Dedication

From the bottom of my heart, I dedicate this modest work.

To my dear father and mother for their help and patience.

To my lovely sister: Samia.

To my dearest brothers: Hassan, Mohamed , Lazhar.

To my lovely grandmothers and to the souls of my grandfathers.

To all members of my big family for their respects and encouragement.

To my adoring close friends: Nour El-Houda , Leila ,Rabiaa , Souad , Zohra.

To all my colleagues.

To all my acquaintances.

List of Abbreviations

EFL: English as a foreign Language

ESL: English as a Second Language

FL: Foreign Language

KR: Knowledge of results

L1: First Language

L2: Second Language

N°=: Number

%: Percentage

Q: Question

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1.1. Introduction

Writing is one of the most important and challenging skill in language teaching and learning English as a foreign language. It requires from the part of the learners a lot of efforts in order to enhance their writing .Writing , therefore, has its own characteristics , difficulties , and ways of teaching and assessing .this chapter attempts to explore the issues related to English as second or foreign language writing .It starts with an overview about the writing skill by defining it , listing its components , searching some of the purpose behind teaching it ,discussing its difficulties , stating its relationship to other skills such as 'speaking' and 'reading', and arriving , in the end, at tackling the approaches of teaching it .

1.2. What is writing?

At a surface level, writing is using graphic symbols to form words, sentences, paragraphs and so on .Byrne (1991:01, cited in Khelil, 2008:04) explains:

"When we write, we use graphic symbols that is, letters or combination of letters which relate to the sounds we make when we speak. On one level, then writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind".

This definition implies that writing is the use of graphic symbols to represent language sounds .Lyons (1968:38; cited in Selman, 2006:06) is of the same opinion:

"Writing is essentially a means of representing speech in another medium".

Of course, the meaning of writing does not stop on the boundaries of the graphic symbols as White and Arndt (1991:3, cited in Ouskourt, 2008:14) claim:

"Write is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time". This

means that writing is sequence of sentences arranged in a particular order and linked together in certain manner it is what we call ' a text'.

However, writing is not only limited in using graphic and symbols combined together, but rather than that they serve to communicate or express oneself.

Nemouch (1991:01, cited in Khelil, 2008:5) supports this view by saying that writing is "a means of communication and self-expression. In its physical aspect, it is an individual activity; while in its functional sense, it is an active means of communicating ideas".

In sum, writing can be described as the use of graphic symbols to express ideas, thoughts, feelings…and for the purpose of communication.

1.3. Components of the Writing Skill

Writing is a productive and complex skill .Learning how to write requires the following conditions as suggested by Nemouchi (1991:21, cited in Khelil, 2008:6):

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

Harris (1969; cited in Selman, 2006:13) further proposes five general elements constitute the writing skill:
- Content, which involves the idea expressed.
- Form, which refers to the organization of the content.

- Grammar, which refers to the use of grammatical forms and syntactic patterns.
- Style, which displays the use of structures and lexical items to give a particular tone to writing.
- Mechanics, which consist of the use of the graphic conventions of language.

These five elements display the structural and functional aspect of writing; the linguistics and communicative characteristics of writing.

1.4. Writing Difficulties

Research about writing stress the idea that writing is a highly complex and difficult skill .Richards and Renandya (2002:303) support this idea by saying:"there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text".

Writing for a learner who studies English as a FL is difficult due to the following difficulties:

- Since writing is a complex skill, learners need to master sub or micro skills before reaching an apt level in writing. Richards and Renandya (2002, ibid) argue:"the skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak ".

A further point of view stated by Abu Rass (2001:30, cited in Khelil; 2008:07) by saying:"writing is a difficult skill for native speakers and non-native speakers alike, because writers must balance multiple issues such as: content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such capitalization ".This

means that the components of writing are never fully achieved by many learners, even in their native language.

- Unlike the other skills, the mastery of writing requires cooperation with other skills where integration is a great benefit.

In sum, writing difficulties can be summarized in the following points as suggested by Rivers & Temperly (1979:263, cited in Khelil; 2008:08):

- Its complete detachment from expressive features, such as facial or body movement, pitch and tone of voice, hesitations or speed of delivery and emotional indicators such as: heightened facial colour variation in breathing.
- Its lack of material context: surroundings, feedback from interlocutors, relevant movement.
- Its displacement in time: a written communication may be read as soon as it is written or months, years, or centuries later. It is interesting that we often do not understand a note we ourselves wrote when we find it years later.

As it was mentioned before, writing has its own difficulties. Therefore, the study of the relationships between speech and writing from one side, and between reading and writing from an other side could be of some benefit to underline the main characteristics of the writing skill.

1.5. Connection of Writing and Reading

Writing and reading are two of the most important skills in teaching and learning English as a FL .Their relationship is very close because learners become better in writing when they read extensively. In other words, reading can consider as the prior knowledge, ideas, and information that help learners to develop their language. Reading helps pupils to improve their grammar, markers of coherence and cohesion, structures, their style of writing, and so on. According to Celce-Murcia (2001:224-5 , cited in Azzioui ;2009:09) " at the very least, readings provide models of what English language texts book like, and even if not used for the purpose of imitation , they provide input that helps students develop awareness of English language prose style "

In addition, writing and reading include similar cognitive processes because both of them involve generating ideas, planning, drafting, and revising and so on. Tierney and Pearson (1983, cited in Ibid, 2009:10) state that: "reading and writing involve similar, shared, linguistic and cognitive elements. As readers read and writers compose, both plan, draft, align, revise, and monitor as they read and write ".

Moreover, the relationship between reading and writing is based on communication.
This means that, when a writer writes, he is communicating his ideas, thoughts, opinions, and so on .Therefore, writers have to check if heir messages are clear and understood by the readers or not .White (cited in Ouskourt; 2008:38) claims that:"any communicative writing course must contain a large component of reading comprehension of practice, that is, for writer as reader".

We can consider also reading as an important means of evaluation .This type of reading occurs when the writer reads his/her written production critically in order to check his/her grammar, vocabulary, structures, and so on. Therefore, reading for evaluation requires a lot of concentration to discover the mistakes and the errors at the level of content, organization, relevance…etc.

1.6. Connection of Writing and Speaking

As the matter with reading and writing, speaking and writing skills have also some points in common. In this light, Brookes and Grundy (1990:17) say: "both in logic and practice the spoken and written mode share more common purposes that we sometimes realize.
Writing and speaking are productive skills in which they create language outcomes. Kress (1989, cited in Tribble; 1996:12) argues that:" the person who commands both the forms of writing and of speech is therefore constructed in a fundamentally different way from the person who commands the form of speech alone". This means that both spoken and written forms of language are complementary skills.

