance of teacher effective feed and how it can help learners to develop their academic writing productions.

The main goal of this study is to investigate EFL students' attitudes towards teachers' feedback in academic writing and to determine the effectiveness of teacher feedback in improving students' academic writing productions. Predominately, in this work one hypothesis was arising to suggest that the teacher's feedback can affect positively learners' academic writing productions. This research was conducted at Mohammed Khidre University of Biskra with Master I students English during the academic writing sessions.

The present research covers three main chapters. The two first chapters were devoted to the theoretical part talking about the academic writing skill as well as the teachers' feedback and students' attitudes. The first chapter dealt with different kinds of academic writing conventions and rules. It includes academic writing definitions, its features and characteristics, the difference between academic writing and writing, curriculum for teaching the language features of academic writing, academic writing difficulties, and academic writing approaches. However, the second chapter was concerned with the teacher feedback and students' attitudes. This chapter includes different issues relating to feedback definition, the importance of feedback, adjusting feedback for different types of learners' types of feedback, feedback levels, dimensions of feedback strategies, feedback and assessment, teacher written feed, the importance of the written feedback, forms of teachers written feedback besides learners' attitudes towards teacher feedback.

While in the third chapter, we dealt with the practical part whereby a classroom observation was applied on four classes of master one science of the languages branch during the academic writing sessions of Master I students, then we posted online questionnaires for both teachers and students in order to determine both attitudes towards academic writing module and teachers' feedback on students' academic writing productions. The current chapter was devoted for the analysis of the findings provided by the mentioned data gathering tools.

According to the findings of the current research, we validate our hypothesis which stated that teacher feedback affect students' academic writing productions. Over the classroom observation sessions, we noticed deemed improvement after receiving the teacher feedback and reported that they witnessed a significant improvement in their academic writing productions after receiving feedback.

To sum up, the present work is accomplishment to both students and teachers, students to understand the process of feedback and how they receive teacher feedback in order to enhance their academic writing assignments and for teachers to elucidate how feedback works and when they give the necessary feedback. With the teacher feedback learners' can improve their academic writing skill and develop their writing skill in general.

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Appendices

Appendix 1. Classroom observation Checklist

Classroom observation check List

Teacher: Date:

Observer: Time:

Class observed: Branch:

Items to be observed	Characteristics	Yes	NO
Classroom environments	1) The physical setting is large and clean. 2) The classroom contains materials which needed for the learning process. 3) The classroom is comfortable and helps the students to do their activities. 4) The class is overcrowded.		
The teachers' role	1)the teacher makes flexible use of classroom space, time and materials. 2) The teacher gives clear directions for multiple tasks. 3) The teacher uses various students grouping: individual, pairs, small group. 4) The teacher uses different strategies in teaching academic writing. 5) Teacher starts asking questions to his/her students. 6) Interactions between teacher and student about the several activities that have been done in the class. 7) Teacher gives tasks during, after or before the session begin.		

Teacher responses' to students errors	1) Teacher responses to students' errors. 2) Teacher responses positively to students' errors. 3) Teachers responses negatively to students' errors. 4) Students make errors during or after the writing activities.		
Teachers' feedback	1) The teacher provides learners with feedback about their production. 2) The teacher gives feedback during the session. 3) The teachers' correction during the course develops learners writing. 4) The teacher' feedback has a positive effect on students writing production. 5) The teacher' feedback has a negative effect on students writing productions. 6) Teacher gives the learners a chance to correct to each other. 7) The teachers' feedback focused on the task, not the learner. 8) Teacher provides writing feedback to his/her learners. 9) Teacher provides oral feedback to his/her learners. 10) The teacher's feedback given when the students are not actively engaged.		
The students' reactions towards teachers' feedback	1) Would the learner like her/his teacher to correct each mistake he/she makes. 2) The learner accepts the teacher feedback. 3) The learner likes his errors to be corrected. 4) The learner accepts the negative feedback.		

