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Investigation of Teachers' Feedback on Learners' Writing

Case study of third year LMD students of English division of university of Biskra

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DEDICATION

Words are not enough to show how much am grateful to the one and only man in my life, to the person that straggle for me to be the person I am.

To my obsession

To "papa"

To you "mama"

To you my perfect role model

I love you both, you are the reason that I breathe.

To my brothers and sisters.

To my friends for the love that enlighten my way

To my enemies for the challenge you create in me

To stand up when I fall

Souria

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Abstract

This research is conducted in order to explore the effects of providing feedback to third year learners of English at Biskra University. Shedding light on the learners' attitude help us to gain insight on the whole learning process from both teachers' and learners' perspectives. This work, on one hand, investigates the issue of third year learners committing errors and having difficulties in writing. From the other hand, the study provides an eclectic approach of providing feedback that help learners positively to enhance their performance. The reason behind tackling this particular topic is the circumstance that learners, even in higher levels, still encounter problems in writing or revising their written work; thence, many tools were used to gain validity and reliability and to answer research questions. Two questionnaires were administered. The first one was handed to teachers of written expression to collect data about using feedback and a second one to third year students to collect their views and attitudes about their teacher's feedback. Moreover, essays analysis, post and pre-test were used to evaluate the effectiveness of the suggested treatment. The research results reveal that the majority of the participants argue that effective feedback do create a positive attitude and this latter lead to the enhancement of learners' performance. Learners, according to the analysis of questionnaire and essays, have a negative attitude towards feedback, and the teachers do not notice in progression in the learners' performance. Last but not least, we hope this short study will have a significant contribution to the subject of written expression. Hoping that EFL written expression teachers will be aware and very acquainted with the importance of providing a fruitful feedback to their learners to enhance their long-life learning.

LIST OF ABBREVIATIONS

L1   First Language

L2   Second Language

EFL   English as Foreign Language

ESP   English for Specific Purposes

DA   Dynamic Assessment

SA   Summative Assessment

%   Percentage

N   Number

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General Introduction

Studies, in both first and foreign language learning show the effect of the teacher's feedback on students' attitudes. Concerning the writing skill, researchers found that learners dislike receiving their written output coloured with red ink, rounded or underlined everywhere. The teacher-dominated feedback creates that type of passive and reliant learner especially for weak ones; for that reason, teachers should assess students' writing according to their abilities and evade series of negative feedback. They also argue that learners would not be motivated to develop their skills in the area of content; besides, it increases their anxiety.

Moreover, recent thinking in the field of educational psychology comes to conclude that learners have an important role in the learning process. Due to the attention that is given not only to the cognitive aspect of learning but also to the effective aspect of learning; learners' preferences are taken into consideration in the decision-making process. The participation of students is mainly related to their attitudes towards the teacher's way of teaching and mostly the way, he provides feedback.

 Objective and useful feedback in assessing learners' output also offers a valid tool for supervision of English as a foreign language (EFL) learning process. The assessment of students' writing can provide actual feedback on their mastery of material added to critical elements in writing competency naming: content, form, grammar, style and mechanism. It does not only focus on the teacher's impact upon students' performance; but it rather emphasizes the learners' attitude towards teachers' feedback on their writing in order to reach the appropriate method of assessment with the attention of promoting students' mastery of the foreign language.

As a conclusion, feedback and attitude are two perceptions that control the learning of writing English as a foreign language. Therefore, this study aims at establishing the relationship between writing, attitudes and feedback as far as learners of English in Mohamed Khieder University have different <u>attitudes</u> towards the teacher's <u>feedback</u> in <u>writing</u>.

1. Literature Review

Since 1970's, errors treatment started to be a critical part in the learning process, yet there had been disagreement between researchers about its effectiveness. Scholars like Ashwell (2000), Chandler (2003), and Ferris (1997) insist on the idea of positive effect of error treatment. They also lay the idea of the academic development is based on error correction. Otherwise, other scholar as Kapner, (1991) and Truscott, (1996) give no importance to error treatment. According to them, it does not help in enhancing learners' abilities to write but instead it can effect negatively.

Kapner (1991), in his study that is done to the second year Spanish university about students' attitude toward the dichotomy " form-based and content-based" feedback, claims so strongly that surface, or what is named form-based error correction, without any doubt harms the competency of learning writing and this demotivates them. Zamel (1985), in defining the qualifications of good writing teacher, claims that a teacher of second/ foreign language should put more focus on the deep structure rather than the surface one.

Throughout history, many studies gave different positions regarding the students' attitudes towards teacher's feedback. Attitude is the blueprint in the learning success. A number of studies tackled the topic of the learners' attitude towards teachers' feedback in their writing; for example, those conducted by Alhmali (2007), Ghazali (2009), and Saidat (2010) mention that language attitude is the most investigated field in language learning during the previous 50 years because of the relation between language use and the nature of individuals. Backer (1992) and child (1973) tackled the definition of attitudes as a behavioural reaction.

So many researches show the importance of feedback, Hyland (2003), for instance conceders it a vital ingredient to enhance the students' abilities. Wanchid (2010), in more details, defines feedback and how it can be divided due to different factors, starting from who provides the feedback: teacher or peer, what kind of feedback grammar or content, and how to provide it: face-to-face or through internet.

From the literature review, we based this work to investigate the most debatable matter, whether the feedback can cause positive or negative attitude. Thus, there should be a clear image of what is the type of feedback that teacher of the English division in Mohamed Khieder University adopt content or form-based feedback.

2. Statement of the Problem

No one can deny the critical rule of writing skill in the learning process. It is the only skill used in evaluating learners is the writing form; yet teachers of our department face the problem that learners still have difficulties to construct a correct piece of writing in all modules. Even though in grammar module, learners have the highest scores among all modules; therefore, the only focus should follow one path, which is the written expression module to investigate the problem of committing errors by following the curriculum of written expression until the third year. Students have been provided by every single step to build an essay successfully starting from brainstorming until the final draft.

We come to conclude that the problem is not in academic behaviour, so one angle is left which is the learners' psychology toward the lessons. This big umbrella covers the methods of teaching the writing skill or the approaches of providing feedback. Nevertheless, the attitudes of learners that we are concerned with are their attitudes toward the teachers' feedback and approaches. Because we do not know how our learners deal with teachers' feedback and why learners keep repeat the same errors.

3. Significance of the Study

It has been noticed the huge interest of learners as a dependent part in the learning process and how they can formulate the whole process in corporation with teachers. This work gains it credibility from the notion of investigating our students' attitudes towards teachers' feedback. Moreover, it tackles the three important concepts, which are writing, feedback and attitude. All the time, studies looked at the teacher methods of teaching and suggested other alternative methods and approaches to enhance the academic behaviour of the learners. Instead, this study investigates our students' attitudes and needs in order to come up with a method that fits the students and the

teachers as well. This work needs to be conducted because there was no previous work that showed our students' attitudes towards the teacher's feedback, what their preferences, needs, are and how they deal with them.

4. Aim of the Study

In this study, we aim to identify the students' attitudes towards teacher's feedback, and that new educational psychology gives much importance in the learning process. More precisely, it aims to identify the attitudes of third year students of English regarding to the teachers' evaluation system of their written production (essays and paragraphs). This work is based on the idea that when learners are actively involved as decision-makers in the learning process, they show motivation to write. It is also based on the idea that teachers should take into account the learners' attitudes in order to develop an appropriate evaluation strategy to their students' written production. The big aim of the study is to answer the following question: what are the attitudes of our students to the teachers' feedback in assessing their writing?

5. Research Questions

In orders to investigate the learners' attitude toward the teachers' feedback in the English department in Mohamed Khieder University; many questions should be answered. Many questions been raised such as:

- What are the approaches used in teaching the writing skill by teachers of written expression in our department?
- What are the approaches that teachers follow in assessing the learners' writing?
- What are our students' attitudes towards writing English?
- What is the role of students' attitude in the learning process?
- How to replace the attitude of the student from negative into positive?
- What is a feedback?
- How does it affect learners' attitudes?
- What are its types?

- What is the importance of feedback in the learning process?

- Teacher feedback vs. peer feedback; what is the dominant type in class and which plays greater role in enhancing the learners' writing skill?

6. Hypothesis

It has been noticed that our students, even in higher levels, face the problem of committing errors and may even repeat the same each time; and the problem, we predict, is because of the instruction that the learners received by the teachers or what is labelled "feedback". From that point, we hypothesize that:

- If the teacher's feedback is effective, the learners' attitude would be positive and that would lead automatically to the enhancement of their writing skill.

In other words, providing an effective feedback may help students to avoid any unwanted/ negative attitude, and in turn, it would motivate them to enhance their writing abilities.

7. Methodology Design

The design of the study is quantitative qualitative research. The methodology used is the experimental methodology because, in this work, we aim to investigate and measures results concerning the learners' attitudes towards teacher feedback in writing. In a first place, we will describe students' tendency to feedback provided by the teachers as well as their attitudes and preferences in writing in English. We have chosen the third year to be the participants because, at this level, they are supposed to produce pieces of writing, yet they are still influenced by their teacher's feedback. Our population consists of 385 students, grouped in nine groups. The sample that we have randomly chosen for the experience is 46 students, the eighth group, divided into two groups; the first group is the controlling one contains 26 students, while the second is the experimental group is composed from 20 students. Out of more than 40 teachers in the English department, we choose only ten teachers of module: written expression as sample to distribute the questionnaire to. Sample of the students, who write the essays, is 10 students that have been chosen randomly from the whole population. The type of the sampling is the convenience sampling.

The tools that will be used are questionnaires, for both students and teacher to make the work valid and more reliable. Essays in analysing the teacher approach in providing feedback. In order to investigate scientifically this phenomenon two tests will be also used as a tool for our experiment. Pre-test and post-test; two tools that we will conduct the field work in measuring the students' attitude and teachers' feedback. Both tools can help effectively the experimental methodology we are following; pre-test in order see and describe the initial situation of learners; post-test as final step to evaluate the effectiveness and the worthy of the study.

8. Structure of the study

This humble work is divided into two main parts; the first part is the theoretical part. This part includes two chapter; the first chapter is about the writing skill, we define the writing as skill and as a system, and the approaches that been taught with. And we tackled the assessment part in term of the written correction and type of assessment. The second chapter is a literature review about the feedback and the learners' attitude towards it. We define both terms above and mentioning their types and how to shift the negative attitude to be positive.

The second part is the field work and the most important. According to the hypothesis and the study questions we divide it into four parts. First is the analysis of the students' questionnaire, then the second part is the analysis of the teachers' questionnaire. Also we have a part of the essays analysis and at the end the analysis of the experience data. As final chapter we added discussion and implantation of the study.

CHAPTER ONE

An Over View about the writing skill

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Introduction

William Shakespeare, Jean Jacques Rousseau, Eliot and many others are well known characters, shiny stars in the sky of brilliant writers. They have a big print in the field of writing; leaving behind them a huge heritage in written form. Their way of writing do not resemble the regular writing we do in class or even out of it; this type of writing needs much more talent, practice, experience, skill and inspiration. However, in academic setting, developing this skill needs more effort from teachers and students. Practice, teachers' instruction, feedback and considering the reader in the writer's mind are factors that help learners get over writing difficulties. Assessment stills a critical element in the writing process. It increases the learners' level of competency through the progressive evaluation. Assessment is set to inform the teacher about the learners' level and about the effectiveness of the writing teaching approach. In this chapter we are going to have in details the writing definition as a skill and as a system. This chapter also includes the writing history and a comparison between the writing skill in first language and second language. The writing system is more explained by adding the effectiveness of writing, sub-skill of writing that they would be spelling, punctuation, orthography, speed, linguistic competence, cohesiveness, message, style, and register. Also we shed the light on the elements of writing that teachers focus on: the structure, function, creation, the process, content, and genre. It is needed to speak little bit about the writing constituents and process (phases of writing). The core of this work is the approaches of teaching writing. Five approach are detailed explained which are: productive, process, creative, genre, and communicative. As sifting point we tackle the correction of writing, and the relation between assessment and writing. From that point we start to define assessment and its types: dynamic, performance, portfolio, norm-reference, criterion- reference, formative, summative, authentic, diagnostic, and Ipsative. Besides the form of assessment that are three points: teacher, peer, and self-assessment. As a last part in this chapter we conclude with two characteristics of assessment that are reliability and validity.

1. Definition of the Writing Skill

Writing is used to be described as a visual representation of a language, in term of symbols that reflect the human speech sound; it is way to express thoughts, believes and values of oneself creature. Oxford dictionary (2012) defines writing as distinct skill from the other three skills reading, speaking, and listening. To write is to make a connection between latters to come up with written passages that can be read or used by other people. Writing is known as means of communication that relate people with each other either from different places or times. It is also described as productive and communicative skill that is aimed to store, interchange and preserve messages; it is that kind of skills that survive beyond history using written symbols. In Wikipedia, writing is defined as a language presented in textual medium, with the use of visual codes and sings known by the community members. Writing also defined in the online encyclopaedia of writing and language as approach of language representation in visual and tactile form.

2. Writing Beyond History

Archaeologists found evidence that writing existed from the Mesopotamia about 3500 BC. Thanks to the inscription on stones and tablets, we can trace the written development throughout ages. In the past, drawings found in caves were not seen as a written language but as traditional art, named pictogram (picture-writing).

George Yule (2006, cited in Millrood, 2001: 133) gives more details about the beginning of writing from the old civilization of Mesopotamia, Egypt and pre-Colombian America. He adds that there were six visual graphics: "**Ritualistic markings** found in caves, **tallying devices** to keep count, **property markings** indicating owners, **tokens and totems** as symbols of clans, **mnemonic devices** to keep memory of things, **pictographic/ideograph narratives**."

Millrood (2001: 133) mentioned that even in modern languages, writing systems are different from one language to another; for example, in the Chinese, it is noticed that the writing system is a sort of graphic representations of morphemes and words, graphics in Hebrew represent syllables; and for Arabic, English and Russian it is the alphabetic representations of phonemes.

As a continuousness to what Millrood (2001) is saying, English, precisely now a day, does not resemble the old English, there is the famous example of "the Shakespearian Language". However, the major changes happened in the fifteen century. The historical factor is the most influential part in the written English development; printing, in that time, played a critical role in modern English spelling (most printers were French or Latin). Thus, English had external influence of other languages out of the conventions rules that was laid down among the English people.

Millrood (2001) added that, some English words were recently recreated, added and manipulated, in the sixteen century especially words from external origins in order to make it easy among the public. From that historical point, the mismatch between spelling and pronouncing becomes clearer. Of course, in the American history, the revolutionary spelling reformer Noah Webster succeeded in adding some changes to the American English to be apart from the British English, but there were cases where he failed to add big print in.

The first flame in the writing history was in 'how to write' in the 1970's. Writing began to be studied as problem-solving process for the first time by John Hayes and Linda Flower. Their study was investigating writing in the moment it happens. By then, in the 1980's, other issues were investigated about writing: ways and components of writings in addition to strategies that help in the writing process. Accomplished studies of that time were a huge help for both teachers and students (Cited in Sharples, 2003: 5).

Whether in the past or present, writing was and is still an activity with two identities; the first is the society and the second is the culture. Writing, in a matter of fact, is a peaceful weapon that preserves our past, stores our present and predicts our future because one piece of writing can express individual's ideas, shape the whole community, guide a whole generation and determine many civilizations.

3. First Language Vs. Second/ Foreign Language Writing

Writing in both first language and second language is a very important aspect in the learning process to tackle. It is essential to know whether the writing process in L1 and L2 is similar or different, and to consider the appropriateness of the application of L1 theories on L2. Bitchener and Basturkmen (2006), Hinkel (2004), Lee (2005), McCarthey, Guo & Cummins (2005), Martínez (2005), Silva (1993), Thorson (2000), Zamel (1985) are some scholars who strongly believe that the writing process in L1 and L2 is totally different; meanwhile, Jones & Tetroe (1987), Matsumoto (1995), Schoonen et al. (2003) argue that in both L2 and L1, writing is the same process since we are all humans and that writing is a capacity we acquire just like other activities.

The first group of scholars proves their view by discussing the difference in culture of both communities that influence how the ideas would be translated into words quite differently. Hirose (2003) strengthens this point by arguing that writing in general is influenced by culture and that the genre of writing is a result of cognitive development.

Zamel (1985) was one of the first pointers in investigating writing in English as foreign language countries. For him, writing among EFL learners focuses mainly on the teacher's feedback and classroom activities. In EFL written classes, the teacher is following recently two main writing approaches that have been ascendant in the process of producing a piece of writing, process and product approaches in addition to the Genre Approach.

Away from the conflict about whether writing in L1 and L2 is similar or not, a field work done by Zamel (1983) showed that the competitor writers in L1 have the capacity to write in L2 easily by following the same strategies and skills. Zamel (1983, 1985) argues that even though L2 writers follow the same process steps in producing pieces of writing, they cannot reach the competence of L1 writers.

Berman (1994 cited in Ouskourt 2008: 87) stated: "Many learners transfer their writing skills between languages and their success in doing so is assisted by the grammatical proficiency in the target language." In other comparative studies between L1 and L2 writing, many results found that there are features and theories of the L1 writing can be used appropriately in L2 writing.

Even if opinions differ, learners still face –anyway– many difficulties in composing any piece of writing in English even if L1 affect positively or negatively. The most important thing is to follow Silva (1993) in pursuing the L1 writers; we should keep writers revise, develop, and find the best words to express their thoughts. Therefore, we may follow different processes, but the important thing is that the idea is developed and the meaning is received.

4. The Writing System

There are many definitions of the writing system, each definition shape one field of language; for that reason, we cannot agree on just one. To be in safe side, we choose set of writing definitions:

The e-encyclopaedia (2008) defines Writing as it is the productive and communicative skill that is aimed to store, interchange and preserve messages; it is that kind of skills that survive beyond history using written symbols. (Retrieved from: http://www.omniglot.com/writing)

The Blackwell Encyclopaedia of Writings Systems defines it as:

> A set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.

The definition above presents the writing system as written codes, use in systematically in orders to index different messages. This representation of the language unites are used by members of the community who acquire the rules of the language.

Florian Coulmas (2003) speaks about the writing system mentioning that it covers two main aspects; symbolic and functional that shape both cultures and humans writing:

> […] as the most visible items of a language, scripts and orthographies are 'emotionally loaded', indicating as they do group loyalties and identities. Rather than being mere instruments of a practical nature, they are symbolic systems of great social significance which may, moreover, have profound effect on the social structure of a speech community.

In the definition above writing system is compared with scripts and orthographies in term of particular nature the writing system has, it is an agreed upon system of symbols by the society member; since it influence the social structure on the speech community.

Cambridge Encyclopaedia of the English Language (1995: 256) makes a clear image about writing that it refers to a process; however, other scholars define it as a result. Writing is a process because in order to come up with piece of writing, learners go through steps; they are actively engaged to certain standards to write syntactically and semantically accepted piece of writing. Moreover, writing is a result in terms of the concluding concept; it is the result of an ideas fusion that occurs in the writer's mind. Illusion and logic, to be at the end result in written symbols, represent the writer's thoughts. Therefore, writing is not an exclusive gift, but every human being can learn how to write in both formal and informal settings.

Orthography or the written system of a language, is set up of letter, punctuation and spelling. It is commonly known that phonetics is the study of human speech sound (speaking); while in writing, the science that studies the human ability to make, transmit and receive written symbol is called Graphitic, Wilson &Kiel (1999: 895).

Steven Roger Fischer (2003) bases his focus on the idea that the writing system cannot be defined in one limited definition; but instead he named certain criteria that should be covered by writing system:

- it must have its purpose of communication
- it must consist of artificial graphic marks on a durable or electronic surface
- It must use marks that relate conventionally to articulate speech (the systematic arrangement of significant vocal sounds) or electronic programming in such a way that communication is achieved.   (p. 12)

Finally, according to the change of linguistics' objective in the 1970's, writing also had shifted away from prescription of correct usage to description of natural usage since the most focus was put on the spoken form of the language. As a consequence, writing - only for the last decades- is considered a cognitive aspect.

4.1 Effective Writing

To be competitor in writing, produce easily a correct piece of writing is one the successful students' qualities. That capacity enables learners to express their ideas and thoughts in a good way; but in addition to other conditions, the writing should have purpose, enough vocabulary background and awareness of the language rule and structure. According to Barrass (2005: 11) writing can be used as a mean to influence others' ideas and actions. For him, there are four reasons to write: helping one to remember, observe, think and communicate.

Writing competency is the most required element in all subjects in EFL learning since writing defines the learners' level of foreign language inquiry. This skill needs to be developed in EFL classes with the help of other skills because of the huge importance of writing in enabling learners to express their ideas or even to answer in exams in a clear and good way. The writing skill is greatly related to EFL learners' level since is used for more than half of the learning time. Furthermore, it is seen as a part of lesson in, for instance, taking notes, writing lessons, doing assignment, preparing for projects or theses, etc. Writing, from another hand, is ushering to three main academic behaviours: the effective approach which the teacher uses in teaching writing, the learners' degree of understanding, and finally the fruitful extent of writing conference (the balance between teacher's feedback and learners' attitude).

In academic writing, learners are required to write clear and communicative ideas; as Barrass (2005) describes it, it is a process tends to be away from imagination, but only facts that are learnt through learning process. Writing by following instruction is one of the academic writing main focuses; learners are mainly asked for: explanation, order, clarity, relevance, simplicity, completeness, and accuracy.

Writing competency, for Krashen (1984: 84), is "the abstract knowledge the proficient writer has about writing." A competent writer can also be called a good writer, and this is related mainly to the level of competency and that diffidently differs from one learner to another. A competent writer should control his/her piece of writing; the written passage should be clear, organized, correct, detailed, and united. However, two main areas affect the reader's judgment: coherence and cohesion.

4.2 Sub-skills of Writing

The Writing skill has some subdivided skills that are based on particular elements of writing. Sárosdy et al. (2006: 61) mentioned that the writing skill has eight sub-skills. They are summarized as follow:

4.2.1 Spelling

It is seen as the most difficult sub-skill among all because it coins the identity of the writer and his/her level of writing. It also gives value to his/her work to be accepted or rejected. Spelling does not end up with only misunderstanding the message, but the reader's judgment as well. The main causes of committing spelling mistakes are either lack in education or in care.

4.2.2 Punctuation

The disposition of punctuation is different from one writing community to another, such as in letter, report or academic essays; because, punctuation is the only link between the reader and the intended meaning that the writer is implying. For Harmer (2001: 256), punctuation is not transferable between languages; from that view, learners should be aware of all English punctuation to be able to use them appropriately within a context or modify it in order to produce a correct and clear piece of writing. Every single mark of punctuation in the English language system has a rule that can definitely change the whole meaning of a written production.

4.2.3 Orthography

It is a compulsory element in learning any language. Language learners should couple learning language with acquiring orthography. This has been defined as a system that employs a particular language script, it also include spelling, capitalization and punctuation (Cited in Wikipedia).

4.2.4 Writing at Required Speed:

Writing is allocated with specific time, so the writer should limit him/herself to that writing quality. Most of time, learners complain about the time allotted to this skill; yet inquiring this sub-skill would help learners to overcome this problem and –instead- to control time.

4.2.5 Linguistic Competence:

Canale & Swain (1980) define linguistic competence as the "Knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology." Chomsky and many other linguists state that it represents the innate, unconscious, and linguistic knowledge (grammar / syntax).

4.2.6 Cohesiveness:

It is the way of how to make a text well-structured; it goes equally with discourse competence that deals basically on sentence placement and connection to construct a meaningful and a correct piece of writing**.**

4.2.7 Focus on the Relevant Message:

Any writer should give all his/her focus on one particular part of language: the massage. The content or theme at this point is the core of the study without caring on the form or how it is expressed.

4.2.8 Style and Register:

The writer should be aware of all types of registers and styles that can fit any type of writing. Style is the identity of the particular writer; in the same time, it is the personal test of learners. Register is the identity of the text.

4.3 Important Elements in Teaching Writing

In teaching writing, there are several prospective that should be put some light on to make the learning process successful. The application of teaching writing in classroom is conceptualized and organized by the teacher. Hyland (2003: 22-38) mentions a set of areas:

4.3.1.1- Focus on the Language Structures: "Writing is regarded as an extension of grammar" (ibid). The focus is on the production as well as the correct form; structures should be well organized and lexis, syntax and vocabulary should be well considered.

4.3.1.2- Focus on the Text Function: The EFL learners have two competences: the first is the linguistic competence (The ability to use appropriately language structure within a text), the second competence is the text function here we should relate both language structure with language function (form and function).

4.3.1.3- Focus on Creative Expression: It is effective that the teacher lets his/her students raise their own words and encourages them to use brand new expressions "fresh and spontaneous" that come from learners' personal ideas, experience, thoughts, and opinions. These highlight the learner's creativity and self-discovery.

4.3.1.4- Focus on the Writing Process: The teacher should focus more on every stage the process goes on, named by Flower & Hayes (cited in Hyland, 2003: 10): planning-writing-previewing framework.

4.3.1.5- Focus on Content: Content, topic and theme are equal concepts that are focused on to write correctly and effectively.

4.3.1.6- Focus on Genre: The teacher should focus on what is beyond writing: purpose of writing what he/she aimed by this particular piece of writing, use the language to achieve certain objective that should be touch by the reader.

Sárosdy et al. (2006: 63) list other angles to be focused on such as **unity** which means being careful not to be out the topic and to support the controlling idea in order not to distract the reader by the over-mixed ideas in one topic. **Coherence** is another trait that should be considered. It concerns the flow of ideas going logically and shifting smoothly.