1.7. Approaches in Teaching Writing

Before discussing the different approaches to teaching writing, we have first defined the term 'Approach':

1.7.1. Definition of Approach

An approach is a set of principles or assumptions underlying the process of learning and teaching. Anthony (1965; cited in Khelil; 2008:12) defines approach as being:

The sum of assumptions course designers make about language. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith- some thing which one believes, that he can not necessarily prove.

1.7.2. The Product Approach

This approach focuses on the production of the learning process. This means that, the product approach concerned with the end product whether it is readable or not in terms of grammar, supporting details, the structure…etc.In addition, the interest of learners in product approach is concerned with **what** they produce at the end, no matter **how** they came to achieve it.

The product approach looks at writing as an imitation from the part of the learners of texts, modes, or exemplars that constitute good writings in their teachers' views. The provided examples can give learners insights into how to arrange words into sentences, and sentences into discourse. Consequently, writing revolves around the mastery of the grammatical and lexical systems of the language.

1.7.2. a. Criticism

The product approach has some limitations:

- It focuses on the form and neglects the ideas and the meanings.
- The product approach inhibits the writers rather than liberates them because it leads to the use of a typical form for different types of writing and settings in disregard of the content.

- It neglects the role of the teacher as the text producer, his ideas and intentions and the various stages of the writing process.

1.7.3. The Process Approach

This approach came as a reaction to the weaknesses of the product approach. It developed from the assumption as Brookes and Grundy (1991:07) says:

"If we can analyze the different elements that are involved in a longer piece of writing, and can help learners to work through them, and use this knowledge positively in their own writing, then such writing will have a lot of stress taken out of it".

The process approach, then, is focuses on the different stages the writer goes through when composing. In this respect, Zamel (1982:196-9; cited in Selman ,2006:16) claims that :"writing involves much more than studying a particular grammar, analyzing, and imitating rhetorical models, or outlining what it is one plans to say". In other words, learners' interest is not only limited in controlling of the language grammar but also concerned with the cognitive strategies that are involved in writing process.

In other words, this approach shifts from the focus on the text to the learners' abilities and the different cognitive and mental processes that are involved in writing such as: generating ideas, structuring, drafting, evaluating, and revising. Therefore, the role of teachers, then, is making their pupils aware of these cognitive strategies involved in composing. The application of the process approach in EFL/ESL classrooms can help teachers to detect the source of difficulty that learners encounter at any step of the learning process.

1.7.3. a. Criticism

The process-oriented approach came to be criticized on different grounds such as:

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

• The process approach is time consuming and too demanding.

The following table highlights the main differences between the Process Approach and the Product Approach:

The Process Approach	The Product Approach
- Emphasis on learning process.	-Emphasis on finished product.
-Focus on students' experience.	-Focus on objective outcomes.
-Regard for form and structure.	-Regard for global meaning.
-Priority on student interaction.	-Priority on formal course design.
-Concern for immediate tasks, activities, brainstorming, and genre analysis.	-Concern for long- term objectives.
	-Classroom writing, error analysis and stylistic focus are features of a product writing approach.

Table n°= 01: The Process Approach Vs the Product Approach (Adapted from new fields, 1999; cited in Selman, 2006:17)

1.8.4. The Genre Approach

Before dealing with this type of approach, we have first define the word 'Genre'

According to Lynch (1996:148, cited in Maarek; 2009:14) genre is:
"A genre is a type of text (e.g. recipe, paper, advertisement), which is recognized as a 'type' by its overall context, structure, and function. The notion of genre is closely connected with that of an audience, and in particular, with the idea that readers (and writers) of a specific genre are members of a community of people sharing interests and expectations about its communicative purpose".

The genre approach to teaching writing in the view of Paltrige (2004:01, cited in Lounis; 2010:15) is "teaching particular genres that students need control of in order to succeed in particular setting". Attention in this approach is paid to the different elements of writing: the topic, style of the genre and the context in which the piece of writing is going to be read and by whom.

Harmer (2001:258) points out that:" in a genre approach to writing learners study texts in the genre they are going to be writing before they embark on their own writing". For example, learners can asked to write a letter or a newspaper article after providing them with a typical model .The provided examples are used as starting points for learners to produce their own parallel texts. Writing, then, in the view of genre approach is concerned with the form of the production.

1.8. Stages of Writing Process

Researchers agree that writers go through a number of stages in order to produce the final draft. Richards and Renandya (2002:316) claims that:" process writing as a classroom activity incorporates the four basic writing stages: planning, drafting (writing) and editing".

1.8.1. Planning

Planning is the first step in the writing process in which writers generate ideas and gathering information about a chosen topic. It stimulates ideas and thoughts. Trimmer (1995:05, cited in Khelil; 2008:15) defines planning as:" a series of strategies designed to find and formulate information in writing". This stage includes sub-stages and other ways to present ideas and organize them. About planning, Trimmer (1995:25, Ibid) point that it is a 'thinking in-writing activity'. This means that, in planning we think and write down our ideas at the same time. Planning is called also 'Pre-writing'.

1.8.2. Drafting

It is the second step in writing. After gathering ideas at the planning stage, the organization of the generated information is the next step. Trimmer (1995:54, Ibid:

15) states: "when planning allows to examine possible topics, drafting enables to experiment with possible arrangement of thought on a topic".

1.8.3. Revising

It is the third stage in the writing process in which pupils review their texts .Learners reexamine what was written to see how effectively they have communicated their meanings , thoughts, and ideas .After checking correctness and appropriateness of the piece of writing, we decide about what should be changed or kept, what should be added or deleted. Beck (1986:149, cited in Richards & Renandya ; 2002:318) claims that:" when the students are forced to act without their original drafts, they become more familiar with their purposes and their unique messages…The writers move more ably within their topics, and their topics, and their writing develops tones of confidence and authority".

1.8.4. Publishing

Process writing concludes with editing as a final stage. After preparing the final draft, pupils present their pieces of writing for the teacher, peers, or others in order to evaluate them in terms of grammar, spelling, punctuation, sentence structure…etc.

It is true that as Harmer (1998:258) says that:" the various stages may well involve discussion, research, language study, and a considerable amount of interaction between teacher and the students and between the students themselves".

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

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

- Have you written in complete sentences?

The following figure summarizes the different stages of the writing process as suggested by Richards and Renandya (2002:15):

Stages

Process Activated	Planning ⟷ Drafting	
Process Terminated	Editing ⟷ Revising	

Figure n ° = 01: the writing Process

1.9. Conclusion

Since writing is gaining the most importance in language instruction, both teachers and learners need to know the necessary information and knowledge that would make the teaching of the writing skill easier. Writing, then, can consider as a problem-solving activity where the writer tries to solve a problem. It is also a tool of practice and reinforcement of grammatical and lexical patterns. Therefore, the development of the writing process requires both practice from the part of learners and evaluation from the part of the teachers. In other words, teachers' feedback on their pupils' writing plays a crucial role in writing progress.