Appendix 2. Students' Questionnaire

Students' Questionnaire

Dear students,

The present questionnaire is an attempt for gathering information needed for the accomplishment of Master dissertation in sciences of the language. This study aims to investigate the "**EFL Students' Attitudes towards Teachers Feedback in Academic writing**". Would you please tick ( ) the appropriate answer or give your own. The information offered will be kept confidential and will be used only for the intended aim of the study.

Thank you for your cooperation

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2018-2019

Section one: Academic Writing

1) In Which skill do you have difficulties?

a) Listening ☐

b) Speaking ☐

c) Reading ☐

d) Writing ☐

2) Are you interested in academic writing module?

a) Yes ☐   b) No ☐

Why?

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3) What do you prefer to write?

a) Paragraph ☐

b) Essay ☐

c) Article ☐

d) Research paper ☐

e) Book review ☐

4) How would you evaluate your level in English academic writing skill?

a) Excellent ☐

b) Good ☐

c) Acceptable ☐

d) Poor ☐

5) How often do you write in class?

a) Every session ☐

b) Once per week ☐

c) Once per ☐
month

6) In your opinion, is the time allotted to academic writing module sufficient to enhance your writing skill?

a) Yes ☐ b) No ☐

7) Do you find difficulties in academic writing module?

a) Yes ☐ b) No ☐

If yes, are they related to?

a) Ideas ☐

b) Language ☐

c) Cohesion and coherence ☐

d) Form ☐

e) Style ☐

f) All of them ☐

8) Does the way of teaching academic writing help you write effectively?

a) Yes ☐ b) No ☐

Please justify your answer?

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9) Are you satisfied with the topics provided for academic writing module?

a) Yes ▢   b) No ▢

Please justify?

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Section two: Teachers' Feedback and Students' Attitudes

10) When you make mistakes, do you like to be corrected?

a) Yes ▢   b) No ▢

11) When correcting, on which mistakes does your teacher focus more?

a) All the types of mistakes ▢

b) Concentrate on the serious and repeated mistakes ▢

c) Grammatical mistakes ▢

e) Spelling mistakes ▢

12) How does your teacher correct your errors?

a) Show the mistakes ▢

b) Criticize ▢

c) Give the correct form ▢

d) All of them ▢

13) Which source of feedback do you prefer?

a) Teacher feedback ☐

b) Peer feedback ☐

c) Both of them ☐

Please justify your answer

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14) In your opinion, why should teachers provide feedback on their students' academic writing productions?

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15) Does your teacher provide feedback in almost every lecture?

a) Yes ☐   b) No ☐

If yes, is it

a) Instant (while writing) ☐

b) At the end of the writing ☐

tasks

c) Both of them ☐

16) What form(s) of feedback do you usually receive?

a) Oral feedback ☐

b) Written feedback ☐

c) Both ☐

17) Do you think that teacher' feedback can affect students' academic writing?

a) Yes ☐   b) No ☐

If yes, Please say how

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Thank you for your time and collaboration

Appendix 3. Teachers' Questionnaire

Teachers' Questionnaire

Dear teachers,

We would be so grateful if you answer this questionnaire which is an attempt to gather information needed for the accomplishment of a Master dissertation. Through this work, we attempt to investigate "**EFL Students' Attitudes towards Teachers' Feedback in Academic Writing**". Your answers are extremely crucial and will be of great help for the completion of this work. Therefore, you are kindly requested to give precise answers as you can .Tick (✓) your answer(s) in the corresponding box(es), and make a full statement whenever is necessary. Be sure that the answers you provide will remain confidential and will only be used for research purposes.

"Thank you for your collaboration"

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2018/2019

Section One: Academic Writing

Q1. Would you specify your degree?

a) Master ☐

b) Magister ☐

c) Doctorate ☐

Q2. How long have you been teaching Academic writing module?