Parts of sentence or paragraphs should be connected using some linguistics devices such as discourse markers and connective. These have to do with **cohesion; style** expresses the way the writing is organized whether in a formal or informal way. **Register** is all about the vocabulary and the style that describe the person's social distance.

4.4 Components of Writing

Writing is not only one block that comes to one's mind then pasted in a white sheet of paper; in fact, it is a combination of set of elements. Harris (1969, cited in Salmen, 2006: 13) states that writing is made up of five elements. They are:

4.4.1 **Content:** It mainly deals with the expressed ideas; i.e. the core of the writing, the deep structure that conducts thoughts and concepts.

4.4.2 **Form:** In contrast to content, form is the surface structure of writing. It deals with the shape and organization of the content or it can be replaced by the concept structure.

4.4.3 **Grammar:** Is the way language patterns are put together in a systematic way according to certain rules.

4.4.4 **Style:** Is the particular way that language patterns are used or presented to show the writer's attitude or which tone he/she is writing with.

4.4.5 **Mechanics**: Is the language graphic convention that writing is done with.

In other words, Harris (1969) based his theory of writing according to four elements:

4.4.6 **Mastery of vocabulary/ diction:** The learner should master the language vocabulary that shapes his/her writing and wild his writing into many spaces that may be limited by his/her vocabulary size.

4.4.7 **Mastering grammar rules/ sentence structure:** Is the learner's ability to use syntax and morphological rules correctly.

4.4.8 **Coherence:** The learner provides the coherence element in writing that enables the reader to understand the passage thanks to the logical order and transition.

4.4.9 **Spelling:** The spelling system is a basic and critical element in writing. It can also be defined as a problem for some learners because of the difference between pronunciation and spelling.

5. Approaches to Teaching Writing

It is quite known that there many theories about teaching writing that basically aimed at better teaching writing approaches and achievements; EFL learners need to be directed in their academic writing to follow one specific path of writing that determines the teachers' objectives. There are a number of approaches named by scholars; yet, the application of one of the approaches is based on the teacher's and learners' followed or focused areas (categorized by Harmer 2001: 257): production or the process of writing; collective or individual writing; to create or to follow one genre. While writing, students go through challenges like committing errors of spelling, punctuation, grammar, vocabulary and coherence. The second issue concerns the content and what modal to follow in writing, this may confuse the teacher about what approach to follow in order to fit the learners tendency and needs.

5.1 Productive Approach:

Productive Approach, according to Badger and White (2000: 153), is concerned classically with the language structure knowledge and with the concept of imitation as the core of writing matter. For Harmer (2001: 257) this approach focuses on two stages; first is the objective or the aim, second is the final draft. According to Hyland (2003: 3) the Productive Approach based on four strategies that are: familiarization; in which the learners know different aspect of any text. Controlled and guided writing both stages aimed at: make learners drill writing with all steps so that they can master writing and supplement writing with free well in writing, in order to open the option of freedom in writing. Final stage is where the learners are able to produce easily a piece of writing; In addition to mastery of all aspects of writing skill. Pincas (1982 Cited by Badger and White 2000: 153) says that imitation is the learners' main activity; but in the final stage (free writing) teacher should make the students feel as if they are producing something even in the core it is imitating.

Hyland (2003: 4) summarizes the Productive Approach principles starting that the inward emphasis is on the language form, three main points were focused on: grammar accuracy, vocabulary building and second language proficiency. Moreover, some pedagogical techniques are used like controlled composition, gap-fill, substitution, error avoidance, indirect assessment, practice of rhetorical patterns.

This approach has been criticized specially from the concept of imitation, Escholaz (1980) and Walson (1982) (Cited by Salmen 2006: 15) argue that teacher, in this approach, escape from the learners' writing problem; because, the process is only matter of imitation. Besides Escholz (ibid) says that this approach encourage writers not only to imitate the plan and form but also ignore the content. Therefore, the learners' abilities are decreased and learners are not encouraged to write with their own style.

5.2 Process Approach:

The Process Approach is defined according to Badger and White (2000:154) as a process that focuses on the linguistic skill rather than the linguistic knowledge, linguistic skill is all about writing steps and strategies while linguistic knowledge is based on the language structure, pattern, grammar and syntax. Harmer (2001: 257-258) added that what makes this approach so special is the fact that the teacher spends much more time with learner, and follow them in each stage. Harmer (2001) states "a Process Approach aims to get to the heart of the various skills that should be employed when writing*"* (p 257).

In other words, Process Approach unlike the Productive Approach focuses more on the steps and strategies of writing and put less emphasis on the final product. In Process Approach Stages are very important; which are: **prewriting** (also called the brainstorming stage where learners have to think about ideas on the topic). **Composing/ drafting** (the selection of ideas to be used in the written production). Finally, comes **revising** and **editing** where learners check the form and content of their writing to make it ready to be read by other people.

Harmer (2001: 257) tackled also the Process Approach stages but used in different labels. For him the phases are as follow: **drafting/ structuring** (this phase is all about organizing and ordering information of the learner about the topic). **Reviewing** (learners at this point check, connect, assess and edit ideas). **Focusing** (learner check if the ideas are well expressed and the purpose well achieved as he/she wanted). The last step is **generating ideas** and **evaluation** (final touch so that piece of writing will be ready).

Hyland (2003: 10) names the main principles of this approach starting that the whole emphasis is on the writer whose main objective is to own a capacity of technique control.

The pedagogical techniques used in this approach are Brain-storming, planning, multiple drafting, peer collaboration, delayed editing, assessment.

This approach faced some critics mainly in term of the form organization, the writer's role, the text content and the reader position in writing. Harmer (2001: 258) adds that it is time consuming especially for large classes it would be impossible for each student to have the opportunity to be followed by the teacher. This, in fact, all due to the inappropriate time allotted to teach writing in EFL classes.

5.3 Genre Approach:

Badger and White (2000: 155) believe on the concept that the Genre Approach is an extension of the Productive Approach in terms of linguistic knowledge. However, the former views writing as shaped in social context. The most important feature that defines this approach is that it focuses on the purpose of the writing production. The Genre Approach can also be described as a combination of some aspects of linguistic knowledge and social objectives, and still this process own the feature of imitation. Teaching writing with the use of the Genre Approach needs three stages to follow: the first step is when the teacher provides students with a model that is presented, investigated and analysed; after that, students start focusing on the structure of language (how it is used, how they can manipulate it and which form of language is used).

Hyland (2003: 6) also has a view concerning this particular approach; he sees it to be away from content, process or the form; writing for him is not just for the sake of writing but write to do as well as to have an action. the importance of teaching writing using Genre Approach, is in the engagement between discourse and context that can be a point of ignorance in other approach when it comes to structures, functions and forms.it also emphasis on the idea that text also can work in term of communication. Martin (1992 Cited by Hyland 2003) names this approach differently and uses the term goal-oriented; because it is a social factor and aims to achieve particular objective designed by the writers. (Hyland 2003) summarizes this approach and its principles mentioning that its focus is on text and context i.e. the language and where it is used. Harmer (2001: 259) sees that this approach is stared from the point of exposure to other texts of the same genre and is similar in techniques. Harmer views this approach to be closely to be more suitable for English for specific purposes (ESP) since it is based on specific genre and jargon in writing.

This approach witnesses critics about its principles; these were basically focused on the imitation that causes: the absence of the learners' production, limitation of the learners' ability to write and creativity to leave their print in piece of writing. For Harmer (2001) imitating actually do not motive or encourage learners for writing.

5.4 Creative Approach:

Ur (1996, Cited in ibid) sees it as the most significant approach among all others in the way that learners, by the end of writing, feel proud about their accomplishment. In addition, the use of imagination in the Creative Approach drags students to write more than in other approaches (Harmer, 2001: 295). The engagement of learners' experience and feelings enable them to put more care and consideration while writing and that motivate them to write. The point of departure, as Hyland (2003: 9) describes it in this approach, is the pure creation of learners. The main principle of this approach is to show the print of learners through writing which represent their own views and experiences as well as their self-awareness. Writing in the view of this approach is not a matter of teaching but of learning. The teacher does not use direct instruction but bases his/her method to make it a cooperative process, sharing ideas and views but avoiding any imposed models. Furthermore, teacher makes his/her possibilities to stimulate learners' ideas, thought and ways of thinking to create their own piece of writing.

Hyland (2003: 9) states: "Expressivism is an important approach as it encourages writers to explore their beliefs, engage with the ideas of others, and connect with readers." There is no clear principle for this approach; all the matter is based on the pure creativity of learners and the ability to express their ideas freely through writing. In sum, Hyland summarizes these approach principles which put all the emphasis on the writer as the main element in the process. Its main objective is make the learners raise their own creativity, self-discovery and avoid imitation. Moreover, its pedagogical techniques used by the teacher are reading, pre-writing, journal writing, multiple drafting, and peer critics.

This approach was criticized on the idea that imaginary may, according to Selmen (2006: 17), frustrate and demotivate them. This especially touch learners of "nothing to say" Harmer (2001: 260) here where the side effect appear; learners will be controlled by the feeling of demotivation, frustration and failure.

Harmer (2001: 260) names other approach, this particular approach characterized from others in term of   sufficient feedback, **cooperative writing:** writing is seen as activity that is done among small group of students. this approach give huge help for teachers, especially in cooperation with process and genre-based approaches, where in many phases student will find peer help, feedback in addition to sharing and generating ideas stages will be more live. Cooperative writing can provide great motivation for all students.

Producing a Piece of Writing

SNYTAX
sentence structure,
sentence boundaries,
stylistic choices, *etc.*

CONTENT
relevance, clarity,
originality,
logic, *etc.*

GRAMMAR
rules for verbs,
agreement, articles,
pronouns, *etc.*

THE WRITER'S PROCESS
getting ideas,
getting started,
writing drafts,
revising

Clear, fluent, and effective communication of ideas

MECHANICS
handwriting,
spelling,
punctuation, *etc.*

AUDIENCE
the reader/s

ORGANIZATION
paragraphs,
topic and support,
cohesion and unity

WORD CHOICE
vocabulary,
idiom, tone

PURPOSE
the reason for writing

Figure 1: a Communicative Approach designed by Raimes (1983: 6)

The approach presented in the figure above is the Communicative Approach. It combines principles of each approach into one approach of teaching writing. teachers in EFL classes are mostly do not apply only one approach to teaching writing; but instead, they mix up different elements of each approach to come up with a Communicative Approach for better teaching and better achievements. The focus is put on the social nature of writing and putting objective to communicate the reader expectation, and the writers' ideas and thoughts in a piece of writing.

5.5 Communicative Approach:

It is approach designed by Raimes (1983: 8); it is characterized by its principle that is a combination of all principles of the other approaches. Is aimed to communicate the readers' mind i.e. link writer with reader whatever who is, and full fill the objectives of the writer; it more engage the writer into real life. Learners' writing will be presented to their colleagues whom will discuss their ideas or summarize it except for the option of assessing it.

This approach is based on following the students in each step they go through, emerge their creativity, expose them to different genre of writing, and evaluate the final production. This is what is meant by eclectic approach, by focusing in adding the positive points of each approach. This particular approach concentrates on make the learners as the centre of the writing process.

This approach emerges equally with the raise of the Communicative Approach of teaching. The principles had been shift from the teacher from a controller to be only the guider, the rule of the teacher is to direct the learners. This approach combines both the purpose and the audience as the main concern.

6. Writing process:

At this point, the teacher is following an approach to teach writing, the student are ready mentally and psychologically to write, then what is left is the writing process.. Allman et al (2000: 36) describe the writing process as way to teach student not only to come up with piece of writing but how to use writing and to master this skill as well. Writing is not activity of one step. No matter what approach the teachers uses in teaching writing; students have to follow certain steps to produce a correct piece of writing. These are prewriting, drafting, revising, proofreading and publishing. A brief explanation of each stage is now presented.

6.1 Prewriting

It is the first activity in the writing process. Learners, here, are brainstorming ideas about a topic; the teacher is involved in this process by asking students, providing them with time for collective discussion, etc. the writer, at this stage, is asked also to think about the writing in different angles such as the reader's position, the writing purpose, and all what concern the form.

6.2 Drafting

It is the step of really starting to write. In this stage, students are concerned with shaping the frame of their writing. They start to write any information they conceptualize about the topic without worrying about any mechanic or any kind of mistake. The role of the teacher is to give clarification and guidance as well as to encourage and motivate them to write as much as possible. This stage is characterized by four elements which are organization, selection, order, and form. Moreover, getting peer or teacher's feedback is also important at this level.

6.3 Revising

In this point, students are doing the last touches to get the final look of their writing, making any necessary modification on both form and content by completing missing parts, correcting any committed errors, and seeing if it corresponds to what they wanted to say. So, students look again at their ideas in terms of correctness, neatness, clearness, unity, and communication in order to make any appropriate changes. Here, the reading skill is more required at this level.

6.4 Proofreading

Also it is called the final draft. Here much focus is on the form. Learners check again the errors of grammar, spelling, punctuation, coherence, and cohesion in addition to style and mechanisms. This final draft needs to be written in a clean paper; the written product is normally now clear and correct. The learner may look for his/her partners' feedback to avoid any unclear or incorrect part of the language before they hand it to the teacher.

6.5 Publishing Is the final step in the series of activities/stages of the writing process. In this stage, the learners' writing is ready to be shared. Here, grammatical or stylistic errors should be treated by the teacher. Learners pay more attention on the feedback provide by the teacher so that to avoid making the same mistakes in the next writings.

As a conclusion, the previously mentioned stages are critically important and effective on the final production. It is noted that when the learners follow these stages, it helps them to enhance their writing especially with the direction of the teacher. The teacher in this process is less engaged but more important, less engaged in term of playing only the role of the guider instead of the controller; while the more important, is concerning the role of motivator and promoter his is doing.

7 Writing skill vs. assessment:

As any process in EFL learning, writing needs to be evaluated, treated, and graded; for that reason, there are many teachers who take into consideration the written assessment to determine their learners' level of inquiry (linguistic and communicative competence). Therefore, the teacher can measure the learners' progression and development and ensure their ability to write, he/she has to use assessment which is a crucial element of the writing process. Indeed, Reynolds and Fletcher-Janzen (2007: 2164) argue:

> This belief is primarily based on the assumption that information from the assessment process should make it possible for teachers to more readily determine a student's writing strengths and weaknesses, individualize instruction, monitor writing performance, and evaluate the effectiveness of the composition program.

Writing's evaluation, correction or assessment is an indicator of the students' competency in writing that concern spelling, vocabulary, grammar, word usage, organization, order, coherence, cohesion, and style. Therefore, learners' awareness of their level of competency greatly motivates them; however, over-evaluation (much of underlining, circling and long comments) may affect negatively their psychology and motivation (Burton & Arnold, 1963 Cited by Reynolds and Fletcher-Janzen 2007).

Assessment of any written form is critically based on the topic, tool, task requirement and learners' and teacher's responses (Lee, 2005: 590). Assessing writing aims to follow the learners' progress in writing and to identify their amount of inquiry in the learning process. Graham (1982, cited in Cecil and Elaine 2007: 2165) points out that assessment as an activity falls in both process and product. The latter concerns the length and techniques whereas the former deals with aspects like observation (the teacher observes learners' behaviour and attitude), interview (the teacher has a conversation with learners about their attitude and why they follow any approach to write with), and sharing (the teacher asks learners to share their ideas about the topic and what they are writing about).

Assessment of writing is concerned with the form or the content but generally with both. Content is directly related with communicating the purpose; the teacher does not put much focus on technical errors. While in accuracy (form), correct grammar is highly demanded and errors are highlighted. Nevertheless, effective assessment deals with these

two aspects (form and content) and goes through two phases. First, is the objective phase where the teacher sets objectives to the designed assessment; and second, the selection of tools that should be valid and reliable. Most importantly, the effective assessment is the one which strongly helps in EFL learning by emphasizing students' performance in term of description and diagnosing, and by including valid and reliable qualities.

7.1 Assessment definition:

Since 20 years, assessment has been a critical part in the learning process and was used to indicate the learners' level of inquiry (Brown, 2006: 4). An important study has been undertaken to determine assessment's qualities (validity and reliability), learners' performance and achievement, and the technologies used in assessment.

Assessment has become a powerful tool in the learning process. This latter is designed to indicate the learners' level of learning, competency and achievement. In her turn, Klein (2006: 5) defines assessment as an activity in the learning process that is aimed to predict learners' achievement and performance. Cohen et al., (2004: 323) define it as a process of collecting information about the learners' performance and response in written or oral tests where it indicates their level of language mastery. Indeed, assessment is seen as indicator to their knowledge, skill, attitude and understanding and aims at "making students accountable for learning partly through issuing certificates, and accountability of schools and teachers." (Heaton, 1975; Torrance and Pryor, 1998; Warren and Nisbet, 1999; Webb, 1992 cited in Klein 2006: 5).

Petrina (2007: 285) focuses on the main roles of assessment and sets them as:

> Monitoring, documenting and communicating levels of quality
> and quantity of performance. Assessment is done in order to: (1)
> provide feedback for learning & growth; (2) rank or sort
> according to some characteristic; and (3) provide means of
> communication with parents, administrators, teachers, etc.

Assessment is set as the most powerful tool that can be used in the learning process. It may indicate into what extent learners can reach performance through teachers' instruction. Performance may only be the first flame, but assessment continues and ends successfully the process of learning by first identifying the learners' position, then by

determining the weaknesses and finally providing effective feedback to enhance the learning instruction.

For Boyle & fisher (2007: 10- 11), collecting information through assessment can be done with the use of observation, existing information (portfolios), interviews, professional judgment and tests. Therefore, they define assessment as a well-organized process and systemized procedures that are measured numerically.

Assessment has been used differently through time in terms of the main objectives. Wyatt-smith & Cumming (2009: 1) say that in the past, its main concern was to fall into higher scores and competition, and that all assessment takes the same form. Correct form and accuracy were two important criteria with no concern with the communicative aspect assessment. However, the modern assessment claims for wider sources, different contexts, varied purposes and range of forms. Competency is more based besides the social interference and feedback.

7.2 Type of assessment:

Assessment as a powerful tool in the learning process was define by Petrina (2007: 285)

> Monitoring, documenting and communicating levels of quality and quantity of performance. Assessment is done in order to: (1) provide feedback for learning & growth; (2) rank or sort according to some characteristic; and (3) provide means of communication with parents, administrators, teachers, etc.

Assessment in the learning process, set as the most powerful tools that can be used. It may indicate into what extent learners can reach through teachers' instruction. Performance may only the first flame but assessment continue and end successfully the process of learning by first identify the learners' position then determine the strength of weaken point then Finlay provide affective feedback to enhance the learning instruction and all is done within an academic setting and in curriculum frame.

7.2.1 Dynamic assessment (DA):

It is an active diagnose of learners' perception, learning, way of thinking and problem solving; the target of this assessment is to evaluate their ability to understand under any circumstances the difficulties and overcome them. It used also to measure teaching requirement and tools used and needed for better learning process. Boyle and Fisher (2007: 14) state that this type assists learners' responses and assures the effectiveness of the strategies and techniques used by learners' levels. Guthrie (2004: 127) states that this assessment pays attention to the learners' attitude towards the teachers' approach of teaching. This type is actually designed for learners who have difficulties in learning such as low scores and disruption at emotional or personal level. DA revolute on the traditional view in term of feedback; i.e. the assessor does not give any feedback on the learners' implementation, according to Eric and Lynley (2009: 345) the assessment is only a process of evaluating and away to provide any type of feedback. DA shares the same Formative and Diagnostic assessment purpose; however, the emphasis of the assessment is more on the cognitive aspect of the student in the learning process.

7.2.2 Performance assessment:

It is a kind of assessment that is based on observation, questions, and judgment, is the main principle of this type is "perform in real life", in other words the teacher assess the learners performance in activities presented in real life situation (Cohen et al, 2004: 330). The teacher, here, judges the quality of the observed performance. The first application of this type in academic field was in the twenty first century but it was used before in industry, military and artistic fields. The tendency toward this assessment type was related to the shift of instruction in learning process. (Guthrie, 2004: 134)

7.2.3 Portfolio assessment:

It is a set of learners' work that indicates their development, proficiency, and achievement in different syllabus areas. Feedback is a strong point of this kind of assessment because its role is to point to learners' strengths and weaknesses and affects both processes learning and teaching, but engages more learners as an important element in the teaching-learning process (Guthrie, 2004: 137).

7.2.4 Norm-referenced assessment:

According to Cohen et al (2004: 328), this kind is seen to be a comparison between learners' performance and previous assessment to indicate to what extent the assessment affect the learners' performance. The comparison is done between one learner and another or is done in hierarchy order from the strongest to the weakest performance. Boyle & fisher (2007: 13) reports that this type emphasizes that scores are directly related to the engagement between the performance and norms.

7.2.5 Criterion-referenced assessment:

The assessor, here, tends to compare performances with specific, pre-defined and particular standards. The comparison is done between learners and criteria to achieve a certain degree of competency of a particular criterion (Cohen et al, 2004: 328). Achievements with high grades are not exclusive to particular learners; but in case of higher scores, all learners will be awarded with the same scores or they all failed. According to Boyle and Fisher (2007: 14)   this kind of assessment is designed to define learners' level of enquiry in particular criteria in the learning process in general such as to measure one skill and to diagnose one learning issue of one particular learner.

7.2.6 Curriculum-referenced assessment:

In this kind of assessment, a comparison is done between curriculum and performance; the final performance is compared to what has already been done in the curriculum. It proves the effectiveness of the teacher's approach of teaching and the instruction used in curriculum lessons delivery. (ibid)

7.2.7 Formative assessment:

Black and William (1998) define this kind as "to be interpreted as encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged." (Cited in Scott, 200: 7). Petrina (2007: 285) gives another title to this type and uses the term 'in progress assessment' because it is done in different periods equally with the lectures, unites or term timing. It is not directly related to identify the learners'

weakness but rather to identify the lectures and competency progression and level of proficiency. (Whyatt-smith & Cumming, 2009: 60).

Pachler & field (2001: 204) see formative assessment as a vital part of the teaching process that helps learners to move to the next level in learning, improves feedback, and proves the effective learning. Furthermore, it readjusts learning and teaching process to fit learners' needs and teachers' potential. It also motivates learners and raises their self-esteem in terms of engaging them in the assessment process (Scott, 2001: 8).

Cohen et al (2004: 329), sees formative feedback to be heavily taken into consideration in the process of formative assessment because it has a greater effect compared to scores or grades. According to Anderman. E, & Anderman. L (2009: 416) feedback is given on both levels teachers and learners in the learning process.

7.2.8 Summative assessment (SA):

It is also named 'final assessment' by Petrina (2007: 285) because it assesses learners' performance at the end of the curriculum. "Fatal" quality Scott (2001: 7-8) adds it to this type of assessment. This kind differs from the previous one (FA) because "Summative assessment is often concerned with certification, the awarding of marks and grades and public recognition of achievement." (Cohen et al, 2004: 330) Indeed, SA shows to what extent students had achieved in the learning process and if the underlined goals had been accomplished. (Anderman, E & Anderman, L, 2009: 417)

According to Anderman, E & Anderman, L (2009), this assessment type relates three important concepts to the learning process which are assessment, curriculum, and instruction. When the curriculum is based on clear goals and presented tightly with communicative instruction, then the assessment will reliable, correct and valid.

Popham and Shepard (1999, 2001 cited in ibid: 417) mention that SA has been heavily criticized especially about the timing. Indeed, a long period of time passes from learners get instruction to the end of the term; consequently, learners' real level is not revealed because they forgot most of things. Anderman, E & Anderman, L (2009) responded to the critics given saying:

> Nevertheless, summative assessments can provide critical
> information about students' overall learning as well as an
> indication of the quality of classroom instruction, especially when
> they are accompanied by other sources of information and are used
> to inform practice rather than to reward or sanction.
> (p. 417)

The quotation above present the summative assessment as tool used to collect information about the learners' weak points, it critically define their abilities concerning the instruction provided in the lecture.

7.2.9 Authentic assessment:

The term 'authentic' is equal to trustworthy, realistic, faithful, genuine and reliable. All of these adjectives qualified this assessment type (Scott, 2001). This assessment targets real life situation to get real indicators; results are far away to be predicted or approximated. Cohen et al (2004: 330) sate: "What makes authentic assessment authentic is that all parties know what students can actually do in real life with the knowledge, skills and competencies that they have learnt." Assessment, in this field, defines learners as competitors who have the ability to measure their level of enquiry; besides, it is a tool that motivates them. The information collected from a wild rang of sources; portfolios, checklists, work samples, diaries, permanent products, pencil-and-paper tests, observations, and any other forms of assessment (teacher, self, peer-assessment) may provide the needed changes into the way of presenting instructions. (Wyatt-smith and Cumming, 2009: 153)

7.2.10 Diagnostic assessment:

This kind of assessment aims at the identification of the learners' abilities and knowledge, their weaknesses, strengths, problems and opportunities. It is designed by specialists and teachers to determine the next step of teaching after defining the lacks and problems that may face learners (Cohen et al, 2004: 329). DA counts on the detailed analysis and detailed feedback, timing of feedback is extremely important in this assessment, which allotted closely to the time of the assessment.