2.1. Introduction

In order to mastery any task even the simplest one; learners need to know the results of their attempts. Learning English as a foreign language is like any other type of learning, as well as writing skill is concerned. Learners need to know information about their written performance for the reason of improving their levels. The given information from the teacher's part is called "feedback". Feedback plays a crucial role in writing development. The different types of responding to the pupils' written performance do not always be effective, because pupils keep making the same mistakes. As a result, many questions are arisen to answer this such as: When to respond: during or after finishing the writing task? Which form should their feedback take? What are the strategies that make their feedback effective on pupils' written performance?

2.2. Definition of Feedback

The given information on the pupils' writing performance from the teacher is called "feedback". Feedback is sometimes is known as "knowledge of results". According to Salvin (2003:352; cited in Khelil, 2008:22) defines feedback as:" information on the results of one's effort".

In other words, feedback refers to the used procedure to inform the learners whether their responses are wrong or right through written comments.

A further detailed definition of feedback was given by Ur (1996:242): "Feedback is information that is given to the learner about his/her performance. Some examples in language teaching: the words: "yes, right!" said to a learner who has answered the question; a grade of 70% on an exam; a raised eye bow in response to a mistake in grammar; comment written in the margin of an essay".

These two definitions offer two main significant points. First, the goal of the given information on pupils' written production is to enhance their writing. Second, feedback can be shaped in tow forms: verbal or non verbal.

- **Non verbal feedback**

This type of feedback includes the all facial expression such as: eye bow, the voice (stress and intonation), body posture, and gesture. This kind of assessment is usually misinterpreted by the learners.

- **Verbal feedback**

Unlike the non verbal feedback which is based on the body and facial gestures, the verbal feedback includes the paralinguistic cues. It can be written or spoken.

2.3. The Role of Feedback

The feedback has various functions. According to Long (1977, cited in Khelil, 2008:23) there are three functions of feedback on written performance: "It provides him/her (the learner) with (a) information and/or (b) reinforcement, and/or some form of incentive".

2.3.1. Information

The information that the learners get about their performance can help them to know the gap between what he/she has realized and what he/she is able to do, and this can promote learning.

The role of the corrective feedback had been proved in many hypothesis of acquisition such as: the "Hypothesis Testing Model", and the "Cognitive Skill Model".

Chaudron (1988, cited in Selman,2006) stresses the role of information available in feedback that allows the learners to confirm, disconfirm, and possibly modify the hypothetical transitional rules of their developing grammar, provided that learners are ready for and attentive to the information given in the feedback.

According to White (1988), the contribution of positive evidence in SL acquisition is still insufficient .She argues that there are some cases which includes negative

evidence. This leads to what is known as the Cognitive Skill Model that stresses the interaction between the cognitive system and the learner's perceptional motor system. This model views the feedback value in its properties of informing, regulating, strengthening, sustaining, and error eliminating.

1.3.2. Reinforcement and Incentive

When the feedback plays the role of motivator, this means that it functions as a kind of incentive and reinforcement. Psychologists believe that learning a TL requires an intensive kind of motivation. Somtimes, however, this intensive motivation proves to be insufficient. as Rogers (1996:61;cited in Harmer,2001:52)"…we forget that initial motivation to learn may be weak and die; alternatively it can be increased and directed into new channels".

Skinner, in his behaviorist theory of learning emphasis the role of the positive reinforcement (reward) and the negative reinforcement (punishment) in strengthening or weakening the learnt behaviors. Feedback has a highly motivational effect if it is positive and carried in an effective way.

2.4. Who should provide feedback?

When we believe that the despondence to the pupils' written performance has a doubtful function in enhancing and promoting learners writing level, there is less certainty about who should provide feedback? When to provide it? Which form it should take? And whether it should focuses on form or content.

If the question of: "who should provide feedback? Is asked, the majority of answers will be:' the teacher of course! However, many researchers have found that the domination of the teacher on correcting and evaluating the pupils' product may become usefulness in writing development. As a result, this problem can be avoided by 'self-assessment', 'peer-assessment', and other techniques (chapter three).

Reid and Kroll (1995, cited in Ouskourt, 2008:116-117) highlighted the complex nature of the teacher's role towards students' writing based on the

factors that follow. "Teachers often play several roles, among them coach, judge, facilitator, expert, respondent and evaluator as they offer more response and more intervention than an ordinary reader".

Tribble (1996) suggests four basic roles which are available for teachers as readers. The teacher can take various roles at different stages in the writing circle such as: audience, assistant, evaluator, and examiner.

- Teacher as audience: This means that teachers have the same responsibilities as any reader such as: Is the text easy to understand? Is it interesting? In addition to, responding to writers' (pupils) ideas, feelings, thoughts, and perceptions that they have tried to communicate through their writing.

- Teacher as assistant: Tribble (1996: 119) says:"while working as assistant, the teacher sees the writing as work in progress and helps learners to use or to extend their knowledge of the best way of going about writing the text, the language appropriate to the task , the genre in which they are writing , and, if necessary , the subject matter of the text ".

- Teacher as evaluator: the main role of the teacher is to improve pupils' writing skill .The evaluation is usually done at the end of the course as an indication of a learner' effectiveness as a writer.

- Teacher as examiner: another role of the teacher is providing assessment of how well a pupil can write .This assessment is usually based on certain criteria.

2.5. When Provide Feedback?

This question was and still a point of debate: should the teacher give his/her feedback at the end of the task or follow the pupils through the different stages of learning. According to Knoblauch and Brannon (1981:2; cited in Khelil, 2008: 24): " our assumption has been that evaluating the product of composing is equivalent to intervening in the

process ".This means that teachers' evaluation of their pupils' writing should be followed by subsequent drafts rather than at the final draft.

2.6. Focus of Feedback Forms Vs Content

When pupils are asked to write a piece of writing, they usually give the priority to focus on content rather than form. Then they gear their interests to the organization, presentation and, finally the point of language forms (grammar, vocabulary, spelling, and punctuation).the majority of teachers give feedback on language forms, this leads pupils to think that grammar is the only thing should be taking into account in writing.

However, many teachers agree that interest must be given to both form and content because the writing skill can not be developed with only one of them. Raimes (1983; cited in Khelil, 2008) suggests that the teacher focus should be first on content during the drafting stages and finally on the form. Moreover, when the pupils are making so many mistakes, teachers' attention, then, is geared to correct these errors which are a waste of both time and efforts. Therefore, Gulcat & Ozagac (2004:03, Ibid, 26) claims that: "to wait for the students to reach some fluency, then, stress correctness".