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Q3. How do you consider Academic writing?

a) Very Important ☐
b) Important ☐
c) Not important ☐

Justify your answer please

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Q4. Do you think time allotted to this module is sufficient?

a) Yes ☐   b) No ☐

Q5. Do you think that Academic writing module is well covered by the current syllabus?

a) Yes ☐   b) No ☐

If no, please explain?

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Q6. How can you evaluate the syllabus of Academic writing module of Master I classes?

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Q7. Which type of academic writing your students are required to do most?

a) Writing essays ☐

b) Writing research papers ☐

c) Writing book reviews ☐

d) Writing articles ☐

Q8. Do your students find difficulties in Academic writing module?

a) Yes ☐   b) No ☐

Q9. From the following, what are the main aspects that have a great effect on your students' academic writing productions?

a) Word choice and ideas ☐

b) Grammar ☐

c) Coherence and cohesion ☐

d) Form ☐

e) Style ☐

f) All of them ☐

10. What are the major difficulties you face when teaching academic writing?

a) Time allotted ☐

b) Class size ☐

Q11. How can you help your students to improve their Academic writing?

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Q12. Are you satisfied with your students' level in academic writing?

a) Yes ☐   b) No ☐

Please explain

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Section two: Teachers' Feedback and Students' Attitudes

Q13. How do you evaluate your students' academic writing?

a) Provide multiple test formats ☐

b) Self- assessment ☐

c) Informal observation ☐

Q14. How important is it for a teacher to provide feedback on students' academic writing?

a) Very important ☐

b) Important ☐

c) Not important at all ☐

Q15. What forms does your feedback usually take?

a) Oral ☐   b) Written ☐   c) Both ☐

Q16. How often do you provide feedback on your students' written productions?

a) Always ☐

b) Often ☐

c) Sometimes ☐

d) Rarely ☐

Q17. When do you usually provide feedback?

a) While writing ☐

b) After writing ☐

c) During and after writing ☐

Q18. When you provide feedback, you usually focus on?

a) All errors ☐

b) Only frequently occurring errors ☐

c) Errors that impede comprehension ☐

Q19. Do you notice the development of your students writing level after using feedback?

a) Yes ☐   b) No ☐

Q20. When some students overlooked your feedback, how would you encourage them to take into consideration your remarks?

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Feel free to provide us with your comments and suggestions:

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Thank you for your time, effort and collaboration

الملخص

يتمثل جوهر هذا البحث في تسليط الضوء على أهمية التغذية الرجعية "فيدباك" على النص الأكاديمي بهدف تحسين عملية الإنتاج لدى الطلاب. يعتبر النص الأكاديمي من أهم المهارات التي يحتاج الطالب إليها أثناء ممارساته لعملية الكتابة, ومن أجل تحقيق صحة الفرضية التي تم اقتراحها لهذه الدراسة العلمية و التي تنص على أهمية التغذية الرجعية و تأثيرها على الإنتاج الأكاديمي للطالب, ومن أجل تحقيق هذه الدراسة بوسيلتين لجمع المعلومات المطلوبة لتحقيق الفرضية وتأكيد صحتها . تم استعمال استبيان خاص بأساتذة النص الأكاديمي في جامعة محمد خيضر بسكرة قسم اللغة الانجليزية , واستبيان للطلبة تم إيداعه عبر الانترنيت ل30 طالبا في قسم اللغة الانجليزية سنة أولى ماستر ثم استعملنا قائمة الملاحظات العيانية.في النهاية و بعد ما تمت عملية تحليل المعطيات و تبعا للنتائج المتحصل عليها تم إثبات صحة النظرية المقترحة و المتمثلة في أهمية التغذية الرجعية و تأثيرها على الطالب في إنتاجه الأكاديمي.

الكلمات المفتاحية: التغذية الرجعية , النص الأكاديمي ,طلبة سنة أولى ماستر , جامعة محمد خيضر بسكرة.