7.2.11 Ipsative assessment:

'Ipse' is a Latin word that means 'herself' or 'himself'. It is a self-assessment where the learner by him/herself evaluates his/her abilities. Ipsative assessment is more effective if it is engaged with clear objectives, emphasis on the learning process, and one learning criterion. The teacher, in this process, works only as a supervisor or negotiator; all the work is done by the student as a private propriety (Cohen et al, 2004: 330)

As a conclusion, assessment is guided by the teacher but shaped by the purpose. According to the purpose, the type is more determined. If the teacher is up to grades and final marks, the more assessment tends to be summative in contrary to the formative and diagnostic assessment. The more teachers are based on formal tests, the more learners will be far from the Ipsative assessment. The use of one grade that is norm-referenced assessment means the usefulness of criterion-referenced assessment. The most used in EFL learning process is the diagnosis and formative assessment because of the constructive feedback that provide. Assessment in all its types points to determine learners' level of inquiry, and provides feedback that is a great tool in enhancing the learning process (ibid).

7.3 Forms of assessment:

Assessment, according to Wyatt-smith and Cumming (2009) establishes a relationship between two variables. First, is what should be learnt and what has been actually learnt? It is a sort of asking student about the content of the curriculum, and the way they had learnt it and even the extent they reach in the inquiry process according to their belief. Assessment may be seen as a final set in the learning process; but, in fact, it is just the departure point. After assessment, both teachers and learners use the assessment's result. The teacher, then, observes the learners' attitude about what he/she added, modifies or even changes in the way of teaching, giving instruction, and providing feedback. Learners, meanwhile, use the provided feedback (given by the teacher, peers or even their own) to know where they missed up and see if they can overcome mistakes. Moreover, they can determine their own level as EFL learners.

In educational setting, assessment has a huge impact in better achievement. Gathering information and assessing students allow teachers to make a clear image of their learners' abilities, knowledge, and skills (Wyatt-smith and Cumming, 2009). The teacher

is not the only assessor in the learning process; learners also may shift from passive into active part that is named self-assessment. The third part of the assessment equation is the classmates or colleagues who have a great impact on the learners and on the process in a whole.

7.3.1 Self-assessment:

Students can sometimes take the role of the teacher as an assessor. They have the ability to take the leadership to monitor, evaluate, and judge their own performance and to check to what extent the teacher's instruction helped them in their learning process. Involving learners as assessors is the same to be a part of decision making and problem solving. Self-assessment is not always a planned work; it may happen at the end of each lecture when the teacher asks learners to write a comment on their understanding of the lesson or he/ she may ask them to give themselves a percentage about the lesson enquiry. (Harmer, 2001: 102).

Nunan (2004: 149) mentions that as a form, self-assessment provides an opportunity for learners to be exposed into their own knowledge average in relation to their designed objective. "Shifting roles from audience to actors." Cavanaugh, 2002 cited in Howard et al, 2004: 169) the learners shift their position from the part who are been corrected and assessed to be the one who correct and assess i.e. shifting the roles with the teacher. Learners are more than an isolated, passive part in the assessment process; they are completely involved in the activity by assessing their performance and determining their own strengths and weaknesses. Comfort, honesty, and precise objectives are important conditions for the effectiveness of self-assessment. Schunk (2000, cited in ibid) states: "developing self-evaluation strategies helps students gain control over their learning. This, in turn, allows them to focus more effort in studying those areas where they need more time." Self-assessment is an invitation to learners to compare themselves to the presented material, and to teacher-student conference; in this meeting, the teacher discusses what lacks are in the learning process from the view of the learners (ibid).

7.3.2 Peer-assessment:

One of the issues faced by learners is the comparison of their grades with other classmates, especially for those who got low marks. Because of this, peer-assessment is one of the factors that increases this feeling among learners; however, it is impossible to deny that peer-assessment motivates learners more than other forms because if the learner assesses one of his/ her colleagues that would change these latter attitude and push them to perform better. Moreover, it raises learners' involvement in tasks. That does not mean to eliminate definitely the teacher's role; instead, the teacher supervises the assessment process by guiding the assessor (peer) and explaining to the assessed (learners) (Howard et al., 2004).

Peer assessment can be individual and direct like the teacher asks the learner to exchange paper with colleague and corrected, or collective and indirect like the teacher asks all learners about the answer of one student if it is right or wrong Harmer (2001).

7.3.3 Teacher Assessment

In most cases, the assessor is teacher. He/she emphasizes the validity of his/her assessment on three main points: **Content** (measure performance between the task and the assessed area), **construct** (the effect of psychological on the learners' performance), and **criterion-related validity** (present the contemporary status of the performance to predict the quality of the next performance) (Nunan, 2004: 139).

The Teacher, more than other persons, has to be aware of the learners and their abilities so that he/she can set purposes that fit their requirements and needs. The teacher's objectives in assessment are to higher the learners' engagement in decision making and problem solving in the classroom, to raise the interest of the learners in the lecture, to help learners to surmount their problems, and to use feedback to solve any problem in any skill they enquire.

When working as an assessor, the teacher's main role is to correct, grade and provide feedback in order to move to the next level in the learning process. The Objectives drawn by the teacher in the assessment should be shared with learners so that they will be aware of the areas they should focus on more. As an assessor, the teacher tends also to be a psychologist. After assessment, learners are ready to be graded or judged; their reactions

and attitudes depend on the teacher's way of presenting the feedback which should be in the most considered, sensitive and supportive way. (Harmer, 2001: 59)

We can conclude by saying that in the assessment, the most avoided thing is the unwanted attitudes, assessment should be in both level content and form; it is incorrect if the teacher assess learners then learners found that the most noted is the language used not the content of the language in addition to the aloud praise or punishment. Teachers' use many way of assessment like give comments, put a mark, or writes a report (Harmer, 2001: 60).

8. Reliability and Validity in Assessment:

Reliability and Validity are the two most important conditions that enable assessment to be trustworthy. Assessment is reliable when the measurements are exclusive only in certain areas, those are: progressions, attainments, achievements, and proficiency. In other words, the result of the first assessment should be the same with previous results of the assessment without the interference of any addition between the assessments. According to Harmer (2001: 321), there are conditions that help assessment to gain reliability: clear instructions, narrowed scope of answers, and stable assessment conditions. Reliability in its wider view is based on the marker not the assessor; sometimes the assessor is different from who marks, so this characteristic is a first duty of who gives the mark. Reliable scores that indicate the real level of the learners offer huge confidence on the way of judgment (Cohen et al., 2004: 331). Assessment is valid when it measures that learners have learnt what needed to be learnt. Harmer (2001: 322) says that "The test is valid if it tests what is supposed to test". Indeed, validity is an usher to approximate relationship between the grades competency and appropriateness. (Bachman, 1990 cited in Sárosdy et al., 2006: 134). It provides a trusted data about concrete performance like language skills, knowledge and achievement and not on abstract ones such as the level of thinking or intelligence (Cohen et al., 2004: 331). If the assessment does not attain the validity quality, that means that the objectives are not achieved and the scores do not reflect the real level of learners' knowledge.

There three types of validity that are: **Internal validity**; is the deep structure of the test, the content is the target to be assessed and how it affect the whole performance. **External validity** which is a balance between the learners' performance with acquired

knowledge, ability and skills away from the test. And finally, the **construct validity** which is all about the learners' psychology measurement (Sárosdy et al, 2006: 133). As a conclusion, a test cannot be valid without being reliable and vice versa, and that depends on the underlined objectives. Sárosdy et al (2006: 136) argue: "There is a trade-off between the two: one is maximized at the expense of the other."

Conclusion:

Since the independence that L2 had from the eighty's as separate field, learning and writing development had given much important and the learners' needs as well, the focus is based on the teacher and on what he can provide his students as an effective instruction for good writing. Through history many writing teaching approach had been raised Hyland (2006) consider that is wrong to think that each theory is come up as revolution against the old one or exist only to replace it; he determined the relation between approaches as complementary and overlapping perspectives. The division of these approaches depends on the focus on both teacher and students whether is on linguistic structure, the text function, theme, creativity, process, content or context of writing. Rarely, we found teachers follow only one those approach; meanwhile, other teacher follow Communicative Approach, that is an eclectic approach i.e. collects several aspects of different approaches to come up with the most appropriate for the student to help them to learn how to write.

Writing in general is visual means of communication, yet many changes enter the writing skill, writer remains the essential part in the process; because the changes that effect the written passage is directly related the learners' attitude, cognition, experience, emotions, and finally linguistic and communicative competence. Writing as any process in EFL learning, need to be evaluated, treated, and graded; for that reason there are many teacher who take into consideration the written assessment to determine the learners' level of inquiry (learners' linguistic and communicative competence). The written expression teachers only do not evaluate the writing performance, but all tackled subject in EFL learning process adopt the written performance except for the oral expression. In taking the assessment field, student show their ability, skill and mastery of writing so that teacher in next phase evaluates their work using whether grades or comments. In other words teacher at this point provide feedback upon the students' writing performance.

Chapter two:

Introduction

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2. Types of Feedback.

3. Feedback Providers.

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    1.3. Peer Feedback.

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Conclusion

Introduction

This chapter aims at providing the reader with a thorough idea about feedback and its impact on language teaching and learning. In writing, Tasks taken by learners leave an inclination about their level, yet psychology of learners is the main factor that controls the whole activities. Although much of focus is given to the learners' psychology, answers are missing and activities do not give a complete shape of the learning framework. That is why; the field of writing is vague and consists of different components that each determines writing from different perspectives. One of the main factors of good writing is that learners need to be motivated and encouraged. Moreover, to make learners in such ready mode, we need many factors, one of them is feedback.

According to Oxford Dictionary (2012), the term feedback is defined as a comment used to advise, criticize, or inform about how well or bad the performance is. Feedback emerged in terms of how both teachers and students perceive and provide feedback and this learners' reaction when they receive feedback and the effect of its different types and amounts.

In the 1970s, feedback became a question for scholars in terms of effectiveness and value. It is related to the learning process; it affects the performance of learners positively or negatively. Harmer (2000: 99) determines that feedback for teachers is a critical indicator of learners' level, and for learners it is used as a correction tool. Thereupon, the way feedback is provided depends on the committed errors, presented subject, and the wanted attitude. It is not designed only to be a part of the assessment, but also it is a part of the teaching and assisting process. Feedback takes place in the learning process when the underlying objectives are not achieved and the performance is unsatisfied.

Feedback is not exclusive for education; it was widely used in audio broadcast, engineering, biology, and social sciences. It occurred when knowledge is applied in the learner's mind to determine the learners' performance by the feedback provider, this role is not exclusive for the teacher; but also, student himself or peer feedback. The aim of the feedback is to indicate; the performance correction, sort of the errors, and provide the ideal replies. Kluger & DeNisi stats "four levels of feedback: about the quality of task performance, about the cognitive processes used to accomplish the task, about the ways in which a learner could better manage learning engagement, and about the self." (Cited in Anderman. E & Anderman. L, 2009: 408).

1. **Definition of Feedback**

   Sárosdy et al., (2006: 121) believe that feedback is a set of information that can be in form of comments or grades that learners receive from teachers and indicate their performance. Students use it to correct errors they committed and to improve their skills in the learning process. As a matter of fact, Feedback is based on constructive advice to inform learners about their actual level and to motivate them to enhance their performance. There is a quite small line between constructive and destroying feedback. That is why, teachers in providing feedback should be mindful in order to avoid demotivating learners by addressing too much pressure on their errors.

   Wiggins (1993: 182) believes that any feedback continually delivers a data to the learners in a clear, understandable, and direct way. As has been stated so far, the basic assumption of feedback is to provide a sort of comparison between contemporary, previous, and predicted performance. Yet, Grant denies that the concept of feedback is grade, comment of censuring or admiring, and any form of coding are not feedback, the real feedback is that "user-friendly information on how I am doing and how, **specifically,** I might improve what I am doing." Wiggins (1993: 182). Instead, the use of feedback is only insufficient data on the learner's performance that can be bad or good, but in all there is no call or push for improvement.

   As is known, feedback in education has many advantages since it indicates the true effects of the teachers' attitudes and behaviours on the learners' performance. It guarantees the accurate way of teaching, and it pave the way to a true judgment

   > Feedback is the result of our (or peer editors') reading 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," or why a mistake **is** a mistake. (Wiggins 1993: 207)

   Parsloe & Leedham (2009: 116) give a perfect match metaphor about feedback; for them feedback is "the fuel that drives improved performance." In other words, feedback is the role material that guides the learners' performance to reach the proficiency level. Adding to what he mentioned previously, feedback is way of clearing the process image, to the teachers and learners as well, of enquiring in question of what and how.

   Anderman, E & Anderman, L (2009: 408) define feedback under the fulfilment of these items: 1-Correctness of the application of the required knowledge. 2- Quality of

cognitive processes in the learning applications. 3- Psychomotor quality in the performance. 4- Stat of the learners' minds i.e. the emotional and motivational side of the learning process. 5- Effectiveness of strategies and tools and approach used in the learning process. 6- Managing and banding relationship between teachers and learners and learners between each other. In a nutshell way, feedback is one of the important and complex features of learning process, this process usually occurs between two division learners as permanent part, they are the part who receive feedback always, and feedback-provider that can be a teacher or one of the colleagues; it can be the learner himself. Accordingly, teachers from their parts can provide the students with a comfortable atmosphere so that the fusion of feedback and stable psychology consequence an impressive goal achievement.

2. Types of Feedback

Feedback has different types, presented by many scholars and according to different criteria. Sárosdy et al., (2006: 121) divide feedback into content feedback and form feedback. The former is deviate away to communicate the learners' ideas, but how they construct it. It is also interested in addressing away from recommendations on the accuracy rather than the proficiency. Furthermore, the content feedback is a collection of the teacher's comments about the lacks founded in the learners' performances so that avoid reoccur once again, while the latter deals with the paradigm of correct grammar, well-formed language. Feedback provided focuses on the correct grammar, teachers in this type focus on the learners' performance by pointing out all the errors committed at the surface structure of the passage. Consequently, this method of feedback corrects the surface structure of the language. To sum up, the form feedback that the teacher only specify where the error occurred or what type with no hint to the correct form, because the correction is the learners' responsibility (ibid).

Erel & Dogan (2007: 399) in their study about Error treatment in L2 writing claim that feedback in terms of mechanisms is divided into two types: **Selective feedback** which is provided just for some selection of the foremost errors of different types not all errors are indicated, the most notable in this type of errors is that of the same types or minor ones are not pointed out. Whereas **comprehensive feedback** is totally the opposite of the previous type; the latter is more detailed report of the learners errors of all types whether minor or major errors. It ushers the learners to language errors and style.

Feedback in terms of strategies is divided into two types: **direct feedback** or the 'encoded error feedback', the teacher or any feedback provider is strict to the point; he/she

provides a feedback orally or written to the learners to see their errors, clear comment, and correct form language are delivered. Teachers use this type to avoid ambiguity and make it easy to the learners to analyse their performance and find solution from inside setting rather than just pointing it out them and let learners to find by themselves. **Indirect feedback**: teachers only point out where the errors are committed. The position, and sometimes the type of errors are revealed, but no direct correction because there is the role of learners to start. It is also names as 'coded error feedback', it seen as the most helpful type because the learners actually involved on the enhancement of the performance in the learning process, Lee (2004, cited in Erel & Dogan, 2007: 399). From other hand feedback in this path does not divide only into two but into four types; direct correction, indirect coded feedback, indirect highlighted feedback (no use of codes), indirect marginal feedback those types were mark by Robb, Ross and Shortreed (1986, quoted by Erel & Dogan, 2007: 400) There are other types of feedback that been mentioned and discussed **,** **face-to-face** and **internet feedback** that will be explained in this chapter, this division is based on how the feedback is provided.

3. Feedback Providers

Feedback is not exclusive for teachers; learners also have a part as active participants. Feedback is one of the powerful tools in the learning process. Therefore, teachers used it to assist and guide the learners' academic behaviour and performance. In addition to that, it is also used as an indicator to the teacher's approach, prediction, and level production. In more narrowed scoop, writing skill, feedback allows learners to gain more experience, fluency, and accuracy.

3.1. Teacher feedback

Konold et al., (2004: 64) in their study (Using Teacher Feedback to Enhance Student Learning) teachers' feedback is teachers' recommendation that aimed at enhancing the learners' behaviours; feedback for teacher is the most critical activity he/she prepares. They from their position use feedback to correct the incorrect behaviour, enhance the learners' performance, and promote the learning process. It is most required the errors or explanation is complicated and need more teachers' collaboration to enable the learners to understand their position in learning process (Sárosdy et al., 2006: 121).

Teacher's feedback is more complicated matter for both learners and teachers, teachers need more time to cover all the aspect of the passage; moreover, it needs to be clear and understandable for the learners. Learners in relation to the teacher feedback, they need

more time and efforts to understand and use the provided feedback. The feedback need, according to a study done by Peterson (2010), to serve the assessment objectives and the criteria that is aimed at, so that can be used as a guide for the next time performance.

3.2.   Self/Learners Feedback

It is a way of self-providing feedback; students have the ability to correct and evaluate their own errors, besides, to enhance their own performance. It is considered as the best way to provide feedback, because the correct form would be easy to be remembered. This helps learners to overcome errors and effectively engage them in the learning process. From other point of view Saito (1994: 48) noted that self- correction is less effective in relation to the other types, because, the feedback slightly affect both performance and attitude.

Self-feedback for Anderman, E & Anderman, L (2009) is

> Feedback generated through self-monitoring as a critical engine of self- regulated. In the absence of teacher provider feedback capable learners could interpret the consequences of their action and cognition in light of learning goals and thus provide feedback to themselves.   (408)

The self-feedback presented in the previous quotation as instrument that enables learners to measure their own action without the help of the teacher. The interpretations of the learners are goes equally with the goals in order to deliver feedback to their own selves.

3.3. Peer Feedback

This technique is mostly used to ease the process of providing feedback, motivating, and avoid embarrassment; moreover, to correct the committed errors. Peer feedback is the most helpful activity in the learning process; it increases the teamwork atmosphere between learners, they can also exchange ideas from one to another. Students use the listening skill, thence they will have more chance to think about the language they are learning. Therefore, with peer feedback, teachers will be more aware of his/her learners' abilities and requirement.

According to a study conducted by wichadee and nopakun (2012: 394), now a day a huge interest promoted on the peer feedback and that mostly related to shifting theory from the teacher-cantered approach position to be students-cantered approach. The informal setting helps the process more than the teacher-student conference does, it makes learners feel at ease and comfort to discuss and ask. Students as active participants provide each

other with comments and information; this type is more effective and useful source of information.

According to Peterson (2010) peer feedback works on many aspects in the learning process, learners both as feedback receiver or feedback provided need to push the writing skill forwards, solve any problems that may face them in writing. One learner to another help each to understand, correct, and establish a bridge on the lucks and gapes founded in the learners' performance. Thus, Relax atmosphere is created by the learners to help and motivate them more than it is with teacher.

4. Feedback on the Writing Skill

Feedback is a very significant element in teaching writing, especially with the current approaches of teaching writing. Feedback is more required part that helps learners to enhance their written performance. Feedback in writing is, therefore, aimed at reaching a certain level in writing which is clearer and correct (Jason et al., 2003,§1) One of the hints that determine the values of the feedback is the objective designed in the writing course, the more feedback is related to the objectives, the more the feedback positively affect the learners' performance. For example the teacher aimed to enhance the learners their level in grammar, so the feedback would be all on the form and particularly the grammatical errors, it is away to ask for coherence or ideas correctness. It been considered that the emphases on the grammatical besides to the self-correction can prove their writing skill. Teacher for further secure, tries to avoid the new symbol, that learners are not familiar with; that, would not confuse them.

It is rarely, teacher and learners discuss a big issue over the provided feedback. The feedback that is given in the comment and question form, which needs to be clear and comprehensible. The final step when the content evaluated and the feedback is given; the missing part is the teacher and learners conference. Teacher need to explain why, how, and in to what point the feedback need to reach. Learners need answers about the feedback and more explanation about the effectiveness of the comment they been given. With absence of this dialogue between both parts that would directly to a failure (Cohen, & Cavalcanti, 1990; Kroll, 2001; quoted by Jason et al., 2003: §1, §4).

Knoblauch & Brannon (2009 §1-4) set an ideal and effective way of response (feedback) on the learners' writing. It is important to point out the actual level of accuracy the learners reach. the extent that the learners are close or away from the ideal writing; because

if the learners are aware of the extent between the both models, he/she would be able to lessen the difference. Thus, Feedback can also change the way the writer looks to the readers' expectation, it allows the writer to be exposed to the reader's tendency and preference on the text. In a nutshell, practitioners tend to have a deep consent about the importance of feedback for the sake of making the teachers more aware of it. The latter can help teachers to address a kind of feedback in terms of WH so that it can be helpful and motivating to the learners.

5. Written feedback VS oral feedback

Written feedback accuracy is the most emphasized area in the provided feedback. According to Sárosdy et al., (2006: 129) feedback should go in parallel with designed purpose. Furthermore, konold et al., (2004: 67-68) posits that feedback enhances all the learners' academic performance. So that the latter should be in form of written comments designed for each learner by him/herself. "Written feedback can be used for any type of work product and is an especially efficient method to give individualized feedback when large class size or lack of time prevents one-to-one conferences with students." *(*Konold et al, 2004: 68).

Harmer (1991) and Doff (1993) point out one of the mistakes in providing written feedback which is over exaggeration in writing feedback and learner after hand back their work they receive it red; lot of lines and circles in red colour with no a clear comment. As a result, this over correction will negatively affect the reaction of the learners; like demotivating, discourage, and even may make learners avoid looking at the feedback and directly shift to the grade.

There are many techniques used in written feedback, Harmer (2001:109) sets several techniques. First, **Responding** is a piece of advice written in form of comment where the teacher does not aim to assess but more to response and help i.e. to show the good point how can be proved. This type of feedback is set to be written in the margin or in separated paper of the learners' work.

Second, **Coding** is used in written feedback. It is an abbreviation or first latter of the error type; usually it is written in the body of passage. Learners need to be familiar with those symbols; they are conserved to be easier and helpful in the process of correction. Harmer (2001: 111), quoted a table of codes used by teachers showing the most used and familiar codes.

SYMBOL	MEANING	EXAMPLE
S	Incorrect spelling	I recieved jour letter.
W.O.	Wrong word order	We know well this city. Always I am happy here.
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	We want that you come. That table is our.
S/P	Singular or plural form wrong	We need more informations.
∧	Something has been left out	They said ∧ was wrong. He hit me on ∧ shoulder.
[ ]	Something is not necessary	It was too much difficult
?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 me to sit down.
P	Punctuation wrong	Whats your name He asked me what I wanted?

From *Teaching Writing Skills* by D Byrne (Pearson Education Ltd)

Table 1: Harmer's classification of codes

Since the **oral feedback** occurs out load, Sárosdy et al. (2006: 125), suggest that teachers should follow many principles so that not the feedback may affect negatively on the learners. Praising is the most important element in providing feedback process; even it is not a complete answer, this will lead to self-confidence, they feeling of enhancement in the performance; moreover, teachers should avoid embarrassment in public on the committed errors.

For Harmer (2001: 104), teacher provides feedback in oral activity mostly does not deal with all the performances at once, but deal with individuals most. Many factors control the process of providing oral feedback: the stage, where the lecture take the place; the activities; error type; and the individual who commit the error.

Doff (1993, cited in Sárosdy et al., 2006: 126) states that:

> Good teacher should be aware of the effect on each individual learner of correcting the errors, that is why s/he should be flexible and use different strategies according to the kind of error, the ability and personality of the student, the kind of activity, the general atmosphere in the class.

Both, oral and written feedback, follow the same step in providing feedback. 1) Hint the location of the error, for written feedback teacher use a written symbols or codes and in oral feedback use vocal words. 2) Give the learners time to think about they work on their performance much more, or ask them to work more with colleague, and 3) if the level of the learners need more effort, then they work hard with teacher on their errors and do more activities.

6. Feedback and technology

No one can deny the huge emergence of digital devices. Most of the life aspects have a part of technology and online atmosphere. Education as all life angels has influenced by the internet dominance, now a day there is a spread phenomenon internet use to provide lesson or it is called distance learning, learners also use emails to ask teachers for more explanation or send/ receive home works.

Terry and Jared (2010) have investigated the social network and learning. They are saying that network world and knowledge currently are tied up, and this engagement result the online learning. Distance learning or online education gives opportunities to the learners to use their own abilities to learn, assess, and give feedback to themselves or colleague. Much public pedagogy are not taken into consideration such as TV, video games, and social network (Facebook, Twitter ….etc.) scholars see that these tools provide an informal setting for education. Some of the studies conducted on the public pedagogy are:

Adult education researchers have focused on fiction novels (Jubas 2007); non-fiction products such as radio, newspapers, magazines, and television histories (Armstrong & Coles, 2008; Sandlin, 2005a; 2005b); fashion (Stalker, 2004); video games and virtual communities on the internet (Grace, 2004; Hayes, 2006; Hollenbeck, 2005; Thompson, 2007); and movies, television programs, and cartoons (Armstrong, 2005a, 2005b).
Terry and Jared (2010: 149)

The learning process is impressively affected with public pedagogy spaces, one of the e-learning aspects and most influencing is "Facebook." Facebook is social network atmosphere, in term of learning, is the most tool that provides feedback whether by teacher or other learner. "Facebook" is one of the popular sites that most of learners use to learn, chat, and discuss. It represents the greatest feedback provider example besides to giving a clear definition of learner as, a community member, and civilian. The common point between both sides (feedback and Facebook) that learning is process of production and reception knowledge in social context and Facebook in base is social concept.