2.7. Types of Feedback

When we say feedback, a distinction is made between two types: 'Evaluative feedback' and 'corrective feedback'. This difference is derived from the component of feedback 'evaluation and correction.

2.7.1. Evaluative Feedback

Evaluative feedback implies assessment. It is a means by which teachers assess their pupils' product .Ur (1996: 242) argues that:

" in assessment, the learner is simply informed how well or badly he or she informed .A percentage grade on an exam would be one example; or the response 'No' to an attempted answer to a question in class; or a comment such as 'Fair' at the end of a written assignment. Evaluative feedback of a written performance, then, tells the learners about the extent to which they have succeeded or failed in accomplishing the task ".

2.7.2. Corrective Feedback:

It means the correction of learners' mistakes and errors. Chaudron (1977: 429, cited in Khelil, 2008: 28) defines corrective feedback as:" any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner's utterance ".This type of feedback includes modifications and changes.

Ur (1996:242) further says:" some specific information is provided on aspects of the learner's performance: through explanation or provision of better or other alternatives, or through elicitation of these from the learner" ".

2.8. The Relationship between Evaluative and Corrective Feedback

It is clear to say that it is possible to have assessment without correction, but it is less possible to have correction without assessment .This means that pupils can have a mark for an exam without any comment, however, it is difficult to say what is right or wrong in a pupils' work without any kind of assessment. In this light , Ur(1996:242) argues that :"correction can and should include information on what the learner did right, as well as wrong and why!, but teachers and learners generally understand the term as referring to the correction of mistakes".

2.9. Effective Written Feedback Techniques and Strategies

There are many different techniques can be used to provide feedback on pupils' written production. They include: coding, commentary, and

electronic feedback. In addition to some other strategies which are used with the collaboration of pupils such as: conferencing, portfolios, dialogue journals, peer assessment, and self-assessment. In the following table the the different forms of written feedback are summarized:

Types	Forms	Characteristics
Teacher Written Feedback	Commentary	The most common type/Handwritten comments on the student paper
	Rubrics	A variation on /The use of cover criteria.
	Minimal marking/Coding	A type of in-text, form-based feedback/Indication of the location and type of error, rather than direct correction/More effective in stimulating a student response and in developing self-editing strategies self-editing strategies
	Electronic feedback	Comments on electronic submission by email/Linking to online explanations of grammar
Teacher-Student Conferencing	Teacher/whole class conference	Complement for the limitations of one-way written feedback Encouraging students to think about writing as something that can be organized and improved Giving writers an opportunity to talk about their writing and reflecting on the process
	Teacher-mini Conference	
	One-on-one conference	Giving teachers a chance to listen, learn, and diagnose
Peer Feedback		Creating an authentic social context for interaction and learning Creating a learner's participation, and nonjudgmental environment Developing critical reading skills Understanding reader needs Reducing teacher's workload

Table n°=02: Different Forms of Feedback

2.9.1. Effective written Feedback Techniques

2.9.1. a. Coding (Minimal marking)

   This technique refers to the use of certain 'correction symbols' or codes in order to indicate the types and situations of pupils' mistakes and errors. The application of correction codes is "normally done by underlining the mistakes and using some kind of symbol to focus the attention of the students on the kind of mistake they have made" (Byrne, 1988: 125) (Byrne; 1988, cited in Maarak, 2009:23).These codes are used either in the body or in a margin to refer to the different mistakes and errors such as word order, spelling and verb tense. Correction codes can be called also 'Minimal marking '.

   Byrne (1991, cited in Khelil, 2008:40)) suggests some coding techniques as showed in the following table:

Symbol	Meaning	Example
S	Incorrect spelling	-I received jour letter.
W.O	Wrong word order.	-We know well this city. -always I am happy.
T	Wrong tense	-If he will come ,it will be too late
C	Concord. subject and verb do not agree	-Two policemen has come. -the news are bad today.
WF	Wrong form	-He want that you come. -that table is our.
S/P	Singular or plural form wrong	-we need more information.
[]	Something is not necessary	-It was too much difficult.
Λ	Something has been left	-They said ^ was wrong.
? M	Meaning is not clear	-Come and rest with us for a week. -the view from here is very suggestive.
NA	The usage is not appropriate	-He requested to sit down.
P	Punctuation wrong	-What's your name? -He asked me what I wanted.

 Table n°= 0 3: Correction Codes as suggested by Byrne (1991:125, cited in Khelil, 2008:40)

2.9.1.a.i. Advantages of using Correction Codes

Causes for adopting correction symbols are many and different such as:

- Help pupils to find and identify their mistakes in order to correct them.

- Makes correction neater and less threatening than masses of red ink.
- Encourage pupils to think about what the mistake is.
- Through responding to first and second drafts of pupils, teachers expect a new version to be produced which shows that learners have taken into consideration the use of correction.
- This process leads learners to change their written production.

2.9.1. b. Commentary

2.9.1.b.i. Types of Commentary

2.9.1.b.i.a. Written Commentary

It is the most common and popular way of teacher written feedback on pupils' papers .It takes the form of hand written commentary. It considered as a responding to the pupils' productions rather than evaluating their writings. Hyland (2003:180) says:" This kind of feedback is best seen as responding to students' work rather than evaluating what they have done ,stating how the text appear to us as readers ,how successful we think it has been ,and how it could be improved". Written comments can be marginal or at the end.

2.9.1.b.i.a.1. Advantages of Written Commentary

- It helps pupils to avoid mistakes in their final writing.
- It helps teachers to make general evaluation of the written paper.
- It can summarize the key points.

2.9.1.b. ii. Taped Commentary

This type is an alternative to hand written comments .It is the use of a tape recorder to record remarks about pupils' writing. When the teacher adopts this technique, he should read the pupils' work silently and tap some comments into the tap recorder.

2.9.1.b. ii .a. Advantages of Taped Commentary

According to Hyland (2003:182) this type of commentary has its own benefits. He argues that:" This not only saves time and adds novelty; it provides listening practice for learners and assists those with an auditory learning style preference. It also shows the writer how someone responds to their writing as it develops, where ideas get across, when confusion arises, where logic or structure breaks down".

2.9.1.b. ii .b. Disadvantage of Taped Commentary

This technique can be used only when the teachers are sure that all pupils have tape players at home.

2.9.1.b.ii. Charecteristics of Effective Comments

The effectiveness of comments in enhancing pupils' writing depends on some conditions. Bates et al (1993; cited in Hyland, 2003:187) suggest the following:

- Write personalized comments: maintaining a dialogue between reader and writer.
- Provide guidance where necessary: avoiding advice that it is too directive or prescriptive.
- Make text-specific comments: relating comments to the text rather than general rules.
- Balance positive and negative comments: avoiding discouraging students with criticism.