Discussion occurs in Facebook comprises learners way of thinking critically. Recently a huge interest raises on providing feedback on Facebook; starting for determining Facebook as a one the current public pedagogy space that positively affect the learning process. Writing well in relation to Facebook, enhanced through self-assessment shih (2011), besides to study of Kabilan et al (2010), about the Facebook use as an instrument to smooth the EFL learning. Peer feedback is divided into two ways: first type is face-to-face is feedback that is usually done in classroom, involves discussion between learners face to face. Second Facebook feedback it can be academic or not academic evaluation, learners through Facebook and their own states or written comment are evaluated and they get feedback from different persons, even can be feedback from native speakers, wichadee & nopakun (2012: 394).

7. Effective feedback:

Effective feedback is defined as set of principles that are: the feedback should shad the light on the predicted performance. The performance should be investigated in term of lacks and what is needed to be in right way, and explains to the learners' conditions and requirements in a clear and detailed way. Feedback should be a clear description of the performance dimension. Whether good or bad performance is the feedback should be so clear, detailed, and honest. It should be assistance instead of being hindrance to the learners, besides it must include more reliable and valid evidence on how well the

performance goes. Feedback should be based first of all on a comparison of the performances, the first performance and the next one in term of enhancement or detraction. Time is most components that determine the effectiveness of the feedback because timing consequence the good use of feedback, therefor, Wiggins (1993: 189) confirms if the tagged objectives are reached the exact level of the learners then the feedback is more effective and positively affects the learners' performance.

Petrina (2007: 10), argue that effective feedback is shaped only if it focuses on the academic behavior no interference to the personal life of the learners, investigates the most specified concert issues in the learners' performance, works on the contemporary performance, take into a count the learners' attitudes towards the feedback, quantity and tone. Always relate good feedback provider to good listener; teachers need to listen carefully so that he/she can correct their errors. The feedback is observation of both behavior and attitudes; so that the teacher will be ready to any unexpected behavior and make the needed changes also to enhance the performance in the next time in term of making balance between the attitude and feedback.

Techniques of feedback used are**: paraphrasing**, this reflects that teacher is reading or listening to the learners. **Perception checking**, it is emotional side of words and acts, how they feel about their achievements. It is recommended that it is better if the feedback does not include words "approval or disapproval" or over generalized one attitude on the whole performance. **Sandwiched feedback**; it is the most supportive feedback can teacher give to help the learners, because the nature of this feedback is two compliment separate in the middle with one criticism. This technique is target in the core on the behavior more than the production (Petrina, 2007: 10).

Coe (1998) suggested some of conditions to the effective feedback in the learning process:

> Characteristics of the type of task on which performance is being measured, and the context in which the task is performed […] there are characteristics of the particular feedback that is given, or of the way it is given. […] are individual characteristics of the person receiving the feedback.   (44)

Coe in the quotation above represents three of the feedback characteristics; first feedback is constructed mostly on the task type and performance, second feedback is

shaped on the particular type and way it is provided, then lastly feedback is one person quality i.e. the comment is particularly to one student in current performance.

Konold et al,. (2004: 65) argue that the most effective feedback should be planned, prepared and specified. They add characteristics of the feedback need to be in right time, precise, productive, outcome-focused, and positive. The effectiveness of the feedback depends in the first place on the learners' preference; i.e. that serve the needs and wants of the learners.

It been always in ELF classes the big excuse on the ineffective feedback or any learning problem is large group of learners. Konold et al (2004) suggested many recommendations that help teachers to provide affective feedback even within huge number groups. Recommendations for teachers are: they can ask for help from assistance that can be other teacher or any responsible adult. They can divide learners into groups according to the category of committed errors; this will help in making elaborated feedback. They can give more time to weak learners and specific errors, it would be affective than concentrate on all the common superficial errors of all learners. Alternate the delivery of feedback, each feedback type has specified timing. They can engage learners in the process of providing feedback by teaching them the principles of peer feedback. It more suitable if feedback of each type of error is taken as an isolated part. The more instructions are reviewed, the less feedback is needed.

Timing is frequently used wisely in affective feedback. Time of providing feedback is one of the most critical elements in the learning process; it determines the effectiveness and importance of the feedback. Peterson (2010:4) investigates the concept of time in providing feedback; for writing skill feedback in first stage or second or even the last stage help learners more effectively and positively to revise and edit their passage and to come up at the end with a correct piece of writing. In general teacher take into a count the time the work was handed because this mostly will affect the feedback of the teacher towards the learner's performance. On the earlier stages of writing, teacher noted the content and the style of the work; because the first emphasize will be fall into the form more than ideas. At the final stages teacher's feedback is more detailed on the lacks founded in writing and how can be improved. Teacher also highlights the major errors rather the manor, so that they can avoid them in the next time writing.

8. Attitude of the learner towards teacher' feedback:

Attitude in the learning process is one of influencing part on the learners' performance as well Zainol Abidin et al,. (2012: 120-122) states that the learning process is sort of engagement between the academic and the attitude likewise i.e. the approaches used by teacher does not emphasize only on the academic performance but on the social and psychological aspects. The positive attitude determines the success of the learners and the teacher; meanwhile, the negative one is the reason of their failure. The linguistic competence and the mental capacity besides the attitude are the requirement needed in the learning of foreign language.

8.1. Attitude definition:

Attitude is defined in the oxford dictionary (2012) as a manner in which a person thinks or feels toward something or somebody. In term of behaviour, attitude is a reaction toward certain thing or person that appears real emotions toward it. Zainol Abidin et al. (2012: 120) mentioned that Fakeye (2010) & Kara (2009) define attitude as the most critical element in the learning process and that attitude determine the approach of teaching, the teachers' behavior, the method of feedback, and the proficiency level of the learners. Attitude, believes, plus tendency do have influence on the academic and psychological behavior and on the performance as well. Gardner (1985) in his study determine the role of attitude, the level of motivation and proficiency in the second or foreign language learning is related to the learners' attitude towards any new language. For him attitude is an evaluative reaction which is directly related to the ones believes, and effectiveness of motivation and progression of the learners abilities in doing activities. Attitude is about three learning concepts cognition (ideas, thoughts, and concepts), affection (emotion, state of mind, and feelings) and behavior (tendency and trends).

Montano and Kasprzyk (2008: 71) state,

> Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.

The quotation mentioned above is an over view of the attitude as individual quality influenced by consequence and how much the attitude and behavior are tightly related.

Glassman & Hadad (2009: 208) stat that attitude is sort of reactions and feelings, that is determined by personal tendency and preference; in order to classify between what is good or bad for the individuals. Attitude is interrelated to both theoretical and practical activities, because of the tendency and prejudgment influence. The teacher, in the learning process, is not only concern with observe the learners' attitude but, he/she is required to have more knowledge of why and how the attitude is moulded. Li and Vivian (2009), in their study, show two different points of view that are: of Pavlenko who believe that attitude is spontaneous, unidirectional, and constant. While Grander Dornyei sees that attitudes are, oppositely to the last view in the direction, active acts in a complicated social context.

Hornberger (2008 section one: 31) states that attitude is, in nature, a reaction of like or unlike towards a particular type of object. She states that attitude in language narrow the scoop to be a particular matters of language variation such as dialect, slang, or learning a new language…. Etc. the matter here is that the all concern is on the language and around it. Klein quoted

> Allport (1968) characterizes an attitude as a state of readiness for mental and physical activity. Triandis (1971) defines an attitude as "an idea charged with emotion which predisposes a class of actions to a particular class of social situations"
> (2006: 99)

The attitude been described mental and physical willingness towards actions situated in social context.

8.2. Type of learners' attitude:

Lee (2008: 146) mentions that attitudes in general are witnessed behaviours or a reaction that is absolutely is not included in the curriculum or syllabus design. The teachers' instruction, pedagogy, personal attitude, feedback, and activity; besides to learners' feedback, high expectation, performance, and level of proficiency all influence the learners' attitude; moreover, they determine the attitude to be positive or negative. Whether it is positive or negative, it still affects the learners' performance and amount of learning.

8.2.1. Positive attitude:

Positive attitude is the key to raise interest, self-esteem, and construct a favourable and positive atmosphere. The positive aspect enable teacher to encourage learners to believe more on their selves and their skills. The positive attitude is created by the teacher's high expectation that he/she provide learners. Allman et al,. (2000: 5) argue Complement, praise, and reinforcement on the strong point on the learners' performance are the most supportive acts to the positive attitude.

The positive attitude is the main objective of the teacher. It is set to be accomplished in different ways, regarding to the approach of teaching or providing feedback. Scholars during the last decade were investigating reason that result the students' positive attitude; it is related to the concern of the teacher; main feedback that result a positive attitude is the content feedback, much focus on the grammatical or structural level of the passage may demotivate learners and create negative attitude like Zamel (1985) argues that praise and showing what the learners are good at raise their self-esteem of the learners.

Westwood (2005: 27) pronounces that sympathetic and positive atmosphere motivate learners; moreover, it may result a positive attitude. Showing enthusiasm and interest from the teacher to the learners' performance can definitely help; besides to encouragement; support and positive comments can magically help learners to work with positive attitude.

8.2.2. Negative attitude:

The second type of attitude is the negative attitude. Negative attitude is the unwanted acts or emotional state that the teacher try to avoid it in lessons or in exams. It occur mostly on the quality of feedback, Negative is depends on many factors such as what Zamel (1985) mentions that the negative attitude is result of the feedback of form. The teacher's feedback is on the form rather than the content. Over correction so that the paper given is coloured with red, confuse learners or even may lead learners to avoid reading the provided comment and directly looking at the final comment or mark. The unclear feedback also can be the most negative attitude source. Guenette (2007)believe that attitudes particularly the negative type can be caused due to the fact that students are not motivated or pushed to consider the teacher's feedback or even use it, (cited by Lee 2008: 157).

Westwood (2005: 28) from his point of view sees that if the teacher is not interested or does not support learner, how it would help learners. The negative environment,

without support or encouragement, may disturb the spirit of the learners. Pointing frequently the negative errors and weak side in the learners' performance would not, in any way, motivate learners; however, it may cause a negative attitude.

8.3. The influence of negative and positive attitude on the learning process:

As it was previously mentioned, attitude can shape the learning process; whether it is positive or negative. **Positive attitude** work as a motivator; learners with positive attitude are more likely to have a big will to work harder. It is also encourage them to avoid to unwanted errors and move to the next level in the learning process. Positive attitude likewise is the first step to improve the learners' performance; besides, correction of the wrong behavior and replace it with proved and right one.

Teachers work as hard as it is possible to get positive attitude; because having that kind of attitude means that the teacher is correct in the approach used in teaching and providing feedback. Many scholars argue that the more learners have positive attitude the more learning process become easier. Positive attitude indicate that the teacher is completely aware of the needs of the learners and he/she working to repair it, so that the feedback would fit the gap and lack of learners and provided in preferable way. Positive attitude according to learners is indicator to their satisfaction on the teacher's approach of teaching and providing feedback, and that directly lead to a usefulness of response provided by the teacher.

Negative attitude is a clears usher to the failure of the teaching and feedback approaches. The negative reaction obstacle the learning process; because this attitude drags the teacher backward to restart what the learners need and prefer teaching and providing feedback approach. Negative attitude demotivates learners and discourage them to improve their level of proficiency. Most learners with negative attitude are sensitive and emotional; they avoid any conference with teachers to discuss the feedback. The teacher will face the ignorance problem of students' level of proficiency and that affect the teacher's design of teaching approach.

Negative attitude affect teachers mostly, because they would have unclear image about their learners abilities, tendency, and preferences; so teachers will be unable to plane for a communicative approach that goes equally with the learners preferences and needs. Negative attitude for both learners and teacher is difficulty hard to overcome. It creates uncomfortable atmosphere in the classroom; henceforth learners would be away from the

learning process. The psychology of learners is the most damaged and that affect negatively the academic behavior.

8.4. The Shift from negative to positive attitude:

It is well known that teachers avoid the negative attitude and stimulate the positive one. Many strategies are followed to avoid the negative as Lee (2008: 157) suggested that: teacher feedback need to be clear and understood, need to focus on form and content as well, need to motivate and encourage learners need to involve students in the learning process, and need to show much interest in the learners' performance. Glassman & Hadad (2009) show the way the attitude can be reformed, he utilized an example

> You could decide New York isn't so bad, and go, or you could decide you really don't care that much about your friends, and not go. In either case, one of your attitudes would change to become consistent with your actions. Or, you could persuade your friends to come to visit you. In this case, your attitudes remain firm, but the conflict is resolved by adding a new factor *(209)*.

The points here not on the trip or friend; but the fact that the attitude is determined with action but it is reformed or remains according to factors.

Westwood (2005: 27) states conditions to change the attitude from negative to positive:

- The teacher should be concerned, supportive, and positive.
- Teacher should involve students in the learning process rather than isolated them.
- Teacher needs to reach the learners' expectation.

Scott (2001: 18) suggested that learners need to be assessed in formative assessment; because they are more likely to improve their level that is related the positive attitude. Allman et al (2000: 5, 6) suggest a list of 'to do' for teachers to improve learners' positive attitude: (1) get advantage of any moment to praise learners without exaggeration. (2) For further objectives, teacher tries to wider the objectives scoop of the learners, such as writing goes beyond the current exams but for next step like job application or higher education. (3) Raise the learners' interest on the learning process. (4) Positive reinforcement can promote desirable behavior or attitude. (5) Apply the behaviourism principle of reword for every achievement of designed objective. (6) Rehearsal the learners

on the concept of "mind-motivators" and this is sort of inner generator that is launched by the learner himself. Lastly (7) be overwhelmed by the learners with ability of have control not been controlled in the learning process. Those were not all the principles and guides designed by Allman et al. (2000:6) to improve the learner's attitude in the whole learning process.

Teacher has the main control on the learning process, and the learners' perception, the responsibility fall in the teacher's duty; teacher is the only one who can help student to construct their good or bad habit, academic behavior, and attitude positive or negative. Even it teacher's role been reduced but they have the controlling hints. Teacher's, according to attitude, confirms the successful of the teaching approach, moreover this strategy raise the learners' 'self' isolated away from the learners and the teacher.

Conclusion:

Feedback is given for a simple reason that is improving the learner's language; it is a part in the learning process. Feedback is a tool that enables learners to identify their errors and try to correct them. The only evidence to the feedback effectiveness is when the learners make change in their performance and do never repeat the same errors. In addition, the teacher is sure of the positive attitude of the learners if they are working to solve a problem they face in learning and writing as well and check the feedback each time; through asking teachers or even peer/self-correction with the use of grammar books or check in the internet.

The most effective feedback targets the learners' psychology. It raises the feeling of attain an achievement and successful; that would increase the learners self-esteem. In case of negative or weak performance, teachers tend to do more practice to make sure that the errors committed are result of carelessness not lack of either understanding or knowledge.

Feedback is not the final step but there is after the feedback what is named attitude. Attitude or evaluative reaction is the determiner of the learners' state towards the learning process in general, and feedback in particular. The whole picture is drawn as follows, the teacher present the lesson, writing lesson, then to know into what extent learners understand he/she assess them, after words he/she response the learners' work then provide a feedback, finally according to the feedback they have attitude positive or negative. Positive means that they like the way their work are evaluated and they work harder to avoid the errors they commit. Negative attitude means that they are not satisfy and the teacher need to find replacement to the approach used.

1. Research Methodology and Design

1.1. Choice of the Method

This study is a quantitative-qualitative research. The methodology used is the experimental method because, in this work, we aim to investigate learners' attitudes towards their teacher's feedback in writing. In a first place, we will describe students' tendency to feedback provided by the teachers as well as their attitudes and preferences in writing in English. We have chosen the third year to be the participants because, at this level, they are supposed to produce pieces of writing, yet they are still influenced by their teacher's feedback.

1.2. Sample of the Study

Our students' population consists of 385, and a sample of 46 students has been chosen randomly for the experience. It was divided into two groups; the first is to be the controlling one and contains 26 students, and the second group is the experimental group composed of 20 students. Concerning teachers, out of eighty teachers in the English division of Mohamed Khieder University, we particularly worked with written expression teachers that are ten; four among them teach third year. The sampling was not random but convenience. Due to their help, the distribution and the feedback became an easier process. The same sample used in writing essays was used in the experience that is twenty (20) students randomly chosen from two different groups to write for us a free topic essay; but because of circumstances out of our hand we only receive ten essays.

1.3. Data Gathering Tools

The tools that will be used are questionnaires for both students and teachers to make the work valid and more reliable. Essays will also be used in analysing the teacher's approach in providing feedback. Moreover, in order to investigate scientifically this phenomenon, two tests will be conducted as a tool for our experiment: A pre-test and a post-test. They are two tools that would serve to measure the students' attitude towards the teachers' feedback. Both tools can help effectively the experimental methodology we

are following; the pre-test used to see and describe the initial situation of learners, and a post-test used as a final step to evaluate the effectiveness of the study.

1.3.1. Teachers' Questionnaire
a- Aim of the Questionnaire

Adding the 'teacher' element to the field work is very beneficial and important because it is known that no one can know the learners status like teacher him/herself in terms of level, potential and difficulties. This part presents the difficulties and the problems that face teachers in teaching writing and providing feedback. The main objective is to measure the distance between the teacher's approach of providing feedback and the learners' needs and preference.

b- Description of the Questionnaire

The questionnaire is designed to include three sections consisting of twenty three questions that comprise open-ended items and multiple choices questions that are accompanied with set of options the teacher can choose from. The First section is about the teachers' personal information. It consists of four questions and aims to a draw a picture about the teachers' experience in teaching EFL learners written expression. This section asks for teachers' degree, experience in teaching English in general, in the university level, and in teaching the written expression module.

The second section is about the writing process. It includes five questions about writing as an activity inside of classroom in terms of approach and process. It seeks the teachers' point of view about the written expression program efficiency in improving the learners' level of writing, their idea about good writing is, and whether they are satisfied with the level of their learners. It also asks about which approach they use to teach writing; and finally, what stage in writing they think is the hardest for students.

The third and last section is about the teacher's feedback. It consists of thirteen questions that tackle the teachers' feedback in the learning process and all what concern the frequency of providing feedback, its effectiveness, types, association with course

objectives, the types of errors that the teacher most points out, the familiarity of the system of symbol in the correction process, the teacher's strategy of correction, learners' reactions when receiving feedback and what to do it, and finally the difficulties teachers' face in providing feedback.

c- **Analysis of the Results**

Item 01: **Teachers' educational level**

Option	N	%
BA	0	0%
MA	10	100%
PHD	0	0%

Table 2: Teachers' educational level
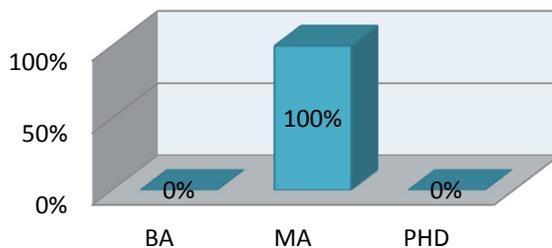
Figure 2: Teachers' educational level

The above data considers the degree of teachers in the English division in Mohamed Khieder University. All teachers (10) have a magister degree (MA), nine of whom are preparing for PHD.

Item 02: Teachers' experience in teaching English

Option	N	%
5-10	5	50%
10-15	1	10%
15-20	1	10%
20<∞	3	30%

Table 3: Teachers' experience in teaching English
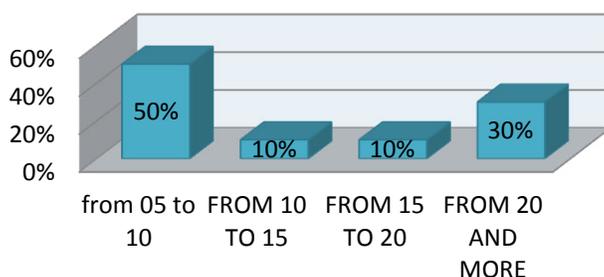
Figure 3: Teachers' experience in teaching English

The results presented in the figure above reflect the teacher experience. 50% of them have experience of five years to ten. 30% have an experience of ten to fifteen years. Equally, the percentage of teachers whose experience are fifteen to twenty and over than twenty years are 10%.

Item 03: Teachers' experience in teaching in university

Option	N	%
0-5	2	20%
5-10	8	80%
Over than 10	0	0%

Table 4: Teachers' experience in teaching in university
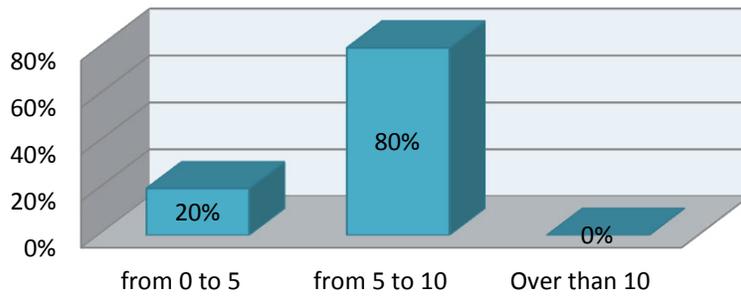
Figure 4: Teachers' experience in teaching in university

The data above reveal that 80% of teachers have been teaching in the university from five to ten years. Two teachers (20%) taught only less than five years, while there is no teacher with an experience over than ten years. This indicates a huge requirement to more teaching experience because teaching in the university needs more capacities and potentials to handle any unexpected issue that may face teachers.

Item 04: **Teachers' experience in teaching written expression**

Option	N	%
0-5	8	80%
5-10	1	10%
Over than 10	1	10%

Table 5: Teachers' experience in teaching written expression
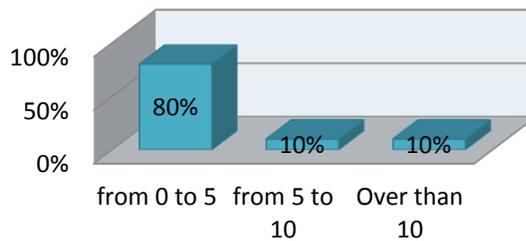
Figure 5: teachers' experience in teaching written expression

In the presented data above, 80% of teachers have experience of zero to five years in teaching written expression. 10% taught eight years, and one teacher taught 25 years. This would affect directly learners in learning written expression. As a result, we can say that teachers need more years of experience to master the module.

Item 05: **Teachers' view of the adequate written expression program to improve learners' competency**

option	N	%
yes	9	90%
no	1	10%

Table 6: Teachers' view of the adequate written expression program to improve learners' competency
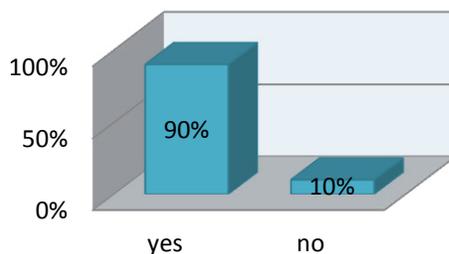
Figure 6: Teachers' view of the adequate written expression program to improve learners' competency

This question checks whether teachers of written expression believe that the program of this module is efficient enough to improve learners' competency. According to the results, 90% believe that it is not. Moreover, teachers showed their dissatisfaction about the length of the program that it is too long to be all covered in the given time.

Option	Teacher suggestion	N	%
Yes	The program of written expression is short	1	10%
No	- The program of written expression is wide that aims to construct the learners' grammar and vocabulary.	1	10%
	- With this time allotted, teacher cannot cover everything in writing to improve their level.	2	20%
	- Reading comprehension must be included.	2	20%
	- Because of the need of practice.	2	20%
	- Large classes.	1	10%
sometimes	Depends on the teacher quality and students size.	1	10%

Table 7: Teachers' justifications about written expression program adequacy to improve learners' competency
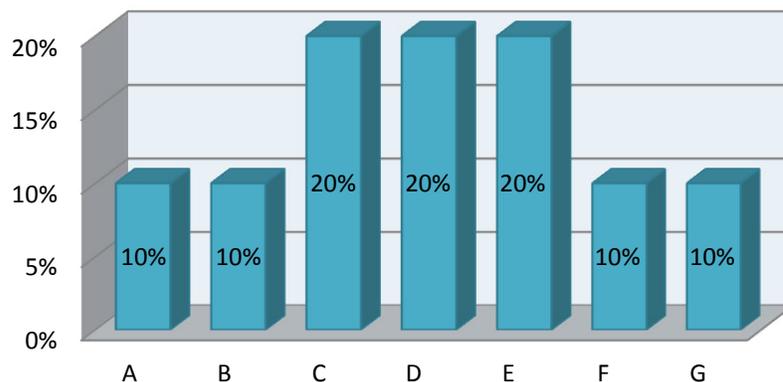
Figure 7: Teachers' justifications about written expression program adequacy to improve learners' competency

Item 06: **Teachers' perception of good writing**

option	N	%
A- Correct grammar	1	10%
B- Good ideas	1	10%
C- Precise vocabulary	2	20%
D- Spelling	1	10%
ALL	8	80%

Table 8: Teachers' perception of good writing
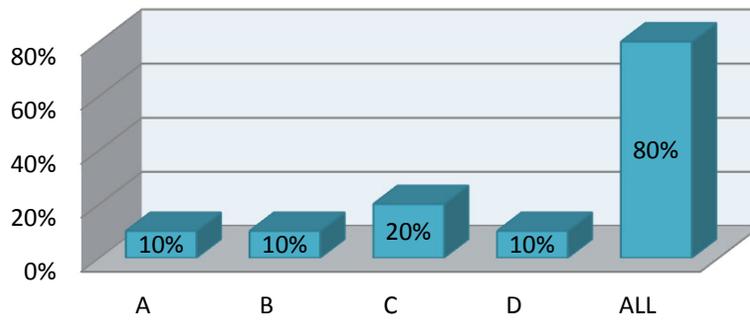
Figure 8: Teachers' perception of good writing

Based on the data gathered from the question above, teachers believe that good writing is the combination of all elements (grammar, vocabulary, etc.). the option 'all' was not given as a separated option but teachers tick all the boxes provided; and since almost all teachers (80%) chose all options, we think that it is better to add it in the analysis. Some teachers added more elements for good writing such as reading, style, relevance of ideas, clarity, organization, capitalization, coherence, cohesion, unity, mechanics, word choice, and legibility.