2.9.1.c. Electronic Feedback

Due to the technological development in electronic instruments ; many domains have affected as well as English language teaching .Computers have opened new opportunities for responding to pupils' writing either through e-mail or text editing

programs. Hyland (2003:183) argues that:" Teachers can provide comments on electronic submissions by email or by using the comment function which allows feedback to be displayed in a separate window while reading a word processed text .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 teachers greater flexibility in their responding practices".

It is clear that computers are very useful for providing feedback and can help them to motivate learners to learn.

2.9.2. Effective Written Feedback Strategies

Learners writing development through the use of previous techniques is not sufficient, as a result; teachers' efforts should be focused on finding out some strategies to make their feedback on pupils' writing effective. The following strategies are the most common.

2.9.2.a. Conferencing

Another way of dealing with writing work is face-to-face strategy .This way is a good opportunity for both teachers and learners to be in direct contact with each other. It helps pupils to discuss, ask questions about the different aspects of writing, and to know their points of strengths and weaknesses. Moreover, it responds to pupils' writing needs and problems by clarifying and resolving ambiguities.

According to Hyland (2003:192) "the most successful conferences are those in which students are active participants, asking questions, clarifying meaning, and discussing their papers rather than passively accepting advice". Conferencing takes the form of oral teacher feedback.

Graves (1985:148; cited in Richards & Renandya, 2002:352) proposed the following four basic patterns of writing conference:

- The student comments on the draft.
- The teacher reads or reviews the draft.
- The teacher responds to the student's comments.
- The student responds to the teacher's response.

2.9.2.a. i. Disadvantages of Conferencing

- Conferences can be applied only in small-sized classrooms.
- It requires careful planning and preparation.
- The lack of previous experience may prevent L2 pupils from getting benefit of it.

2.9.2.a. ii. Advantages of Conferencing

According to Kroll (1991:259;cited in Richards & Renandya ,2002:352) one advantage of conferencing "allows the teacher to uncover potential misunderstanding that the student might have about prior written feedback on issues in writing that have been discussed in class".

2.9.2.a. iii. Planning for Conferences

Conference's preparation is not an easy matter .It requires a lot of careful. In planning for conferences; it is not sufficient to answer questions such as: where/when/how frequently conferences should be organized or how much time they should take, but can be extended to the preparation of pupils. During the conference, pupils are supposed to speak, argue, ask questions, and learn instead of just receiving advice or listening to the teacher. It is clear that pupils should play an active role in the conference. Hyland (2003:195-196) stresses that :"this can mean students reading through annotating their drafts by putting a number in the margin at points where they need advice and writing out the corresponding question or comment on a separate sheet. More simply, student might just underline what they want feedback on or circle possible errors to discuss".

Pupils can be provided by 'Planning Worksheets' before the conferences as the follows examples suggested by Reids (1993; cited in Hyland, 2003:196).

Initial Conference (about a topic)

    1- Topic for my essay………………………………………………………

    2- Intended purpose of my essay………………………………………...

    3- Intended audience for my essay………………………………………

    4- TPre-writing about my topic…………………………………………….

Essay Draft Conference

  Statement 1-3 above plus

1-In group work my peers asked the following questions about my topic:

…………………………………………………………………………………..

2-In group work my peers made the following suggestions:

…………………………………………………………………………………..

3-In problem(s) I am having with this draft are:

…………………………………………………………………………………..

Revision Planning Conference

1-I thought the best part of my essay was………………………………………

2-I thought the weakest part of my essay was……………………………….

3-According to the teachers' comments, the strengths and problems in the draft are:

      Strengths   Problems

(a)………………..   (a)……………………..

(b)………………..   (b)……………………..

(c)………………..   (c)……………………..

4-Based on the feedback, here is my plan for revising the essay (list specific steps you intend to take and specific paragraphs you intend to revise):

5. (a)…………………………….

   (b)…………………………….

   (c)…………………………….

   Three questions I want to ask you (the instructor) are :

(a)…………………………….

(b)…………………………….

(c)…………………………….

Figure n°02=: Sample Worksheet for Conference Planning at different Stages (Reid, 1993:222-3; cited in Hyland, 2003:196)

It is clear that conferences require preparation not only from the part of pupils but also from the part of teachers .They need to decide about the questions that are going to arise during the conference. Genesee and Upshur (1996:110; cited in Brown, 2004:265) suggest some questions:

- What did you like about this work?
- What do you think you did well?
- How does it show improvement from previous work? Can you show me the improvement?
- Are there things about this work you do not like? Are there things you would like to improve?
- Did you have any difficulties with this piece of work? If so, where, and what did you do (will you do) to overcome them?
- What did you do when you did not know a word that you wanted to write?

2-9-2-b. Portfolios

A writing portfolio contains multiple writing samples collected to show pupils' development from the begening of the term to the end.Applebee and Langer (1992 :30,cited in Richards and Renandya,2002 :347) define a portfolio as « a cumulative collection of the work students have done ».A writing portfolio can includes sample papers (first draft and revisions), journal entries,essay exams,and other representative of the pupils ' progress.

Generaly, there are two main types of portfolios: 'Showcase Portfolios' and 'Process types ' and process types (hyland ,2002) :
-Showcase Portfolios :It includes only the best works of pupils.
-Process Types :They contains a collection of both drafts and final products.

Portfolio collection can consider as a perfect system of assessment and evaluation . A portfolio is not only the collection of writing samples, but also an opportunity for pupils to check their progress, observe change and asses their works.Applebee (1992 :29,cited in Richards and Renandya,2002 :348) beleive that « portfolio of students of students' work offer one of the best vehicle for assessment of writing for two reasons (1) they typically contain a variety of different samples of student work , and (2) they make it easy to separate evaluation from the process of instruction « .

According to Farr and Lowe (1991 :79,cited in Richards and Renandya,2002 :348).The successful portfolio should meet the following goals :

-Teachers and students both add materials to the portfolio.

-Students are viewed as the owners of the portfolio.

-Conferencing between students and the teacher is an inherent activity in portfolio assessment.

-Conference notes and reflections of both the teacher and the students are kept in the portfolio.

-Portfolios need to reflect a wide range of student work and not only that which the teacher or student decides is the best.

-Samples of the student's reading and writing activities are collected in the portfolios ,including unfinished projects.

2.9.2.b.i. Advantages of Portfolios

There are many causes for adopting portfolios.Brown (2004 :257) states them as follows :

-Foster intrinsic motivation,responsibility,and ownership.

-Promote student –teacher interaction with the teacher as a facilitator.

-Individualize learning and celebrate the uniqueness of each student.

-Provide tangible evidence of a student's work.

-Facilitate critical thinking,self-assessment,and revision processes.

-Offer opportunities for collaborative work with peers.

-Permit assessment of multiple dimensions of language learning.

2.9.2.b.ii. Characteristics of Good Portfolios

To be effective, portfolios should fulfil some conditions.Hyland (2002 :139) offers nine characteristics for good portfolio.

1-Integrative :combines curriculum and assessment which means evaluation is developmental,continuous,comprehensive and fairer,representing programme goals and reflecting writing progress over time ,genres and different conditions.

2-Valid closely related to what is taught and what students can do.

3-Meaningful :students often see their portfolio as a record of work and progress.

4-Motivating :students have a range of challenging writing experiences in a range of genres and can see similarities and differences between these.

5-Process-oriented :focuses learners on multi-drafting ,feedback,collaboration ,revision,etc.

6-Coherent :assignments build on each other rather than being an unconnected set of writings.

7-Flexible :teacher can adopt different selection criteria , evalution methods and response practices over time,targeting their responses to diffrent features of writing .

8-Reflexive :students can evaluate their improvement and critically consider their weaknesses, so encouraging greater responsibility and independence in writing .

9-Formative :grading is often delayed until the end of the course, allowing teachers to provide constuctive feedback without the need for early, potentially discouraging ,evalution.

Pupils can hold a 'Portfolio Conference' after collecting their writing samples with their teacher to discuss their progress.Teachers can prepare some questions on a 'Portfolio Review Guide'.The following questions are taken from a portfolio review guide adapted from a form developed by ESL teachers ,P. Conrad & K. Huston (1994 ;cited in Khelil,2008 :49)

-How has your English improved since the last period ?

-What can you do now that you could not do before ?

-How has your writing improved ?

-What are you doing to become a better writer ?

2.8.2.b. Portfolios

2.8.2.b.i. Advantages of Portfolios

2.8.2.b.ii. Characteristics of good Portfolios

2.8.2.c. Journals

Another strategy which can be used by ESL teachers is journals. A journal as defined by Brown (2004:260) is " a log (or account) of one's thoughts, feelings, reactions, assessments, ideas, or progress toward goals, usually written with little attention to structure, form, or correctness". This means that pupils have the freedom to choose any topic and to write about it. In journals, pupils will not only learn how to write, but also learn how to take care of their learning by themselves through self-reflection. Brown (Ibid) argues that: "today, journals occupy a prominent role in a pedagogical model that stresses the importance of self-

reflection in the process of students taking control of their own destiny". Journals are called:" Dialog Journals" because it includes a written interaction between teacher and pupil through dialogs.

2.8.2.c. i. Advantages of journals

Harmer (2004:126-127) provides four main benefits for using journals

- **Freedom of Expression**

They create a non threatening atmosphere for pupils to write because they express their ideas, thoughts, feelings and emotions without the fear of being judged.

- **Student-teacher Dialogue:**

Pupils can communicate with the teacher through journals and the teacher can communicate to the pupil's different kinds of feedback.

Brown (2004:260) insists that "because most journals are-or should be a dialogue between student and teacher, they afford a unique opportunity for a teacher to offer various kinds of feedback**.**

- **The Value of Reflection:**

In journals pupils will not only learn how to write, but also learn how to take care of their learning by themselves through self-reflection**.**

- **Developing Writing Skills:**

Journal writing has a great deal in pupils' writing improvement. Harmer (2004:127) argues that "the more students write the better and more fluent they become as writers". Therefore, pupils will write with greater ease and speed.

2.8.2.c.ii. Effective Journals

Brown (2004:262-264) provides some guidelines for the good use of journals.

- Sensitively introduce students to the concepts of journals writing.
- State the objective(s) of the journal.
- Give guidelines on what kinds of topics to include.
- Carefully specify the criteria for assessing or grading journals.
- Provide optimal feedback in your responses.
- Designate appropriate time frames and schedules for review.
- Provide formative, wash back giving final comments.

2.8.2.d. Peer-feedback

This strategy shows that pupils are enjoined to share their writings with each other by communicating their ideas .Brown (ibid: 270) argues that:"Peer assessment is simply one arm of the plethora of tasks and procedures within the domain of learner centered and collaborative education". Pupils may not like this strategy at the beginning, but they will gradually be familiar with the idea of communicating their ideas, feelings, and thoughts with each other. Peer-feedback is also called:'Peer-review'.

2.8.2.d .i. Advantages of Peer-review

Peer-review has many benefits

- Peer response improves collaboration between pupils through their interaction as individuals belong to the same social community. Milton (1989;cited in Hyland ;2003:198) argues that: "collaborative peer-review helps learners engage in a community of equals who respond to others' work and together create an authentic social context for interaction and learning".

- Peer-review helps pupils to learn easily because it creates a non threatening atmosphere since classroom is transferred into a social community.

- When pupils evaluate their peers writing works, they learn the necessary skills to evaluate analyze and revise their writings.

- Peer response leads writers to make some use of peers' comments in their revisions. Hyland (Ibid.,200) states that:

- "Peer response can take a number of different forms and occur at various stages in the writing process. Most typically it consists of assigning students to groups of two, three, or four who exchange completed first drafts and give comments on each others' work before they revise them".

2.8.2.d .ii. Disadvantages of Peer-review

On the other side, peer review has some limitations:

- Pupils may focus on error correction on the sentence level and neglect ideas and organization because they lack the skills of evaluation, what to evaluate and how to do it.Leki (1990; cited in Hyland, 2003:198) argues that "peers are not trained teachers and their comments may be vague and unhelpful, or even overly critical and sarcastic".

- Pupils tend to doubt their peers' comments because they prefer their teachers' feedback. In this scope, Hyland (2002:169):"The benefits of peer response have been hard to confirm empirically, however, particularly in ESL classrooms, and many studies have reported that students themselves doubt its value, overwhelmingly preferring teacher feedback".

The following table summarizes Pros and Cons of peer feedback by Hyland (Ibid: 199):

Advantages	Disadvantages
-Active learner participation. -Authentic communicative context. -Non judgmental environment. Alternative and authentic audience. Writers gain understanding of reader needs. -reduced apprehension about writing. -development of critical reading skills. -Reduces teacher's workload.	-Tendency to focus on surface forms. -Potential for overly critical comments. -Cultural reluctance to criticize and judge. -Students unconvinced of comments' value. Weakness of reader's knowledge. -Students may not use feedback in revisions. -students may prefer teacher feedback.