Option	Teachers' suggestion	N	%
All	- Good reader are good writers, it increases the writer knowledge background.	1	10%
	- Each element has a specific role and completes each other to realize formality.	2	20%
	- Missing one part of these elements will ruin the whole writing.	1	10%
	- Adding style to the mentioned option creates a relevant writer in term of "culture"	3	30%
	- Learners' writing are assessed according to criteria (form/content) form is the option mentioned above; while content is coherence, style, unity……etc.	3	30%

Table 9: Teachers' justifications about their perception of good writing
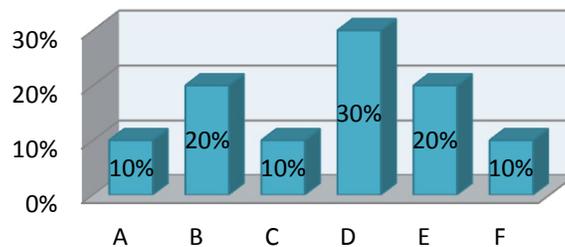
Figure 9: Teachers' justification about their perception of good writing

Item 07: **teachers' satisfaction about their learners' level in writing**

option	N	%
yes	10	100%
no	0	0%

Table 10: Teachers' satisfaction about their learners' level in writing
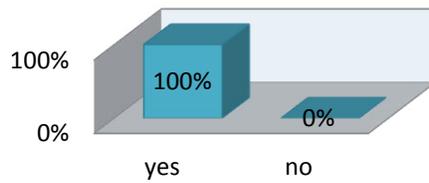
Figure 10: Teachers' satisfaction about their learners' level in writing

The results show clearly how much teachers are not satisfied with their learners' level in writing; indeed, the whole sample answered negatively. This indicates that teachers are aware of their learners' level as well as their needs.

Option	Teachers' justification	N	%
No	- They cannot write in English style	1	10%
	-		
	- Lack of information and strategies.	2	20%
	- Poor writing and lot of errors.	5	50%
	- Approach of teaching written expression	2	20%
	- no mastery of language	1	10%

Table 11: Teachers' justification on their satisfaction about learners' level of writing
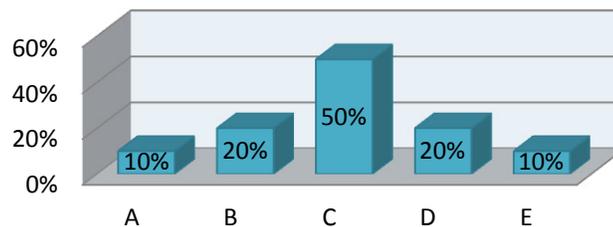
Figure 11: Teachers' justification on their satisfaction about learners' level of writing

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Item 08: Teachers' view of the approach used in teaching writing

option	N	%
A- Product approach	1	10%
B- Process approach	6	60%
ALL	3	30%

Table 12: Teachers' view of the approach used in teaching writing
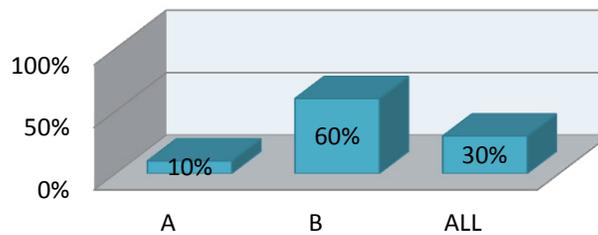
Figure 12: Teachers' view of the approach used in teaching writing

Approaches presented in this item are productive and process. Percentages were divided into three numbers; 10% was dedicated to the productive approach, 30% of teachers teach with process approach while there are teachers who tick both options (60%). This indicates that teachers pay attention to writing in every step and as a whole production. Some teachers added the genre approach while the creative or communicative approach that is generally recommended to be worked with has been never mentioned or used.

Item 09: **Teachers' view of the difficult part for learners in writing**

option	N	%
A- Brainstorming	0	0%
B- Generating initial draft	2	20%
C- Revising	2	20%
D- Editing final draft	0	0%
ALL	2	20%
C/D	1	10%
A/D	1	10%
A/B	1	10%
A/C	1	10%

Table 13: Teachers' view of the difficult part for learners in writing
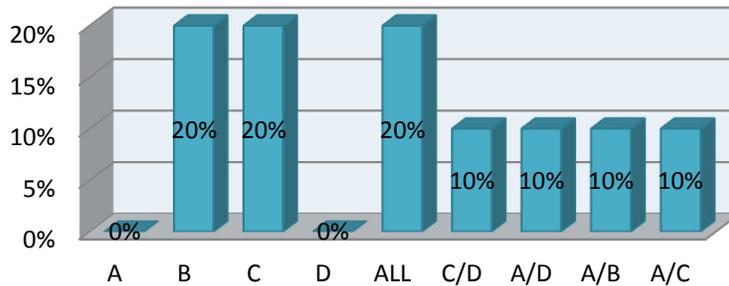
Figure 13: Teachers' view of the difficult part for learners in writing

This question aims to check the teachers' awareness about their learners' lacks and needs. Answers percentages were between 20% and 10%; for 20% teachers go with the option of generating ideas, revising. In addition to all parts that was not a separated option but was included when teachers tick all options. Whereas, other four 10% for other option like combining two option like the options revising and editing the final draft, brainstorming and editing final draft, brainstorming and generating initial draft, and brainstorming and revising.

Item 10: **teachers' perception of feedback importance in the writing process**

option	N	%
yes	10	100%
no	0	0%

Table 14: Teachers' perception of feedback importance in the writing process
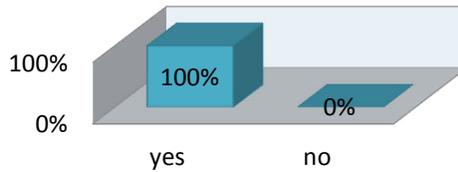
Figure 14: Teachers' Perception of feedback importance in the writing process

It is noticeable that all teachers agree on the importance of using feedback in the writing process. This indicates the teachers' awareness about the importance of feedback in the enhancement of learners' writing.

Option	Teachers' justification	N	%
Yes	- To make sure that the work done is satisfying or not	1	10%
	- It reflects learners level and motivates them	2	20%
	- It exposes students' mistakes to adjust them.	6	60%
	- It is needed to make learners aware of where they failed	2	20%
	- Foster interaction	1	10%
	- Guide students	2	20%

Table 15: Teachers' justification about their perception of feedback importance in writing

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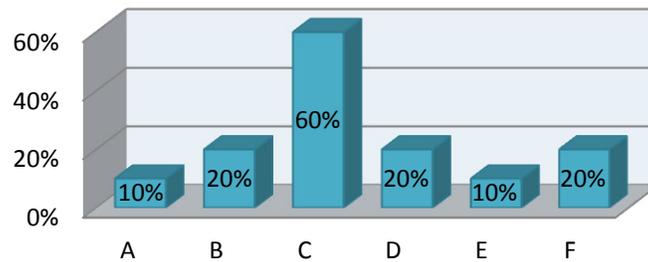
Figure 15: Teachers' justification about their perception of feedback importance in writing

<u>**Item 11:**</u> **Teachers' frequency of assessing students**

option	N	%
A- Every time they meet student	1	10%
B- Weekly	2	20%
C- Monthly	3	30%
D- Each term	4	40%

Table 16: Teachers' frequency of assessing students
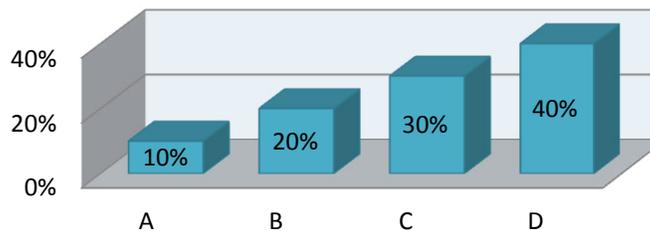
Figure 16: Teachers' frequency of assessing students

According to the data presented above, teachers (40%) assess students mostly each term. Others (30%) do it each month, whereas 20% can assess their students every week, and (10%) can assess each time he/she meets the students.

Item 11: **Teachers' perception of feedback relation with course goals**

option	N	%
yes	9	90%
no	1	10%

Table 17: Teachers' perception of feedback relation with course goals
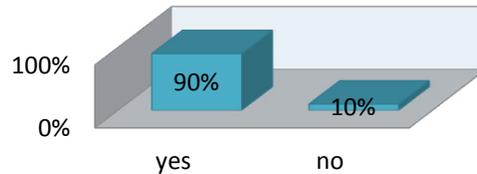
Figure 17: Teachers' perception of feedback relation with course goals

Percentages presented in the graph above indicates that 90% of teachers associate their course goals with feedback, yet one teacher believes that it is not necessary to associate both paradigms.

Option	Teachers' justification	N	%
Yes	- We need to check what has been dealt with	2	20%
	- The main objective of written expression is to write well, feedback should serve this option.	1	10%
	- What been done in the classroom should be reflected by the assessment tool and time.	2	20%
	- To keep interaction	1	10%
	- When engaging both, it lead to generalizing feedback and this work for teacher especially with large classes and short time	1	10%
	- Feedback and goals are interchangeably serve each other	2	20%
No	It depends on the learners' level and preparation	1	10%

Table 18: Teachers' perception of feedback relation with course goals
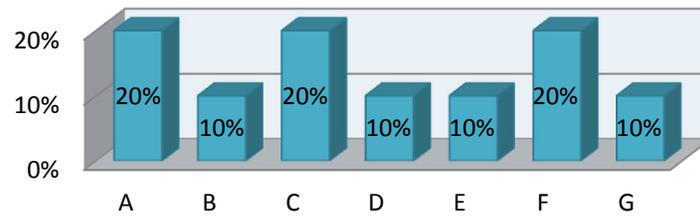
Figure 18: Teachers' perception of feedback relation with course goals

Item 12: **Type of errors pointed out most by teachers**

option	N	%
A- Organization errors	6	60%
B- Grammatical errors	7	70%
C- Content errors	8	80%
D-Punctuation errors	4	40%
E- Spelling errors	5	50%
F- vocabulary errors	5	50%

Table 19: Type of errors pointed out most by teachers
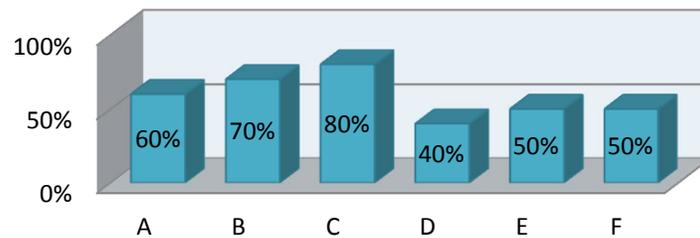
Figure 19: Type of errors pointed out most by teachers

The results gathered from this question points to the necessity to reduce the amount of errors committed. Indeed, it is useful to point out the content/ ideas errors (80%), then the grammatical errors (70%). Organization errors came in the third place ordered by 60% of teachers. Both spelling and vocabulary errors arrived equally (50%), and the last position has been given to punctuation errors (40%). These results reveal the teachers' attention to supervision of form (grammar) and content (ideas). Yet punctuation, receiving the lowest percentage, does not mean that it is ignored by teachers but this latter focus more on priorities. Other teachers added coherence, relevance, style, unity, and cohesion errors. It is worthy to note that two teachers use numeration in this question to show errors' correction priorities. The first teacher ordered the options as follows: 1-C, 2-A, 3-B, 4-E, 5-F, and 6-D. This leads us to think that this teacher is based on the communicative approach; i.e., he relied on commutating learners' ideas and way of writing. The second teacher ordered the options as follows: 1-B, 2- E, 3-F, 4-D, 5-A, 6-C. This indicates that this teacher focuses on linguistic competence; i.e., correctness.

Option	Teachers' justification	N	%
B/D/E	- Since we still emphasize on the linguistic competence we need to focus on those errors.	1	10%
ALL	- All errors are needed to be covered and treated but opportunity goes to the most common errors	7	70%
A/C/F	- As teachers we should ask them to write express their ideas then form errors will be treating in the revision and final phase.	2	20%

Table 20: Teachers' justification about errors to point out most
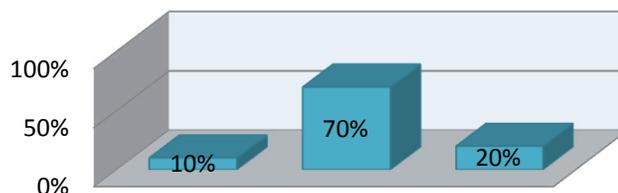
Figure 20: Teachers' justification about errors to point out most

78

Item 13: teachers' use of symbols system

Option	N	%
Yes	6	60%
No	4	40%

Table 21: teachers' use of symbols system
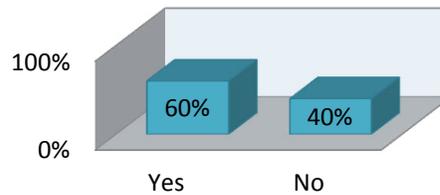
Figure 21: Teachers' use of symbols system

60% of teachers use a system of symbols that learners are aware of in providing written feedback. Generally, the teacher indicates only the place of errors and their type and lets learners' correct them by themselves. However, 40% revealed not to use a system of symbols but instead, we guess, they directly write the corrected form of the word.

Item 14: Teachers' correction of the same errors

Option	N	%
Yes	8	80%
No	2	20%

Table 22: Teachers' correction of the same errors
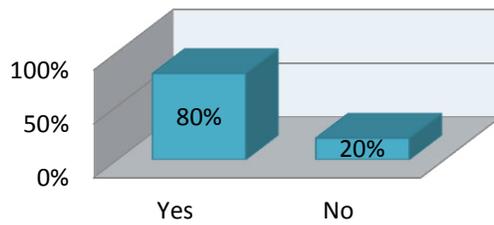
Figure 22: Teachers' correction of the same errors

80% of teachers do not correct the same type of error many times while 20% point to the same errors till students will not commit them anymore.

Item 15: **Teachers' correction of all points even those not dealt in the lecture**

Option	N	%
Yes	7	70%
No	3	30%

Table 23: Teachers' correction of all points even those not dealt in the lecture
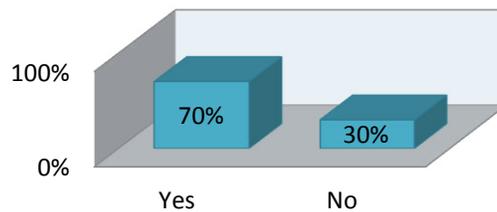
Figure 23: Teachers' correction of all points even those not dealt in the lecture

The rate of teachers who correct anything even the points that were not dealt in class (not related to the course/syllabus) is 70%, while 30% of teachers were committed to be straight with syllabus avoiding any deviation from the course goals. Each teacher justifies the answer his/she chose in the next table:

Option	Teachers' justification	N	%
Yes	- The goal of writing is to know every aspect in the writing process even away from the planned objectives.	2	20%
	- Make learners aware of different errors.	4	40%
	- Encourage learners' autonomy.	1	10%
No	- Errors are types there are those who they correct while there some that they let students correct their own errors.	1	10%
	- This process is time consuming	2	20%

Table 24: Teachers' justification of rate of correcting anything even points not dealt in class
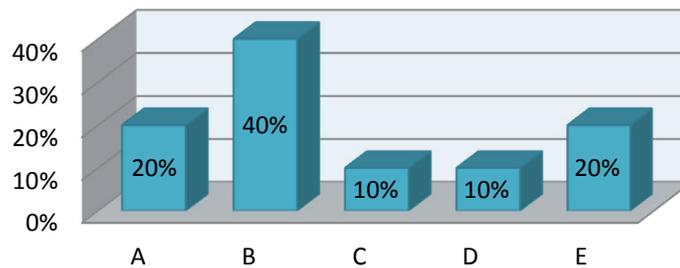
Figure 24: Teachers' justification of correcting anything even points not dealt in class

<u>Item 16:</u> Teachers' view about self-correction

Option	N	%
Yes	9	90%
No	1	10%

Table 25: Teachers' view about self-correction
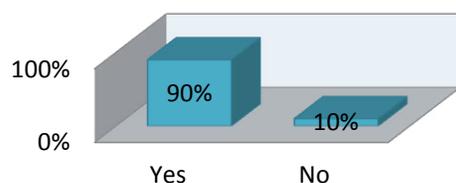
Figure 25: Teacher' view about self-correction

90% of teachers like to correct errors themselves to make it easy for learners. 10%, however, just indicate the place of the error; show its type, then let students correct by themselves.

Option	Teachers' justification	N	%
Yes	- To improve the learners' writing and correct them.	1	10%
	- Time is not sufficient to let learners make their own correction		
	- To attract students' attention	2	20%
	- It depends on the errors type if it is repeated then teacher need to correct them but if the errors is not repeated or just a mistake it should be only marked	1	10%
	- Make learners aware of errors and its correction	3	30%
		2	20%
No	- It is helpful to let learners correct, reorganize, learn, and research them.	1	10%

Table 26: Teachers' justification about self-correction
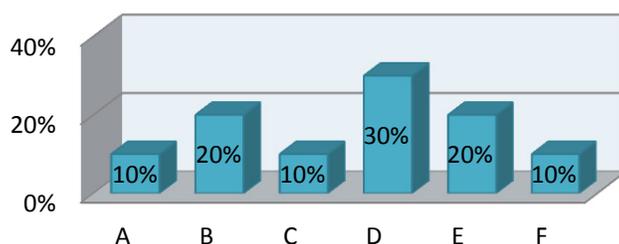
Figure 26: Teachers' justification about self-correction

Item 17: **Teachers' use of positive or negative feedback**

Option	Number	%
Negative	6	60%
Positive	4	40%

Table 27: Teachers' use of positive or negative feedback
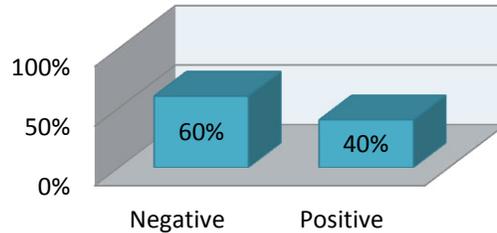
Figure 27: Teachers' use of positive or negative feedback

This question asks about the type of teachers' feedback mostly used: negative or positive. The question is divided into "do you only mark the negative comments?" and "or add some praise?" According to the results, 60% of most teachers' feedback is negative. These teachers added –orally- that negative feedback shows where the mistake is and where students are weak in, but the positive comments are usually orally given. Other teachers said that it depends on the type of the errors committed.

Item 18: **teachers' view of rewriting the students' words in correction**

Option	N	%
Yes	7	70%
No	3	30%

Table 28: Teachers' view of rewriting the students' words in correction
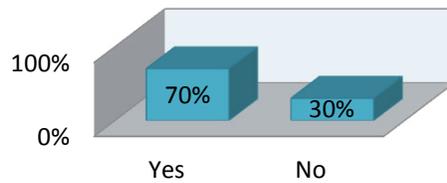
Figure 28: Teachers' view of rewriting the students' words in correction

This question investigates the way feedback is presented. One of the methods is to write the full word corrected to avoid any confusion of error repetition; this approach is used by 70% of the sample. The left 30% do not use this method in order, perhaps, to engage learners and make them more responsible of their learning process.

Option	Teachers' justification	N	%
Yes	- This is mostly done orally, but still serious errors are written - If those errors are common - To draw their attention - To make learners memorize them - especially grammar and spelling to let learners correct their own errors	2 2 1 1 1	20% 20% 10% 10% 10%
No	- Take time - Learners are to numbered	2 1	20% 10%

Table 29: Teachers' justification of rewriting the students' word in correction
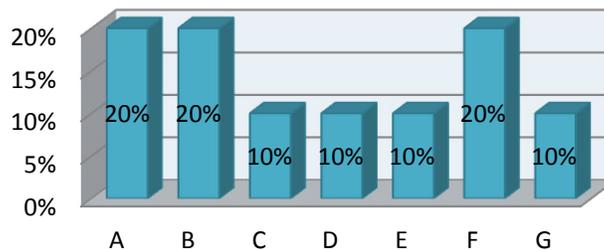
Figure 29: Teachers' justification of rewriting the students' words in correction

Item 19: Learners' awareness of feedback use

Option	N	%
Yes	9	90%
No	1	10%

Table 30: Learners' awareness of feedback use
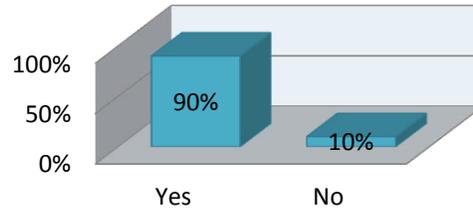
Figure 30: Learners' awareness of feedback use

Since we consider that teacher is the most qualified person to know about learners' level and needs, we added this question to know to what extent this relation is deep. 90% of teacher express that their learners know very well what to do with feedback provided to them while the other 10% believe that their students do not know what to do with it and this explains why these latter cannot write competently even in third year.

Item 20: **Teachers' difficulties in providing feedback**

Option	N	%
A- It takes a lot of time and effort to give comment	8	80%
B- There are too many papers to mark	6	60%
C- Students make so many errors	8	80%
D- Students do not read comment only they care about mark	7	70%
E- Students' do not understand the feedback	5	50%
F- Other	4	40%

Table 31: Teachers' difficulties in providing feedback
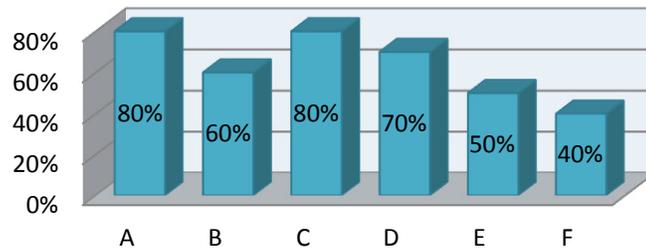
Figure 31: Teachers' difficulties in providing feedback

The results collected show that teachers face many difficulties in providing feedback and this due to the fact that feedback takes lot of time and efforts to be delivered (80%). Another reason is that students make many errors (80%), and most students do not care about the feedback provided as much as they care about the grade (70%). 50% of teachers believe that students do not understand the feedback provided as well as there are too many papers to correct.

Item 21: Teachers' perception of feedback utility

Option	N	%
Yes	9	90%
No	1	10%

Table 32: Teachers' perception of feedback utility
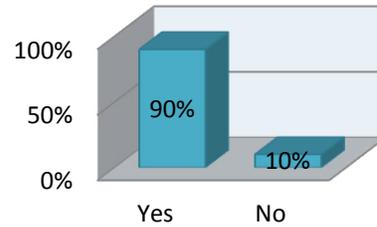
Figure 32: Teachers' perception of feedback utility

The last question of this questionnaire is about the utility of feedback as whether the teacher feels any enhancement in the learners' performance after providing feedback. 90% think that students benefit from feedback while 10% do not. Other teachers added 'sometimes' because they still witness the errors in the learners' written work. Feedback influence depends on learners' motivation and interests. The only teacher who answered that students do not benefit from the feedback provided argued at errors are still committed and that the students' unique concern is with the mark.

1.3.2 Analysis of the Students' Questionnaire

a) Aim of the Questionnaire

Investigating the teacher's feedback and learners' attitude towards it is the main objective of this study. To fulfill this objective we need a certain tool to confirm or reject the hypothesis. One of the used tools is the students' questionnaire. It is critically important to stimulate the learners' attitude with questions that are direct to the point which is the learners' view about the way they are corrected and given feedback. The data collected from this tool is considered as the learners' picture they draw about writing and feedback.

b) Description of the Questionnaire

Among three hundred and eighty five (385) students in the third year in the English division of Mohammed Khieder University divided into nine (9) groups, we have randomly choose seventy six (76) students that represent less than the quarter of the whole population that must be ninety six (96). "The larger the population is the more reliable the result would be." (Selmen, 2006, p. 61)

The questionnaire consists of five sections all containing 26 questions. Each section reflects the most important points dealt in the theoretical part. The twenty six items are presented in the form of closed and open-ended questions. Both are opportunities for learners to answer in one way or another; i.e., to choose from the provided options or to express their ideas in their own words. The whole data presented aim to serve the qualitative and qualitative research. It is praiseworthy to annotate the great help and effort by both teachers and students to accomplish the process of providing and collecting the questionnaires. These have been administered in our own presence, and the responses were

collected immediately after students have finished answering. Thus, we got back all the copies.

The questionnaire first section is about personal information. It is composed of five (5) questions aiming to gather information about the students' age, gender, level in English, level in writing, and the probability of writing in English outside the university.

The second section contains four (4) items that are concerned with the writing process. Here, the aim is check learners' point view about good writing, the possibility of engaging in writing with purpose, and difficulties in writing.

The third section is about the students' attitude towards their teachers' feedback. It is composed of four (4) items; each one investigates how learners see feedback, and the way it is provided.

The fourth section concerns the learners' attitude and preferences of feedback. Three (3) main items are set, and deal with psychological and behavioral attitudes. About behavior, the question is kind of action that is done by learners when they receive their papers; moreover, there is an added part in this section which is the ability of not doing or do not react the reason why. Then, the psychological attitude is about students' inner action.

The fifth and last section is directed to the learners' preference about receiving feedback. Although this section is not related to the theoretical part of the study, yet it is necessary to do it. The value of this part is represented in the experiment of the work. This section contains ten items intended to examine learners' preferences in receiving feedback. To cover all angles we ask about the favorable feedback provider, techniques, and types. We left a space at the end to let learners add any suggestion significant to the study.

c) Analysis of the Results

<u>**Item 22**</u>**: Age distribution**

option	N	%
20-22	56	74%
23-25	9	12%
25<∞	8	11%
0	3	4%

Table 33: age distribution

It is noted from the results above that the highest percentage of age is between 20 to 22 years old: 56 students (74%); from the other hand, 12% of learners are in the age of 23 to 25 years old. Learners who are 25 years old and more equal to 11%.nevertheless, 4% of participants did not answer this question.
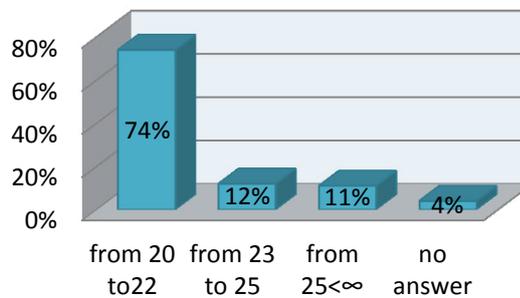
Figure 33: age distribution

Item 23: **Gender distribution**

Gender	Female	Male
Total	58	18
Percentage	76%	24%

Table 34: gender distribution
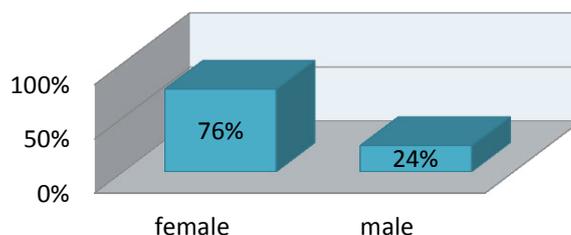
Figure 34: Students' gender distribution

From the whole sample of 76 participants, fifty eight (58) are females (76%) and eighteen (18) are males (24%). We believe that this reflects quite well the existing situation in our Algerian universities that females are more than males because they tend to choose a literary stream.

Item 24: **Students' level of English**

Options	N	%
Very good	7	9%
Good	37	49%
Average	30	39%
Poor	2	3%

Table 35: students' level in English
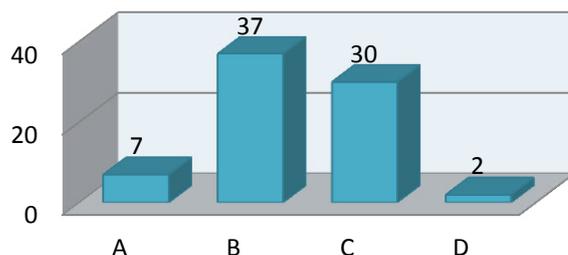
Figure35: level of learners in English

Students' answers were different. According to the table, only seven learners (9%) see themselves very good learners of English. 37 students, representing 49% which is the highest percentage among all options, have a good level. Thirty students consider themselves to have an average level, whereas only two learners (3%) have a poor level. This data reveal that learners of third year need more attention and investigations about their lacks and problems. Even though the percentage 3% is low, but no one can deny that there exist learners in the third year who consider themselves bad, and only 9% who think themselves ready and have confidence on their potential.

Item 25: **Students' level in writing in English**

options	N	%
A- Very good	4	5%
B- Good	31	41%
C- Average	38	50%
D- Poor	3	4%

Table 36: students' level in writing
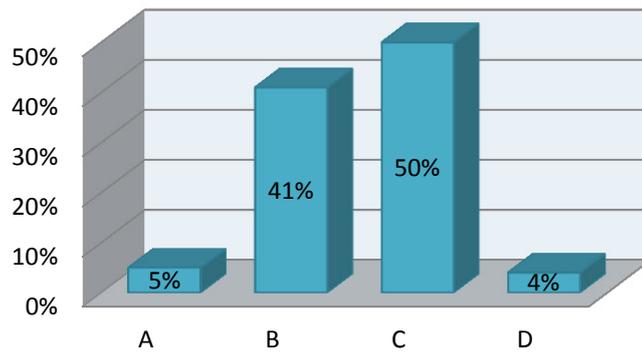
Figure 36: Students' level in writing

According to the table, four students have a very good level in writing which represents only 5%. 41% of the sample think they can write well (have a good level); meanwhile 50% have an average level. Three students (4%) say to have a poor level in writing. Therefore, the results reflect the level of writing of the third year students to be average since it gains the highest scores. And this makes us wonder why most of them think that cannot write very well even though they may teach other students after they graduate.

Item 26: Writing out the academic setting

Option	N	%
YES	59	78%
NO	17	22%

Table 37: writing out the academic setting
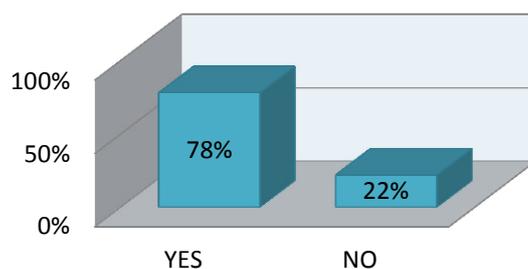
Figure37: writing out the academic setting

Options	N	%
A- Homework	23	43%
B- Letter/sms	13	17%
C- E-email	27	36%
D- Room-chat	35	46%

Table 38: writing type practiced out the academic setting
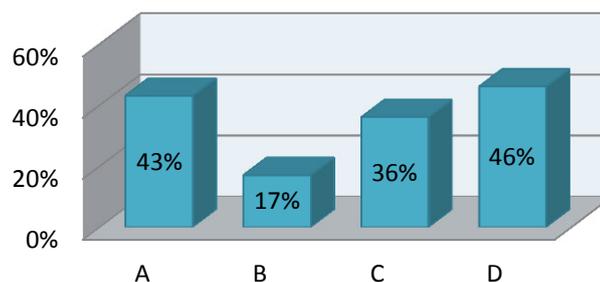
Figure 38: writing type practiced out the academic setting

This question is divided into two parts; the first part is a yes/no question, and the second part is a multi-option question. The percentage of learners who write in English outside academic setting is 78% which represent fifty nine students; while the seventeen left (22%) do not use English at all out of the academic setting. This shows the effect of English language in the learners' life; it is not only learnt as an instrumental reason and this helps as well learners' exposure to the foreign language and practice more outside the university. 22% of learners end up their question with answering "no" while the rest chose "yes". They chose one or many options about using written English outside university. The option of 'Homework' gets 43% in total of 23 students which lead to the conclusion that although it is writing outside of university but it is still included as an academic activity. Second option about writing letters or SMS represent 17%. The option of 'E-mail' (36%, 27 participant) has more attention than SMS. While the highest number of participants

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selected the option of 'room-chat' which was partially expected. The results implicate the learners' interest of using English mostly in social net-work; besides, it reflects the tendency of learners to use English more to express ideas in informal settings rather than academic ones. There were some additional options by learners about using written English outside university such as writing songs and stories, summarizing while revising, write short scripts, mostly in Facebook, dairies. Some respondents express it as tool to release their anger or boredom and other different feelings. It is worthy to note that dairies and short stories were options frequently repeated by learners.

Item 27: Learners' interpretations about the good writing

OTIONS	N	%
A- Correct grammer	39	51%
B- Good ideas	38	50%
C- Precise vocabulary	17	22%
D- Spelling	9	12%
ALL	13	17%

Table 39: learners' interpretations about good writing
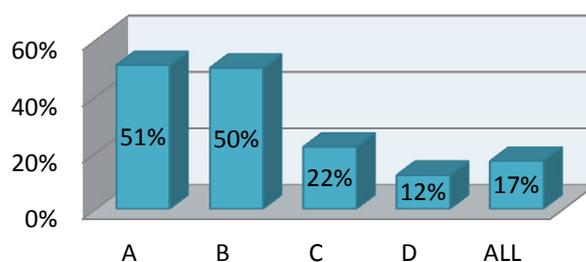
Figure 39: Learners' interpretations about good writing

The first question in the writing process section is more related to writing in class. 39 students (51%) chose 'correct grammar', while 'good ideas' represents half of the sample. 'precise vocabulary' and 'spelling' represent 17 students' view (22%) and 9 students (12%). The results represent the purpose of learners' writing to achieve accuracy. For them, good writing is concerned with correct grammar and this reflects the emphasis of learners to imply correctness of language rather than good ideas that represent 50% of the

sample. Good ideas represent learners' willing to focus more in content rather than in language.

Item 28: Learners' consideration of the purpose while writing

Option	N	%
Yes	62	82%
No	7	9%
No answer	7	9%

Table 40: learners' consideration of the purpose while writing
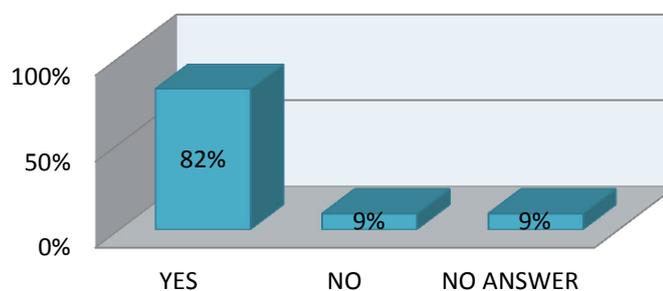
Figure40: learners' consideration of the purpose while writing

This question aims to examine the process of writing and to check the consideration of purpose while writing. Students who set purpose and think about it while writing are 62 students (82%). This huge number is satisfying because it reflects learners' knowledge of writing stages. They justified their answer arguing that it helps them to generate, order, and gather good ideas, and without purpose writing can be hard. Only 7 students (9%) confessed not to consider the purpose while writing. Purpose is a tool used to be more organized; it is one of the characteristic of good writing, and supports to cover all aspect of the subject. Writing with purpose determines good ideas, style and kind of vocabulary used. Keeping thinking about the purpose helps the writer to keep in the limitation of the subject and save him/her to be away from the topic. Moreover, it helps the writer to move smoothly and to go directly to the point. However, students who answered 'no', describe purpose as the most difficult part in writing. One participant cannot relate writing to purpose because it is hard to think in English.

Item 29: **Learners' concern while writing**

Options	N	%
A- Vocabulary	31	41%
B- Grammar	30	39%
C- content	55	72%
D- punctuation	16	21%
E- spelling	15	20%

Table 41: learners' concern while writing
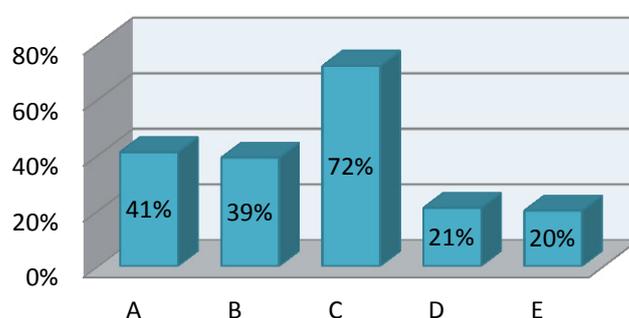
Figure 41: learners' concern while writing

This item is concerned with the learners' concentration while writing. Results of each option of this question were approximate. Vocabulary gets 41%, 31 student concerns more to reach a precise vocabulary more than other writing elements. The second choice is grammar has a space of 39%. Learners (30 students) consider grammar revision and concentration more worthy rather than any other type. While huge agreement was on the content and organization (72%), 55 students strongly believe that more focus should be put on content and how it is organized. Punctuation (21%) and spelling (20%) were less focused by learners. In conclusion, learners believe that content and organized should be well emphasized so that they do not face any difficulty while writing.

Item 30: Difficulty found in the writing process

Options	N	%
A- brainstorming	36	47%
B- generating	28	37%
C- revising	7	9%
D- editing final draft	14	18%

Table 42: Difficulty found in the writing process
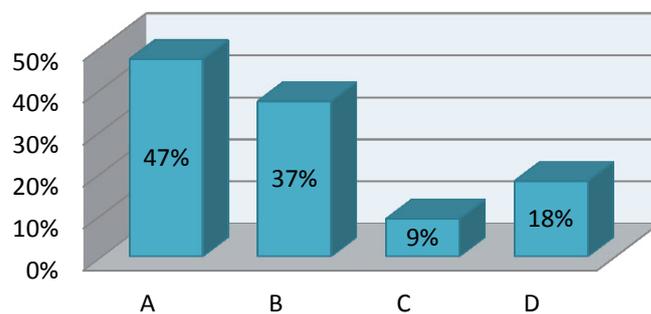
Figure 42: Difficulty found in the writing process

This question is about the part in the writing process that represents a big challenge for learners. After providing four options, the results are as follows: the brainstorming stage comes to be 47%, generating first draft comes second the second order with 37%. Editing final draft gets 18% and the left 9% for revising. It is obvious to recognize that learners' big challenge is brainstorming in addition to generating ideas. This reflects lack of teacher's supervision on the learners' writing or that the teacher uses productive approach most in teaching writing. Only 7 students face problem in the revising stage.

Item 31: **Learners' view about the teacher's correction frequency**

Options	N	%
Yes	66	87%
No	10	13%

Table 43: Learners' view about the teacher's correction frequency
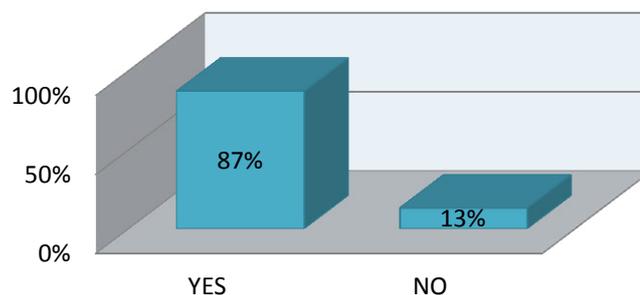
Figure 43: Learners' view about the teacher's correction frequency

In the section of teacher's feedback, the first item questions if the teacher corrects the learners' errors. (78%) answered 'yes' (13%) of the whole sample revealed that they are

not corrected. Those students who replied negatively added that the teacher uses the method of self-correction.

Item 32: Learners' view about the teacher's way of providing feedback

Option	N	%
A- making only comment without correction	16	21%
B- correction without comment	21	28%
C- indicate the place by only circling	17	22%
D- letting students evaluate each other work	13	17%
E- let student evaluate their own work	6	8%
F- discuss the written errors with student	24	32%
G- other	0	0%

Table 44: Learners' view about the teacher's way of providing feedback
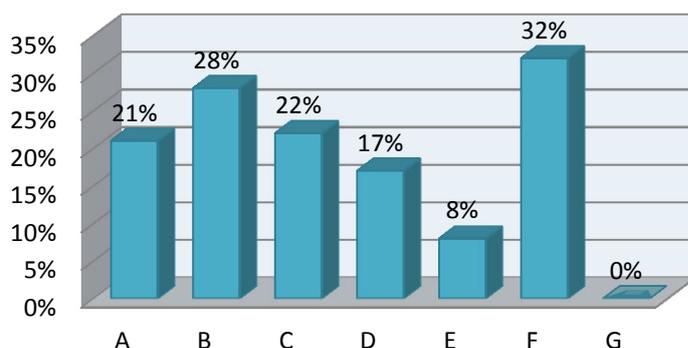
Figure 44: Learners' view about the teacher's way of providing feedback

The second question interrogates learners about the feedback approach used by their teacher. 32% chose the option 'F' which is discussing the written errors with students. This indicates that the teacher uses teacher-student conference to clarify and explain why and how to correct their errors, and it is used as a part of the learning process. Other teachers are enough with correction only without any comments 28%; this reflects a big contradiction. This comes to conclude that students are not satisfied with the teacher's approach in correcting their work. Whereas other students describe the approach used in giving only comments without correction (21%). 22% chose the option of indicating the place of errors by underlining or circling. For other options like letting learners evaluate each other's work, this latter gets (17%), the option of evaluating their own work represent 6%. Results show huge unsatisfied learners about the approach followed by the teacher in providing feedback.

Item 33: **Focused part in correction**

Option	N	%
A- vocabulary	23	21%
B- grammar	47	62%
C- content	35	46%
D- punctuation	30	39%
E- spelling	21	28%

Table 45: Focused part in correction
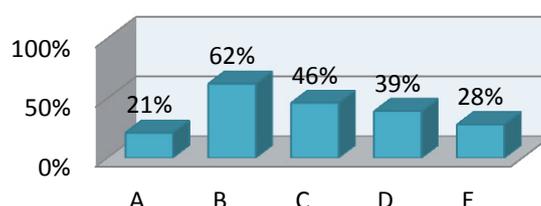
Figure 45: Focused part in correction

This question discusses the learners' interest in the process of correction of error types. The option includes vocabulary (21%), grammar (62%), content and organization (46%), punctuation (39%), and spelling (28%). Results determine that learners less care in vocabulary errors while they put much importance on the grammar and content errors.

Item 34: Learners' view about the difficulties they encounter when receiving their paper

Options	N	%
Yes	34	45%
No	42	55%

Table 45: Learners' view about the difficulties they encounter when receiving their paper
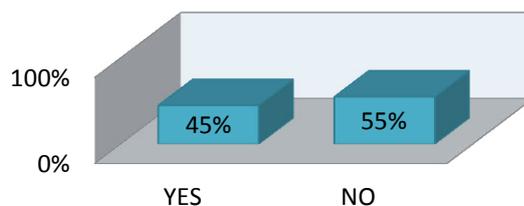
Figure 45: Learners' view about the difficulties they encounter when receiving their paper

Option	N	%
A- you can't correct all the grammatical and mechanical mistakes that the teacher points	11	14%
B- you can't revise the content and the expressions suggested by the teacher	8	11%
C- you are afraid of making other new mistakes.	21	28%
D- you don't understand the teacher written feedback.	7	9%
E- you don't have sufficient time to revise the draft(s).	7	9%
F- you have too many mistakes to revise.	3	4%
G- The teacher written feedback is not always helpful.	7	9%
H- you don't know how to rewrite the papers even after receiving the teacher written feedback.	6	8%

Table 46: Difficulties learners encounter when receiving their paper
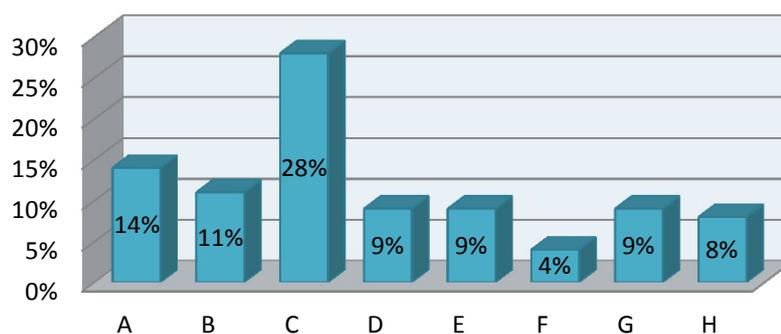
Figure 46: Difficulties that learners encounter when receiving their paper

The last item in this section is divided into two parts. First is closed item questioning whether learners face problem in revising their paper after receiving feedback. The "yes" option get 34 students view which represent the 45% of the whole sample whereas, option get 42 participant 55%. Choosing the Yes option show a huge dissatisfaction about the feedback provided. The second half of the question is investigating the reason behind the

difficulty they face when revising their papers. In whole the question contain eight options, represent different reasons of difficulties in revising their papers. 14% (11 students) cannot correct all grammatical errors and mechanical mistakes that the teacher point out. Other 8 students (11%) cannot revise the content and the expressions suggested by the teacher. 28% of whole sample (21 students) are afraid of making other new mistakes, where 7 students (9%) do not understand the teacher written feedback; same number of student do not have sufficient time to revise, other 7 students believe that teacher feedback is not always helpful. 3 participant (4%) have too many mistakes to revise. The last 8% (6 students) do not know how to rewrite the paper even after receiving the teacher written feedback.

Item 35: Learners' preference to be corrected

Option	N	%
Yes	76	88%
No	8	11%
No answer	1	1%

Table 47: learners' preference to be corrected
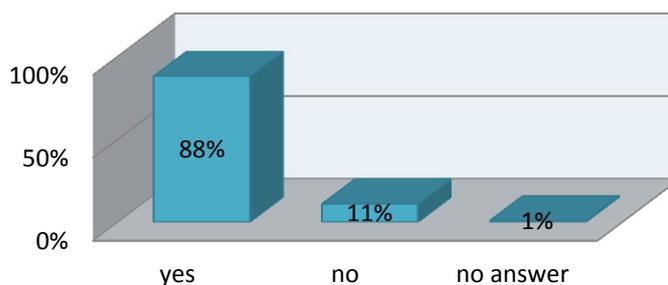
Figure 47: learners' preference to be corrected

The first item of section four investigates the learners' attitude towards the teacher's feedback and asks if students like to be corrected or no. 88% (67 students) like to be corrected; however, 11% (8 students) do not like that; the rest 1% (1 student) did not answer. These results indicate that learners are interested in the teacher's feedback and use it to improve their writing level. Moreover, students argued that in their level (third year), they need to use self-correction. Other students noted that the communicative approach in teaching supports peer or self-correction rather than the teacher's even though there are

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those who accused the teacher of carelessness. Learners also do not like to be corrected because they believe that teacher's feedback is not clear or suitable and this would not help them to avoid recommitting the same errors again. To be corrected means for them demotivation and disappointment. The teacher does not know the real level and potential of their learners, so how they can correct the learners. This was one of the learners' justifications.

<u>**Item 36:**</u> **Learners' reaction when receiving their papers**

Option	N	%
A- Making mental note	20	26%
B- Asking teacher for explanation	36	47%
C- Referring back to previous composition	3	4%
D- Considering the teacher 's comments and rewriting the draft	9	12%
E- Asking some other teachers for help	7	9%
F- Using the Internet to find more references	11	14%
G- Going to the library to consult reference materials	12	16%
H- Asking my classmates for help	9	12%
I- Making correction myself	33	43%
J- Not doing anything	4	5%
1- You are not interested in the teachers feedback	4	5%
2- You are just concerned with the grade	13	17%
3- You are just concerned with doing task	15	20%

Table 48: Learners' reactions when receiving their papers
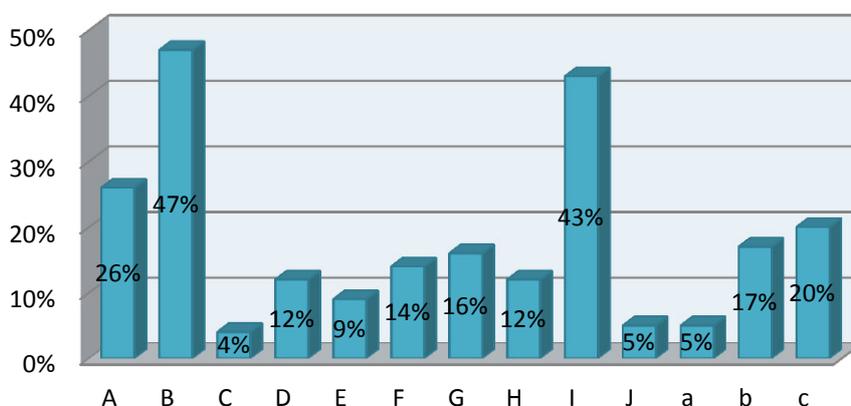
Figure 48: Learners' reactions when they receive their papers

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The learners' reaction when getting their paper back represent in making mental note 26% (20 students), 47% ask teacher for explanation (36), 4% refer back to previous composition, 12% of learners consider the teacher's comments and rewriting the draft, asking other teacher for help was the choice of 9% of learners, 14% of them use internet to find more reference, other learners find that check in the library to consult reference material, 16%. 12% from other hand agree with ask classmate for help; or make self-correction 43% in case of not doing anything which was chosen by 5% three options were provided; either they are not interested in the teacher feedback 5%, concern with grade 17%, or concern with doing the task 20%. According to the results we come to conclude that learners most of their attitudes are positive since they ask teacher and classmates for more explanation (from 33 to 36 students). 32 students are not interested or have any attitude towards teacher feedback.