Table n°=04: Potential Pros and Cons of Peer Feedback (Hyland, 2003:199)

A more detailed summary of peer review's benefits and constraints was suggested by Liu and Hansen (2002, cited in Berbache, 2007) in which they classify them into

four major categories: social, cognitive, linguistics, practical as displayed in the following table:

	Cognitive	Social	Linguistics	Practical
Benefits	1-Experience thinking. 2-Take active role in learning. 3-Engage in exploratory talk. 4-Build critical skills. 5Demonstrate And reinforce knowledge. 6-Build audience awareness.	1-enhance communicative power. 2-Receive authentic feedback. 3-Gain confidence and reduce apprehension. 4-Establish collegial ties and friendship. 5-influence learners' affective state.	1-Enhance metalinguistic knowledge. 2-Explore linguistic knowledge. 3-Gain additional language skill practice. 4-Enhance participation and improve discourse. 5-Find right words to express ideas.	1-applicable across student proficiency levels. 2-Flexible across different stages in the writing process. 3-Time-efficient in some areas. 4-Reinforces process writing.
Constraints	1-Uncertainty concerning peers' comments. 2-Lack of learner investment.	1-Discofort and uneasiness. 2-Lack of security in negotiating meaning. 3-Commentary may be overly critical.	1-Too much focus on surface structure. 2-Lack of L2 formal schemata. 3-Difficulty in understanding foreign accent.	1-Time constraints. 2-Counter productive feedback. 3-Lack of student preparation.

Table n°=0 5: Benefits and Constraints in Using Peer Review (Liu & Hansen, 2008:08, cited in Berbache, 2007:66)

2.8.2.d .iii. Peer Response Training

   As we mentioned before, peers lack the skills of evaluation, what to evaluate and how to do it. Moreover, they can give ambiguous comments focusing on the surface of the sentence and neglecting the content. Therefore, pupils should provide with guidance and peer response training from their teachers. Hyland (2002:171) supports this point by emphasizing that:" Peer response training is likely to have beneficial effects in L2 contexts because students often see revision as error correction and may feel culturally uncomfortable with criticizing peers' work".

   According to Hyland (2003), peer response training can begin with self-awareness practices .In other words; pupils should be taught how to reflect on their own writing by noting

   In addition, pupils need some guidelines on how to deal with a paper. In this light, Hyland, 2003:204) proposes two strategies; one is based on general directives and the other is built on specific issues in the paper:

   (1) What to look for when reading you partners' draft:

- Clarity: Are you given all the information you need in a clear order?

- Interest: Does the paper interest you?

- Effectiveness: Does the paper make an impact on you?

- Accuracy: Are there any error of spelling, grammar, definitions?

   (2)Try to answer these questions as you read:

- What is the idea that the writer is trying to express in this paper?

- Are there any parts that do not relate to the main idea?

- Which parts of the paper do you like the best?

- Find two or three places where you would like more explanation, examples, or details.

- Did you lose the flow of writing at any point or find places where the writer jumped suddenly to other ideas?

- Did the beginning capture your attention and make you want to read on? Why or why not.

   While pupils practicing these strategies, the teacher should gives them certain response principles as those suggested by Mittan (1989; cited in Hyland, 2004:204):

- Offer a positive response and encouragement to the writer.
- Identify the purpose and main points of the text.
- Offer suggestions.

2.8.2.d .iiii. Peer Response Sheets

Peer response sheet can guide pupils to deal with their peers' writings and help them   to assess easily the paper through focusing on specific issues. Moreover, a peer response sheet can be considered as a way to keep the pupils dependent. Hyland (2004: 205) says that "some teachers believe that if such sheets are too direct, students' behavior will simply mirror their own priorities, effectively resulting in an indirect form of appropriation". The form of the sheet can vary according to the level of the level of the pupils .Hyland (2003:206) suggests an example of peer response sheet as follows:

Peer Response Sheet :Argument

-Author's name………………………..Title of draft…………………………….

-Write three questions you would like your responder to answer:

1-

2-

3-

Responder's Name:……………………………………

Read the questions above. Listen to the author read his/her draft aloud.

Read the paper again if you want to. Then write a response for the author.

Author's Reflection

Read the response you have received carefully. Reflect on it and write what you have learned and what you intend to do next below.
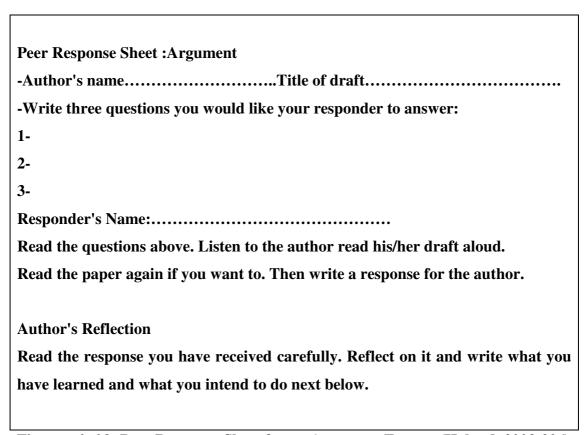

Figure n °=03: Peer Response Sheet for an Argument Essay   (Hyland, 2003:206)

To make an effective sheet, Mittan (1989:216-17; cited in Hyland, 2003)
Proposes some principles:

- Limit the sheet to one page. The length of response determined by the amount of white space.

- Use questions that follow this format:

  -Give encouragement .What do you like most in this writing?

  -Identify the purpose or main idea .In your own words state what you think the focus is.

  -Questions and suggestions .Which part needs to be developed? How could the writer help you understand this idea better?

- Vary the question types such as: open-ended types, selecting the most appropriate response from several choices, and reformulation ideas.

2.8.2.e. Self-assessment

Long (1977:447; cited in Khelil ;2008:56) defines self-assessment as:"behaviour by the teacher which allows the learner to obtain KR on the basis of which , hopefully , it will be the learner who makes a correcting move". In other words, self-assessment is the objective of the teachers' feedback.

According to Richards and Renandya (2002:353) "self-response and assessment of one's own writing or feedback is a step toward learner autonomy". This means that self-assessment derives from a very required principle in learning.

In an attempt to provide an effective self-assessment, Richards and Renandya (2002; cited in Ibid) propose some questions that can be given as guidelines to the learners.

- What am I writing about?
- Is the main idea of my work clear?
- Do I have details (eg,examples and illustrations) to support my main idea ?

2.8.2.e .i. Advantages and Disadvantages of Self-assessment

On the positive side, self-assessment has many benefits:

- Encouraging pupils to be self-sufficient and dependent.

- Self-assessment comes to integrate pupils in the learning process and make them as participants in monitoring it.
- Through self-assessment, pupils learn how to rely on themselves.