<u>Item 37</u>: Learners' feeling when corrected

option	N	%
A- Your teacher's comments are too negative and discouraging and demotivating	10	13%
B- Your teacher's comments are too general	19	25%
C- You enjoy the teacher's comments on my composition	28	37%
D- Your teacher's comments and corrections help me to know where my mistakes are and correct them	40	53%
E- The feedback given makes me want to try harder to improve my writing	30	39%
F- You feel self-confident and proud; your writing has improved because of the feedback given on your paper	21	28%
G- Generally, you like the way your composition is marked.	7	9%

Table 49: Learners' feeling when corrected
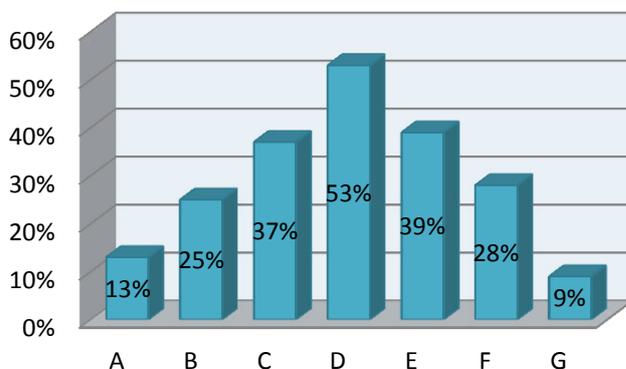
Figure 49: Learners' feeling when corrected

Lastly, the psychological side is given much importance. The concern is about how learners feel when they get their papers back. 13% of them feel that teacher's feedback is too negative, discouraging and demotivating. Others feel that the teacher's comments are too general (25%); in another hand, 28 students enjoy the teacher's feedback. The highest score (53%) is the option of believing that the teacher's comments and correction help to know about the mistakes place and how to correct them. 39% of students feel that they must work harder next time to improve their writing. 28% of the whole sample feels proud and self-confident because the given feedback improves their writing. The last option is that learners like the way their composition is marked which represent 9%. High percentage was representing the positive attitude (53%) option "D", (39%) option "E" and so on. But still one negative attitude represents 10 students' view. This lead us to ask one question: if the results show that learners have a positive attitude towards teacher's feedback, why they still commit the same errors and find difficulties to write? For further options, there were added comments about different feelings when receiving feedback like the feeling of failure, not getting enough attention, or being ignored.

Item 38: **Students' preference about teachers' correction of written errors**

Options	N	%
A- Give only mark or grade	10	13%
B- Teacher should mark all errors	43	57%
C-Teacher should mark all major errors but not the minor ones	20	26%
D- Teacher should mark most of the major errors, but not necessarily all of them.	6	8%
E- Teacher should mark only few of the major errors	3	4%
F- Teacher should mark only errors that interfere with communicating your ideas	4	5%
G- Teacher should mark no errors and respond only the ideas and content.	3	4%

Table 49: students' preference about teachers' correction of written errors
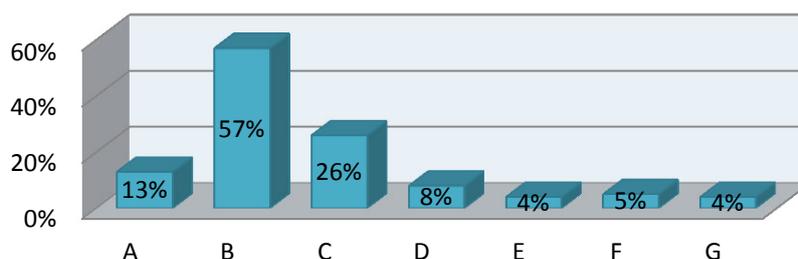
Figure 49: Students' preference about the teachers' correction of written errors

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This question interrogates students about the way they like to be corrected by the teacher. The most preferable way of correction is that teacher should mark all errors (75%) (43 students), 26% and 13% of the sample opted for the teacher's correction of only major errors without putting much focus on the minor ones. The other options get under the average percentage which reflects less agreement about it. For the above numbers, the best way for learners is that the teacher should mark all errors. The added option is learner-teacher conference approach.

Item39: **Learners' perception of the same errors worth to be corrected.**

Option	N	%
Yes	45	59%
No	24	32%
No answer	7	9%

Table 50: Learners' perception of the same errors worth to be corrected
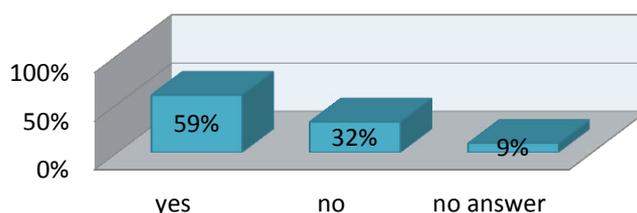
Figure 50: Learners' perception of the same errors worth to be corrected

In this item, students were asked if they think it is worthy that the teacher each time corrects the same errors. According to the results, students think that it is worthy if they have been corrected even the same errors (59%), while 32% think the opposite and for the rest (9%), they did not answer the question. In general, students choosing the 'yes' option strongly believe that correcting the same error time each time is helpful in improving the writing skill. Another argument was the help provided to students to avoid committing the same errors; avoiding committing errors needs much time and more teacher's feedback, and noting only once the error would not help. Since the teacher does not observe any improvement, here errors must be corrected each time they occur till the teacher sees improvement in the learners' level. In case of answering 'No', students argue that it is not worthy to re-correct the errors of the same type because of many reasons such

as focusing on the same error is only a way to overlook on the other types that may need more attention, demotivating, it takes time and if learners commit the same error and the teacher keeps repeating the correction; here, students do not need feedback but a deeper explanation.

Item 40: **learners' perception of the significant error type to be corrected**

Options	N	%
A- Organization errors	18	24%
B- Grammatical errors	48	63%
C- Content/ idea errors	29	38%
D- Punctuation errors	24	32%
E- Spelling errors	29	38%
F- Vocabulary errors	25	33%

Table 51: frequency of learners' perception of the significant error type to be corrected
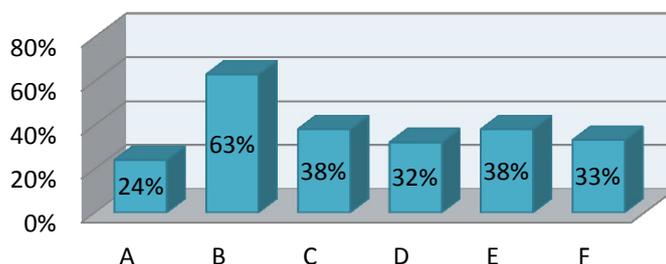
Figure 51: Learners' perception of the significant error type to be corrected

After submitting the questionnaire, the students have different preference of different error type. The organization errors have attention of 24% of the learners, and 63% as the highest frequency which is grammatical errors. The content/ ideas and spelling have equally 38%, while 33% for vocabulary and 32% punctuation. This result indicates the preference of the learners to master the language use rather than the content.

Item 41: **Learners' view about the preferable timing of feedback**

Option	N	%
A- At the prewriting stage	12	16%
B- At the drafting stage	20	26%
C- At the revising stage	20	26%
D- At the evaluation stage	32	42%

Table 52: Learners' view about the preferable timing of feedback
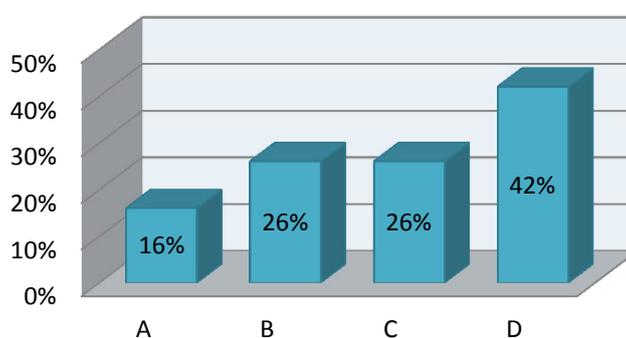
Figure 52: **Learners' view about the preferable timing of feedback**

This question targets the learners' preference of feedback timing. The preferable timing of receiving feedback is "the evaluating stage" (42%) because it facilitating the revision and avoids ambiguity; learners like to be observed while writing, timing like this helps to recognize ideas rather than mix it up, more over learners choose this timing because they do not like to be interrupted each time which would cause a confusion to them. The final remark was the final stage is the best timing because it truly indicate their level because in this phase they are aware of what they have written and they had revise it many time so any committed error is done and need to be treated seriously. Then 26% was "the revising stage" because learners at this particular phase while revising and editing need the teacher's feedback and have opportunity to rewrite the passage without errors and enhanced. "Drafting stage" because learners do not know what to omitted or add, it is also helps more to correct error earlier, where the "prewriting" stage get only 16%, since the feedback will be taken in the first stage would make the process of writing more easier, and get the final draft clear and reduce the amount of errors. Some student tick all option justifying their choice by saying we need guides and correction in each step we go through.

Item 42: **Learners'' view of the preferable tool used in correction.**

Option	N	%
A- Red pen	53	70%
B- Pencil	19	25%
No answer	5	7%

Table 53: Learners' view of the preferable tool used in correction
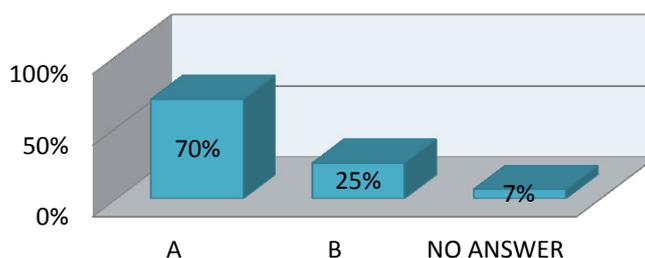
Figure 53: Learners' view of the preferable tool used in correction

According to the given question, the preferable tool used in correcting is the red pen (70%) and this due to many factors, according to the learners themselves like they get used to it, and famous tool used like forever, easy to attract the learners' attention and easy to be remembered. The pencil was chosen by 25% because psychologically helps, keeps paper clear. No need to rewrite the whole passage just correct in the same paper and lastly easy to erase. For the rest of 7% they did not answer the question. The why question give opportunity to express the learners' preference; like saying that they like to be corrected with any color accept for the red one because it demotivates psychologically proved that make learner anxious to the task again, and they added other color like blue, because it is relaxing color and clear. Green is favor color because it is comfortable color and unusual to motivate learners. The answer that includes justification of using pencil was only a way of not choosing the red.

Item 43: **Learners' perception of the preferable feedback provider**

Option	N	%
A- The teacher	61	80%
B- Your peer	7	9%
C- Self-correction	14	18%

Table 54: Learners' perception of the preferable feedback provider
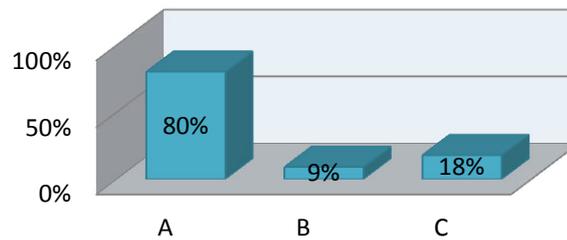
Figure 54: Learners' perception of the preferable feedback provider

Questioning the learners' preference of feedback provider is one of the most important tasks. According to the data gathered, the teacher as feedback provider was the common choice among learners (80%), for self-correction (9%) of learners' interest where it almost same percentage (9%) of peer correction. This indicates that learners get used to be corrected only by the teacher, and it hard for them to get along with other types of feedback providers.

<u>**Item 44:**</u> **learners' view of the preferable feedback technique**

Option	N	%
A- Writing questions	13	17%
B-Written comments/Statements after each error	34	45%
C-Underlining the errors and write comments at the end of the essay	26	34%
D- written imperative s	4	5%
E-written exclamations	11	14%
F-Crossing out the error and writing in the correct word or structure	15	20%
G- Using correction codes/ symbols.	18	24%
H- Underlining the errors then commenting at the end of the essay	15	20%

Table 55: learners' view of the preferable feedback technique
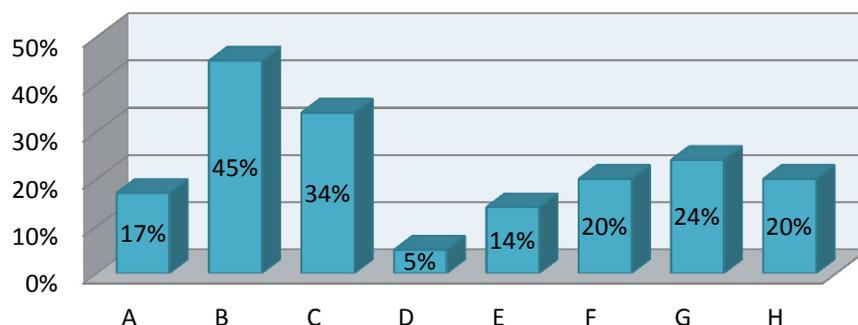
Figure 55: learners' view of the preferable feedback technique.

The techniques of providing feedback is one of the concerns in this study. This item gains different percentages: learners' preferable feedback technique is "written comment after each error" (45%), then 35% for "underling the error and write comments at the end of the essay. 24% of learners like to be corrected with use of correction code. Both crossing out error and writing a general comment in the end of the session 20%. The less average counted is of feedback technique: writing question (17%), writing exclamation (14%), and writing imperative (5%). The data true a clear conclusion that students are more comfortable with written comments and underling the error with the correction.

Item 45: **learners' view of the preferable feedback type**

Options	N	%
A- General comments	13	17%
B- Detailed and specific comments	34	45%
C- Positive comments	26	34%
D- Negative comments	4	5%
E- Direct feedback	11	14%
F- Indirect feedback	15	20%
G- Margin feedback	18	24%
H- End feedback	15	20%
I- No feedback	0	0%

Table 56: learners' view of the preferable feedback type
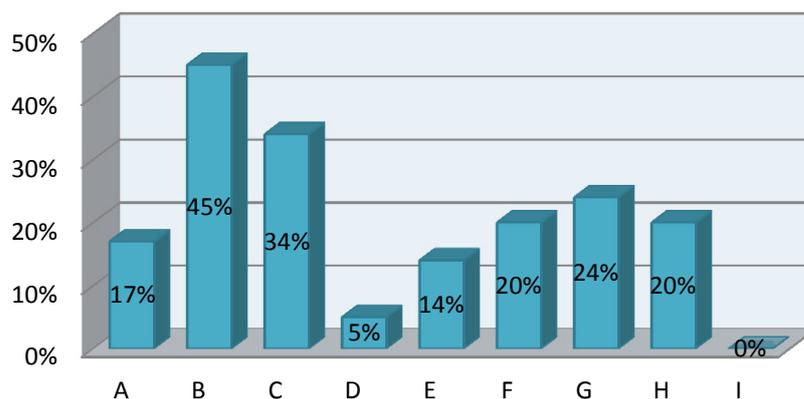
Figure 56: **learners' view of the preferable feedback type**

This item targets the feedback types. The learners' tendency was different from one type to another. No type gained a full agreement but still the feedback type of "detailed and specific comments" got agreement (45%); while "positive comment" got 34%. "General comment" was chosen by 17% of learners, direct feedback 14% like this type. Both indirect feedback and end feedback get 20% agreement. Margin feedback got 24% of the whole sample. The last and the fewest percentage among all options is 'negative feedback' (5%) and 'no feedback' (0%).

Item 46: **Learners' perception of the teacher's emphasis in feedback**

Option	N	%
A- Language use	13	17%
B- Content	5	7%
C- Both	52	68%
No answer	6	8%

Table 57: learners' perception of the teacher's emphasis in feedback
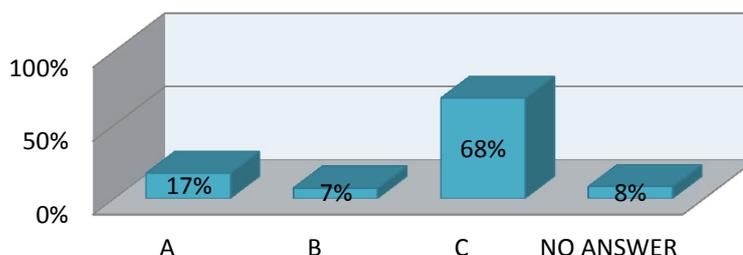
Figure 57: **learners' perception of the teacher's emphasis in feedback.**

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The last question is about the learners' preferable part of language feedback: content, language use, or both. The content gained 7%, language use (17%), but the option of 'both' got 68%, and still 8% 'no answer'. This designates learners' need and preference to be evaluated in both levels.

1.3.3. Learners' Essays

a) Aim of the Learners' Essays

In order to fulfil the objective designed for this study that is the investigation of students' attitudes towards teacher's feedback and in order to raise the validity of this work, it was necessary to add other tool in the field work which is the learners' essays to evaluate the effectiveness of the provided feedback. The analysis of the teacher's correction of learners' written work investigates the approach followed in providing written feedback and the type of comments and errors highlighted by the teacher.

b) Description

Out of the whole population of 375 third year students divided into eleven (11) groups, the same sample used in this tool was used in the experience that is twenty (20) students randomly chosen from two different groups to write for us a free topic essay. The core of the study is to analyse the teacher's written feedback, its types, the approach followed, the points of language focused on in correction, and the techniques utilized (writing question, comments, imperative,…). It is important to note that the small corpus is due to the average of attendance after observing the course of written expression curriculum of third year that is different from last year. Students were asked to write an essay in the first term when they started working on their term paper. Interrupting the curriculum by asking the students to write an essay was the difficult part of this study; for those reasons, the sample was minimized to only ten (10) students.

In this analysis, much focus is put on the types of errors corrected; for that reason, these errors are divided into categories: (1) Grammar that includes tenses errors, articles, word order, and sentence structure. (2) Vocabulary; collection, word innovation, and word selection. (3) Content; relevance of ideas, style, and register. (4) Organization; sentences linking and order of ideas. (5) Mechanic; indentation, punctuation, capitalization, abbreviation, spelling, and handwriting. Those lastly mentioned error types are particularly chosen to be analysed to correspond to the item n° 4 in section 3 (about teacher feedback) in the teachers' questionnaire as well as item n° 3 three in section 5

(about the students preference in receiving feedback in writing) in the students'
questionnaire.

c) Analysis of Results

Type of errors corrected	N	%
Grammar	9	15%
Vocabulary	16	27%
content	6	10%
Organization	6	10%
Mechanics	23	38%
Total	60	100%

Table58: types of errors corrected by teacher in learners' essays
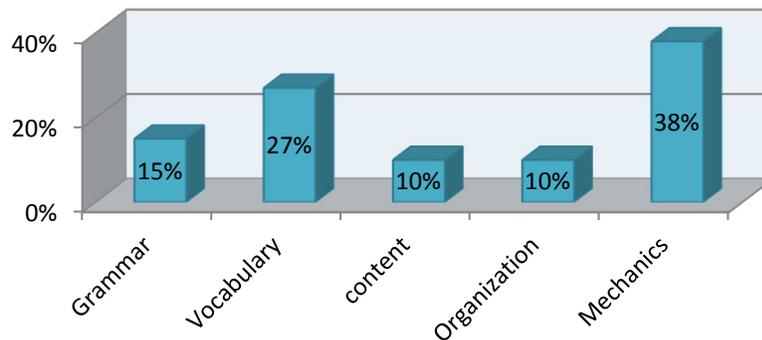
Figure 58: Types of errors corrected by the teacher in the learners' essays

The data presented in the graph above indicate that learners of third year still commit
errors of different types. In a total number of sixty (60) errors, it would be six errors for
each of the ten students. The highest score of errors is the mechanical errors (38%) that
include errors of spelling were the most noted by the teacher. Punctuation was rarely
marked while indentation and handwriting were not noted by the teacher. Capitalization
and abbreviation were marked as well. When it comes to vocabulary, the teacher pays
attention too much on word selection while word innovation and collocation are not

indicated. 15% concern the grammatical errors. It is noted that learners come over the grammatical errors yet the errors committed are in the category of verb tenses (e.g.: the 's' of third pronoun singular in present tense and regular/irregular verbs in the past tense) besides errors in the passive form. For both types of errors, content and organization, the percentage is 10%; only six errors were detected in learners' essay. In the content error, the teacher corrected mostly the style and register used by learners. The aim of the teacher was to reach accuracy since the total correction is in the form rather than content.

The first note about the teacher's correction is the use of the red pen. Most of teacher's focus in the language part is in the language use more than the content: language use is all grammar, vocabulary, and mechanic (17%+27%+38%= 80%) while content and organization are both 20%.

The types of feedback provided were varied. It is worthy to note that the teacher, each time, used the same type but sometimes made a fusion of several types determined according to the learners' level of writing and the errors committee. The teacher used general, positive and negative, direct, margin and end feedback. This indicates the teacher's intention to create a communicative approach of providing feedback.

The technique used in providing feedback was making a statement after every error, underling it then writing at the end of the essay imperatives, questions, and crossing errors. In fact, correction is not always provided. The teacher most of times draws lines and circles. He/she does not use the symbol system and also repeats marking the errors of the same type.

The use of long comments indicates that the teacher aims to make feedback clear and understandable. Through his/her correction, it is noted that the teacher uses both teacher's correction (when indicating the error and providing the correct form) and self-correction (when only indicating the error without correcting it).

1.3.4 Design of the Experiment

a) Sample of the Experiment

The investigation of learners' attitude towards teachers' feedback is done on the ground of the third year English in Mohammed khieder. This population is particularly chosen because till the third year learners will have the opportunity to write an essay and committing errors. Students of third year are divided into nine groups; according to convenience sampling, we chose forty six students which we divided it into a controlling group of twenty seven students and an experimental group of twenty students. The reason of choosing this sample in particular is that the teacher of written expression showed generosity to help and collaborate to carry out the experiment. The experimental group was randomly chosen. From the whole population, the control group is 7% and the experimental group is 5%.

b) Treatment

According to the hypothesis claiming that is if the teacher provides effective feedback, the learners' attitude would be positive and this automatically would lead to the enhancement of their performance. The departure point is on the effective feedback which is the treatment of this study. The condition of learners' performance enhancement is the effective feedback given by the teacher and this is going be provided in the experimentation so that we can evaluate its effectiveness on learners' behavior.

The experimental group had a special attention when they receive feedback based on their preference. The feedback approach is communicative which it is a combination of the data collected from the last section of the questionnaire and the approach suggested by scholars. In the process of providing feedback to the experimental group, we separated them from the control group, and handed them their essays including direct, positive, specific and correct comments accompanied with clarifications and answers to their questions in addition to teacher-learners' conference. Taking into account every difficulty learners may encounter in writing, we focused most in providing a sandwich feedback; i.e., including negative comment between two positive comments. In a first place, we evaluated learners' background about writing essay and difficulties they face in writing;

besides, we discussed with them the most common errors they make; and at the end, we asked them about how they like their paper to be given back to them.

b) Tools

The tools used to conduct the experiment are the pre and post-test. The former provides clear background on learners' level of writing and the effectiveness of feedback on their performance. While the latter is concerned with the treatment application and results indicate the extent of the condition on the performance. The pre-test has taken a period of two weeks while the post-test has lasted for four weeks. In the first place the assignment was writing an essay about English in Algeria, in order to limit the students' topic and avoid the problem of brainstorming. In second essay the topic was not precised in order to evaluate the effectiveness of the feedback in all aspects. Pre-test aimed to evaluate the type of feedback, errors, and learners' attitude, positive or negative. The post-time aimed to observe the attitude and effectiveness of the treatment.

The method of scoring is based on the learners' preference of teachers' focus in correcting. The mark has been divided as follow: mechanical (3 pts.), vocabulary (3 pts.), grammar (3 pts.), content (7 pts.) and organization (4 pts.) although the division of scores is not similar to the teacher's scoring. The period given to the preparation of each piece of writing was one week.

c) Hypothesis Testing Inferential Statistics

After presenting the data and analyzing it in terms of type of errors and feedback approaches, the analysis takes now another statistical path to evaluate the hypothesis. The scores used are the learners' scores of the two tests from both groups, control and experimental. In the process of testing the hypothesis, it is necessary to calculate the inferential statistics.

The inferential statistics enable us to get the mean scores of both tests of both groups. The mean are compared to each other to evaluate the effectiveness of the treatment application. Due to the designed objectives, we used one-tailed experiment in order to test the statistical significance in one interesting direction of the effect. The main

objective is to reject the null hypothesis for the favor of the alternative hypothesis. This desired result achieved when the probability is less or equal to 0,05. In this case, the treatment truly left an effect of the behavior and the experiment had succeeded.

For further explanation, the null hypothesis is related to that effective feedback does not lead to the learners' positive attitude and this would not enhance their performance; i.e., the enhancement of the performance is not related to the feedback and this latter does not affect the attitude as well. The alternative hypothesis concerns that if the feedback is effective, learners' attitude would be positive and this would automatically enhance their performance.

The chosen elements used in the conducted work are: independent sample-test, p-value= 0, 05, degree of freedom $df= N_1+N_2 -2$.

The equations used are: (Miller, 1984: 80):

I. Calculate the two samples means $\bar{X_1}, \bar{X_2}$ using the formula

$$\bar{x} = \frac{\sum X}{N}$$

II. Calculate the two samples variances $S_1{}^2$ and $S_2{}^2$ using the formula;

$$S^2 = \frac{\sum X^2}{N} - \bar{X}^2$$

III. Substitute the values of: $\bar{X_1}, \bar{X_2}, S_1{}^2, S_2{}^2, N_1, N_2$ in the computational formula for t:

$$t_{N_1} + N_2 - 2 = \frac{(\bar{X}_1 - \bar{X}_2)\sqrt{(N_1 + N_2 - 2)N_1 N_2}}{\sqrt{(N_1 S_1^2 + N_2 S_2^2)(N_1 + N_2)}}$$

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d) The hypothesis Testing in Fluency

The forms presented above are general; the implementations in the presented data are:

H_0 = the useless of effective feedback on learners' attitude and performance.

H_1 = the effective feedback creates a positive attitude and this leads to learners' performance enhancement.

P-value = 0,05

Df = **46**

Critical value = 1,67

For the sake of approving the effectiveness of the hypothesis that is the effective feedback would lead to positive attitude and to learners' performance enhancement, we needed to calculate the scores gathered from the assignment provided to learners in terms of pre-test and post-test with both groups experimental and control in order to compare both scores.