On the negative side, however, self-assessment seems to have some limitations:

- Self-assessment can lead to the subjectivity.
- Even if pupils are trained through peer review, they may lack self-assessment skills.
- Pupils might focus on the content of their writings and neglect the form. In addition; they do not always succeed in finding out their mistakes.

Self-assessment strategy requires from the part of the teacher to guide pupils on how to deal with their own writing. The following figure can be used by teachers for that purpose:

	Yes	No

Author's Name:……………………………Date:………………………………………

Title of work:………………………………

Purpose and organization   Yes   No

1-I stated my purpose clearly.

2-I organized my thoughts.

3-My work has a beginning, middle and end.

4-I chose words that helped make my point.

Word/sentence use

5-I used some new vocabulary.

6-I wrote complete sentences.

7-I used correct subject verb agreement.

8-I used the past tense correctly.

Mechanics/ Format

9-I spelled words correctly.

10-I used capitals to start sentences.

11-I used periods and questions marks correctly.

12-I indented paragraphs.

Editing

13-I read my paper aloud to a partner.

14-I asked a partner to read my paper.

Figure n °=0 4: Self-Assessment of Writing Dimension

(Waller, cited in Khelil, 2008:58)

To conclude, both self-assessment and peer-assessment prove to be effective strategies that can adopted in EFL classrooms in order to enhance pupils' writing. However , they require from the part of either teachers or pupils to be well trained .Brown (2004:276) supports this idea by saying :" self and peer assessment we among the best possible formative types of assessment and possibly the most rewarding, but they must be carefully designed and administered for them to reach their potential".

2.9. Conclusion

We can said that responding to pupils' writing is the most difficult and challenging part of teaching writing due to the tremendous amount of time and great deal of attention .Therefore, the role of teachers, then, is selecting the suitable strategy at the right time .However, the choice among the different strategies depends on various factors: Teachers' competence, pupils' attitudes, preferences and needs, devoted time.

Learners' Questionnaire

Dear pupils,

This questionnaire aims at finding out learners view about the writing skill and their attitude toward their teachers' responses to their written production. I would appreciate your collaboration if you could answer this questionnaire. Please tick the appropriate answer or make a full statement when necessary. May I thank you in advance for your cooperation.

Section One: General Information

1-how many years have you been studying English?

………………………………………………………………………………**……..**

Section Two: The Writing Skill

2-Do you like writing?

  -Yes ☐

  -No   ☐

3-Writing is an easy task to learn

  -Yes ☐

  -No   ☐

If 'No' please, explain why………………………………………………………...

…………………………………………………………………………………..

4-Which aspect constitutes most a problem for you in writing?

  -Grammar   ☐

  -Vocabulary ☐

  -Content/Ideas☐

  -Organization of Ideas☐

  -Mechanics☐

5-Writing is a necessary skill for you to develop:

  -Yes☐

  -No☐

-If 'No', please, explain why…………………………………………………………

…………………………………………………………………………………..

Section Three: Learners' Attitudes to Teacher's Feedback

6-Do you read your teacher's correction?

  -Yes☐

  -No☐

7-If 'Yes', do you:

  -Read them carefully☐

   -Look at some of them☐

   -Pay attention to teachers' comments on the ideas expressed☐

 -Other, please, specify……………………………………………………………….
…………………………………………………………………………………………..

8-Do you want your teachers correct your written production?

  -yes☐

  -No☐

9-if 'Yes', do you want them to correct:

  -All errors☐

  -Most errors☐

  -Some errors☐

  -Only errors might interfere with communicating your ideas☐

  -No errors and comment only on the ideas you express☐

10-do you want your teachers to correct your writing with :

  -A red pen☐

  -A pencil☐

  -It doesn't matter☐

11-How do you want your teachers to indicate errors in your writing?

-Cross out what is incorrect☐

- Cross out what is incorrect and write the correct form☐

-Show the error and give a hint about how to correct it☐

-Ignore errors and pay attention only to the ideas expressed☐

Teachers' Questionnaire

This questionnaire is part of a research to find out techniques and strategies for effective feedback on writing.You are kindly invited to answer the following questionnaire.Your contribution is kept anonymous and used only for research purpose .Your opinions and attitudes will certainly help us better approach the problem .You are requested to answer all the questions.Tick the appropriate box and you may tick more than one box.Thank you for your collaboration.

Section One : Background information about the teacher
01-How long have you been teaching English ?
02-Have you benefited from any teaching course ?

  -Yes □

  -No□

Section Two :Teachers' perceptions of Writing
03-Rank ,in order of difficulty to teach,the language four skills.

  a-Listening□

  b-Reading□

  c-Speaking□
  d-Writing
04-Which skills do you think pupils should master before they can write ?

  a-Expression of ideas □

  b-Organization of ideas□

  c-Grammar□

  d-Vocabulary□

  e-Style and mechanics□
  f-Others,please

□specify…………………………………………………………....................
.
05-How do you teach writing ?

  a-ive a writing task and follow the pupils through the different stages of writing. □
  c-Others,please specify……………………………………………………………
06- The process of writing has to take into consideration :

  a-Planning □

  b-Drafting□

c-Revising☐

d-Editing☐

e-Others,please specify…………………………………………………………..

Section Three :Feedback
07-Do you provide feedback on the pupils' writing ?

- Yes ☐

-No☐

08-When do you provide feedback ?

a-While the pupils are writing ☐

b-Untill they present the final draft☐

c-During and after☐

09-Which techniqe (s) do you use in providing feedback ?

a-Coding☐

b-Commentary☐

c-Others,please specify…………………………………………………………..

10-Feedback provision enhances language production

-strongly agree☐   -agree ☐ -neutral ☐ -disagree ☐ -stronglydisagree☐

Section Four : Feedback strategies
11-What do you think about the pupils' mistakes ?

a-They are learning devices☐

b-They are signs of the teacher failure☐

c-They are signs of the learner failure☐

d-Others,please specify……………………………………………………………

12-From your own experience of teaching,do you think that detailed correction of written work is effective ?

-Yes☐

-No☐

13-Whatever your answer,say why ?
………………………………………………………………………………………
…………………………………..
………………………………………………………………………………………
…………………………………..
………………………………………………………………………………………
…………………………………..

14-How do pupils react to your correction ?

a-They ask and wait for correction☐

b-They do not care and never ask for correction☐

c-They read the mistakes indicated on the paper and forget about them☐

d-They do not read the mat all☐

15-Do you use any of the following strategies in giving feedback ?

  a-Conferencing ☐

  b-portfolios☐

  c-Dialogs journals☐

  d-Peer-assessment☐

  e-Self-assessment☐

   f-Others please specify☐

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Appendix