Table 59: Pre-test and post-test scores of both groups

	Students	pre-test scores	Pre-test squared	post-test	Post-test squared
Experimental group	01	10,00	100,00	14,00	196,00
	02	17,00	289,00	16,00	256,00
	03	15,00	225,00	17,00	289,00
	04	9,00	81,00	14,00	196,00
	05	11,00	121,00	14,00	196,00
	06	14,00	196,00	15,00	225,00
	07	14,00	196,00	16,00	256,00
	08	17,00	189,00	16,00	256,00
	09	13,00	169,00	14,00	196,00
	10	10,50	110,25	11,00	121,00
	11	12,50	156,25	14,00	196,00
	12	3,00	9,00	10,00	100,00
	13	12,50	156,25	13,00	169,00
	14	9,00	81,00	10,50	110,25
	15	9,00	81,00	11,00	121,00

	16	11,50	123,25	12,00	144,00
	17	14,50	210,25	15,00	225,00
	18	11,00	121,00	12,00	144,00
	19	11,00	121,00	12,00	144,00
	20	13,00	169,00	15,00	225,00
Control	21	14,00	196,00	15,00	225,00
	22	9,00	81,00	10,00	100,00
	23	12,00	144,00	11,00	121,00
	24	10,50	110,25	7,00	49,00
	25	9,00	81,00	9,00	81,00
	26	10,00	100,00	11,00	121,00
	27	14,00	196,00	12,00	144,00
	28	14,00	196,00	14,00	196,00
group	29	12,00	144,00	11,00	121,00
	30	10,00	100,00	10,00	100,00
	31	8,00	64,00	12,00	144,00
	32	11,00	121,00	12,00	144,00
	33	15,50	240,25	12,00	144,00
	34	16,00	256,00	11,00	121,00
	35	11,00	121,00	12,00	144,00
	36	7,00	49,00	10,00	100,00
	37	13,00	169,00	12,00	144,00
	38	11,00	121,00	10,00	100,00
	39	10,00	100,00	12,00	144,00
	40	14,50	210,25	13,00	169,00
	41	17,00	289,00	11,00	121,00
	42	16,00	256,00	15,00	225,00
	43	11,00	121,00	12,00	144,00
	44	12,00	144,00	11,00	121,00
	45	14,00	196,00	12,00	144,00
	46	13,00	169,00	11,00	121,00
	47	12,50	156,25	13,00	169,00
	48	11,50	132,25	12,00	144,00
	Total	$\sum X_1$	$\sum X^2_1$	$\sum X_2$	$\sum X^2_2$
	48	576,00	7167,50	594,50	7566,25
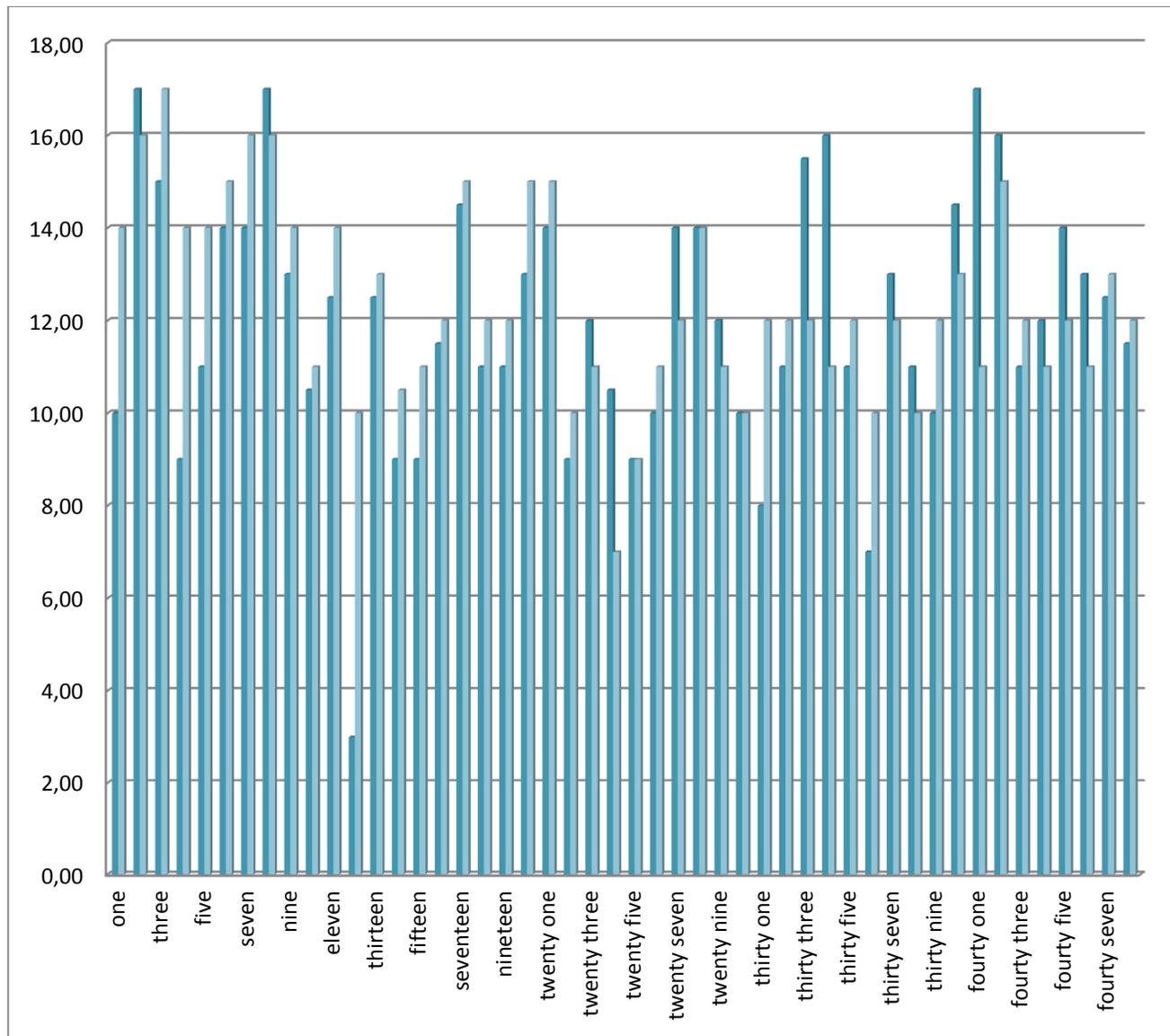
Figure 59: Scores of all students in the pre and post-test

The Data presented in the graph above represent the students' scores in term of comparison between the pre-test and the post-test. The whole number of students is forty eight divided into two groups: the experimental group (twenty students) and the control group (twenty six). The results indicate that the experimental group has different scores within and after the application of the treatment. The control group, however, has no difference. In all scores, the highest is seventeen and the lowest is three.

e) Comparison Between the mean of both Scores in Both Tests

	Number	Mean	SD deviation
Score (1)	20	11.87	10,15
Score (2)	20	13,57	4,19

Table 59: Mean scores of the writing essay pre-test and post-test for the experimental group

	Number	Mean	SD deviation
Score (1)	27	12,08	6,33
Score (2)	27	11,53	2,77

Table 60: Mean scores of the writing essay pre-test and post-test for the control group
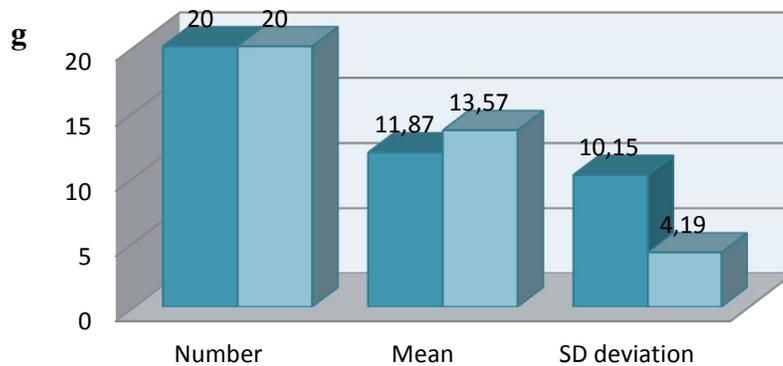
Figure59: Mean scores of the writing essays, pre-test and post-test for the experimental group.
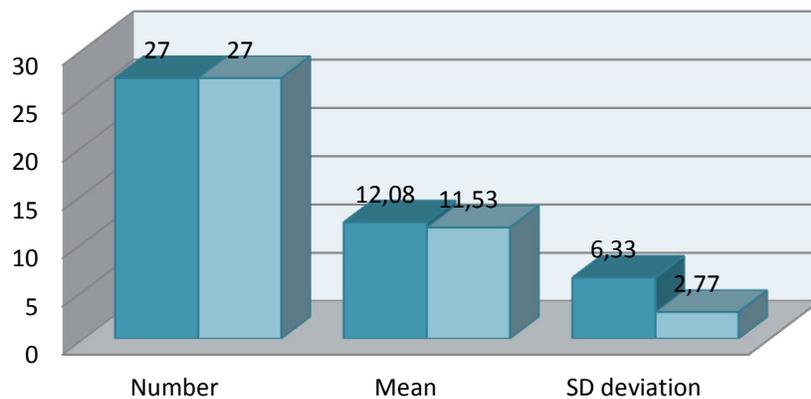
Figure 60: mean of the scores of the writing essay pre and post-test for the control group

The data presented in the first table indicates the difference between the first and the second tests scores in which there is a difference, but the nature of the difference depends on the group tested. The experimental group has the mean score in the pre-test 11. 87 and in the post-test had upturn to 13. 53. With the control group, the results did not increase but the opposite happed; i.e., it declined from 12. 08 in the pre-test down to 11. 53 in the post-test.

f) Calculation of the t-test fluency

I-   Mean of $\overline{X}_1$ and $\overline{X}_2$.

$$\overline{X}_1 = \frac{\Sigma X}{N}$$

$$\overline{X}_1 = \frac{271,5}{20}$$

$$\overline{X}_1 = 13,57$$

$$X_2 = \frac{323}{26}$$

$$X_2 = 11,53$$

II-   The stander deviation of S^2_1 and S^2_2.

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$$S^2 = \frac{\sum X^2}{N} - \overline{X}^2$$

$$S^2_1 = \frac{7365,25}{20} - 184,14$$

$$S^2_1 = 188,26 - 184,14$$

$$S^2_1 = 4,12$$

$$S^2_2 = \frac{3801}{28} - 132,94$$

$$S^2_2 = 135,75 - 132,94$$

$$S^2_2 = 2,81$$

III-   Calculate the t value

$$T_{N1+N2-2} = \frac{(\overline{X1} - \overline{X2})\sqrt{(N1+N2-2)\,N1\,N2}}{\sqrt{(N1 S1^2 + N2 S2)(N1+N2)}}$$

$$T_{N1+N2-2} = \frac{(13,57 - 11,53)\sqrt{46*20*28}}{\sqrt{(20*4,12 + 28*2,81)(20+28)}}$$

$$T_{N1+N2-2} = \frac{2,03\sqrt{25760}}{\sqrt{(82,4 + 78,68)48}}$$

$$T_{N1+N2-2} = \frac{2,03*160,49}{\sqrt{7731,84}}$$

$$T_{N1+N2-2} = \frac{325,79}{87,93}$$

$$T_{N1+N2-2} = 3,70$$

IV-   Number of degrees of freedom.

$df = N_1 + N_2 - 2$

$= 46$

V-   Find the t value

N	test	Mean	Std deviation	t-test value	p-value
	Pre-test	11, 53	2, 81		
48	post-test	13, 57	4, 12	3, 70	0, 05
	Difference	2, 04	1, 31		

Table 61: the difference between the pre and post-test fluency

From the table above and according to the number of degrees of freedom, the t value is 1.67. It is noted that the t is greater t (46) = 3, 70>p=1, 67. Due to this result, the alternative hypothesis has been accepted and approved and the treatment has affected the behavior that if feedback is effective, learners would have a positive attitude and this would enhance their performance. As a conclusion, effective feedback affects positively learners' performance. The approval of the hypothesis is gained after many steps starting from calculating the mean score of both experimental and control group. According to the data, the mean of the experimental group is 13.57 while the control group got lower average (11.53). It is noted that the experimental group in the pre-test got lower mean 11.87 before the application of the treatment. After the calculation of the mean findings the standard deviations for both groups were as follows: the experimental group is 4. 12 and the control group is 2. 81.

2- Discussion of Results

There are many results gathered from the tools used in this work. Teachers' and students' questionnaires, the essays' analysis, and the experience conducted helped us to draw a clear image about the third year learners' level of writing, preference, and needs as well as the approach of feedback provided by the teacher and its effectiveness on the learners' performance. In more details, from the students' questionnaire, for example, we come to conclude that the level of learners' writing needed more attention. Indeed, students do not see themselves capable to write good pieces of writing; that is why, self-esteem should be raised by the teachers and the type of activities should be more considered. 3% of respondents see themselves to have a low level whereas only 9% think they are ready to write effectively; they revealed to have confidence and potential in writing. All in all, results reflected the level of writing of third year to be average since it gains the highest scores. And this makes us wonder why third year learners think that cannot write very well even though they may teach other students writing after they graduate. While good level in writing is little bit less than the option of average (41%), the lowest percentage was about the option of 'very good' (5%) and 'poor' (4%).

Moreover, learners confessed to use English outside the university and do not only learn it as an instrumental reason but as a means that helps them to be exposed to the foreign language. This implicates the learners' interest of using English mostly in social net-work; they like to express ideas in informal settings rather than in academic ones. Furthermore, learners said to use written English outside university such as in writing songs, stories, summarizing lessons while revising, and short scripts mostly in Facebook or dairies. Some learners consider it as a tool to release their anger and boredom.

Correct grammar and good ideas represent the good writing for learners over vocabulary and spelling which are given less attention. There were more additional options like coherence, cohesion, unity, punctuation, style, and consistency of ideas. The two first options were the most frequently repeated by learners. They believe that, first, content and ideas' organization should be well emphasized so that they do not face any difficulty while writing. In a second place, vocabulary was one of the learners' concerns because it reflects their style in writing. Some participants added clarification about

content and organization stating that these are harder to tackle while grammar and vocabulary are easier to do. Some learners find it better to order them; first content, second grammar, third vocabulary, fourth spelling, and finally punctuation.

Results showed a huge dissatisfaction from the part of learners about the approach their teacher follows in providing feedback. One of the students argued "I need teacher to show me where I am wrong so that I can correct it next time". This quotation of an unknown of our sample indicates that third year students' writing skill needs more serious attention. Most respondents added that they prefer their errors corrected accompanied by written and detailed comments with the teacher's underling the error and correcting it. Concerning the type of errors, learners give less care to vocabulary errors and give much importance to grammar and content errors as well as punctuation and spelling errors which they consider them to be serious and that should be focused in order not to be repeated again.

Dealing now with the teaching process, results indicate that the actual process of teaching as well as the approach of providing feedback is not learner-centered as far as the teacher still controls the whole process. Indeed, cooperative learning is not encouraged and students do not have the right to evaluate or assess themselves; they are an isolated part in the learning process.

For the teachers' questionnaire, results where clear and varied. Teachers' tackled with the time allotted to the written expression module and showed their dissatisfaction its limitation in terms of practice and objectives. The data collected from the questionnaire indicated that teachers are not satisfied with their third year learners' level of writing. However, they are aware of the situation and try to remedy to it. Furthermore, teachers succeeded to diagnose the problem to be in the brainstorming and revising stages in the process of writing. One teacher added that learners have difficulties in formulating a good thesis statement. It important to mention, nevertheless, that most teachers do not assess their students until the exam comes. Consequently, valid results cannot be given and the learners' real level cannot be determined. Only one teacher has that opportunity to assess the students each time they meet.

After analyzing the answers provided by both teachers and students through the questionnaires, we can draw some comparisons and mention some important points. Giving the same questions for teachers and students have been done on purpose to examine to what extent they know about each other and if the answers are matching or no. Similar answers concerned most the level of students to be not so good. Different answers, however, concerned the difficult part in the writing process. Learners see it in the brainstorming stage whereas teachers see learners to have difficulties in every part of the writing process. This shows, in fact, that teachers are not aware about the lacks of their learners.

Moreover, teachers all agree that they provide feedback while some learners (13%) do not think that their teachers correct their work because these latter take their written works without returning them back or discussing with them the errors they made. Concerning the focus on the part of the written production to be corrected, teachers focus more on content than form and grammar. Learners, however, believe that the reverse should be done. Therefore, a good communication must be established between both sides who should work hand in hand to attain comprehension and harmony.

It is also through the data collected that we see that the way errors are corrected indicating the teachers' objectives, accuracy or communication. Teachers like to provide a clear and understandable feedback and make students learn from their errors rather than making them just look for the correct answer. And the process of providing feedback is not an easy task. Teachers encounter many difficulties in and this due to many reasons. First, because learners commit different types of errors and the teacher is supposed to highlight them all. Also, the techniques of feedback provided by the teacher are not always tolerated by learners; for example, when using the red pen, long comments, complicated symbols or no symbols at all, underlining the error without indicate the type or the correct form, focusing on the language use rather than the content, a lot of underling, circling, etc.

For the data found in the experimental part, effective feedback is felt to provide positive attitudes and this enhances learners' performance. The result was proved by the scores obtained from the post-test that were higher than the scores gained in the pre-test

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for the experimental group. In the pre-test, both control and experimental group had approximate results but after the application of the treatment, the influence on the behavior became clearer. The results of the experimental group had risen while the scores of the control group decreased. Due to the results gained from the experience, it has been proved that the independent variable (positive feedback) influenced the dependent variable (writing ability) positively.

The experience in the field of written expression allowed us to investigate one of the factors that lead to learners' difficulties in writing. From the drawn data, the null hypothesis has been rejected for the favor of the alternative hypothesis. It is correct through the study to consider that even if feedback has not always been perceived to be effective, it has,-anyway- a huge impact on the learners' attitude and performance.

3- Pedagogical Implications

Learners' attitude is something too sensitive to which teachers gave more attention to recently. Many studies tackle the topic from different angles as the current study does. The approach of teaching the writing skill and providing feedback shape sometimes a challenge for teachers because it needs more efforts from their part in finding the students' lack, and understanding their psychology and attitude. Good writing determines learners' potential and level; for that reason, it is necessary to treat the difficulties that encounter learners and try to find alternatives to guarantee the positive attitude in order to enhance their performance.

3-1. Writing Process

From the questionnaires' and essays' analyses, many pedagogical implications arise. It is needed to engage learners more in the learning process by successfully collaborating with their teacher especially in the correction process. Moreover, it is important to introduce learners to the bases of writing. One of the basic roles that teacher should play is to plan a purpose while writing. However, some learners believe that relating their writing to a specific purpose will just limit them; yet instead, learners should consider purpose as a mean to determine their style, language use and not as an obstacle to the writing process.

Knowing the learners' needs and requirements is one of the teachers' priorities. No one can deny that learners of third year still commit errors and find difficulties in writing. Therefore, the teacher should know about that and do his/her best to come out with alternative solutions to help learners move with their writing to the next level. More activities are highly demanded in order to allow teachers to know their students' lacks and difficulties.

3-2. Teachers' Feedback

Providing feedback plays a critical role in the learning process. Feedback is coined with two faces, the first role defines clearly the learners' level to the teacher, and the second role is to help learners to correct their errors and improve their way of writing. To wrap it up, it is hugely important to provide a feedback on the learners' written work.

Sometimes, even with providing feedback, learners' writing is not enhanced and is kept in the same level of errors. Not any feedback provided is effective and creates positive outcomes; for that reason, there are many conditions to come up with the effective feedback needed. According to the learners' preference, they mostly need a clear and comprehensive feedback. A clean paper without arbitrary lines or circles helps learners to be more careful to the feedback. It is necessary to give learners the chance to correct their own errors or to raise their team work spirit by letting them correct for each other.

Learners declare to face problems in revising their paper when they receive it. Teachers, for the sake of reducing that amount of difficulties, should provide clear feedback. In case of a lot of errors, the teacher should mark only the major ones, and simplify the suggested correction and provided comments. All these reduce anxiety and fear to be replaced with motivation. Giving extra time to discuss with learners their errors and clarify the feedback is also necessary and beneficial.

3-3. Learners' Attitude

The learning process cannot be determined without understanding the psychology of both teachers and learners. Attitude is one aspect in educational psychology that has an impact on the learning process, whether positive or negative. The teacher should pay careful attention on the psychology strings because as long as the learners' attitude is positive, the best results can be accomplished. At first, the teacher's duty is make his/her learners flexible to correction, evaluation or judgment. It is likely to encourage learners' exclusive positive attitudes like making use of certain habits like asking the teacher about the feedback, comparing their present work with previous compositions, rewriting similar written works taking into account the teacher's remarks and correction. Students should bear in mind that feedback does not concern only grades but it is provided to analyze the correction by asking other teachers or classmates, searching in the internet or checking in the library. The teacher should avoid any unwanted behavior by teaching students not to be concerned only with grades or the task itself but what goes beyond that namely learning from one's own mistakes and improving his/her skill.

While providing feedback, the teacher has to avoid many points like giving the negative feedback, too general feedback, or only grades. In the other hand, he/she has to consider many things like making learners motivated and enjoy reading their feedback, making feedback more helpful than discouraging, using feedback as a tool to build the learners' self-confidence, and marking all errors. Furthermore, the provided feedback should not only reflect the form or the language used more, but content should be taken equally into consideration.

The best timing that learners like to be corrected is at the revising stage. It is preferable that teachers do not disturb the process of writing and delay correction to the last end when students have finished their task and are ready to receive critics. The use of the red pen it usually used in the process of correcting; all students like to be corrected with but there are some students who feel frustrated and see that that color teasing and demotivating. It quite judicious to evaluate learners' preferences before choosing the tool of correction because it determines their psychological state.

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The effective feedback needs many elements in collaboration but the most important is the type of feedback providers. It has been noticed that learners were eliminated from participating in the learning process, but it is proved that nothing is more effective and fruitful as making learners a part of the learning process. Learners can also play the role of feedback providers by correcting themselves or other students. The method of varying types of feedback can be motivating and may create a new atmosphere.

In terms of feedback technique, the data presented a clear image about the learners' preference of the technique to be used in providing feedback. When the teacher finds the ideal technique for learners, he/she helps more to make them gain a positive attitude. Feedback techniques need to be varied with each type used to serve different purposes. The use of a system of symbols is very important; the most important with it is to make learners familiar with. It is critically noted that providing the correct form is crucial; but in case of only indicating the error and the type of errors, it is important to help learners find the correct form and make it clear enough.

As further recommendations from this study and interacting with learners, these latter clearly need more practice and not wait till the exam period in order to reflect the their real level. Their errors need to be corrected and to discussed with the teacher. Moreover, it has been revealed that learners complained about the fact that their written work is not given back. Teachers often relate feedback to the time allotted to written expression, but it is necessary to find alternative solutions to be more effective because feedback is considered as a process of treating learners' lacks and errors.

General Conclusion

Does giving feedback to the students on their writing make any difference? A great deal of studies has proved that feedback attracted recently so much attention because it combines both most important parts of learning equation: teachers and students. In the words of Amrhein & Nassaji (Schulz, 2001cited in Brown, 2009.), "This research has important implications for language learning and teaching because if students' and teachers' perceptions of instructional effectiveness do not correspond, it can lead to students' discontent, and learning can be impaired". We come to conclude that feedback plays a critical role in students' academic development.

After decades spent in investigating writing issues, the field of teaching non-native speakers can be influenced by many factors like motivation, attitudes, anxiety, learning achievements, aptitude besides to age, personality and intelligence. Attitude in learning plays a great role in the writer's psychological atmosphere. Chris (2003) shows many studies done in the attention of attitudes in the learning process in general and in writing in particular. Researchers like Agee (1998), Bratcher & Stroble (1994), Florio-Ruane & Lensmire (1990), Grossman et al., (2000), Kennedy (1998), Lapp & Flood (1985), Mayher(1990), Schmidt & Kennedy (1990), Shrofel (1991), Wood & Eicher (1989) all show in their affective attitude of both students and teachers must be integral so that the process of writing flows smoothly. For Chris (2003), comfort and confidence come first then competency. By then, those attitudes will be positive for learners. Students, most of the time, face difficulties before, while and after writing whether in terms of lack of ideas, vocabulary or committed errors. In another hand, young writers fall in technical problems in writing such as repetition of the same ideas all along the piece of writing, misconnection between ideas in text and the length of essays or paragraphs all may form an obstacle for learners.

The data presented above is an overview about an investigation of teachers' feedback on learners' writing. As we hypothesized in the begging of this work: "if teacher's feedback is effective, learners' attitude would be positive then automatically it would enhance their performance." This hypothesis has been proved through the practical part of the study. Consequently, the results lead to many recommendations that may help teachers and learners in providing and receiving feedback effectively.

This academic research has many objectives that determine the learners' attitude. Unfortunately, it has been revealed to be negative. Also, we wondered how to replace the negative attitude into a positive one. An experimental research has been followed and four main tools were used to serve the objectives of this study: a questionnaire, essays, and pre/post-tests.

As a conclusion, this work tried to cover few of a lot from the aspects of teachers' feedback on the learners' writing ability. The field of feedback is enormous to speak all about and speaking about writing is more enormous; consequently, we only shed light on few points that serve the objectives of the study. After gathering data and gaining results, we can say at the end that the objectives have been accomplished and the hypothesis has been proved that effective feedback do create a positive attitude and this automatically enhances the learners' performance in writing.

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Teachers' Questionnaire

Candidate: Souria Belgasmi

Dear teacher

This questionnaire aims at gathering data investigating the students' attitudes toward teachers' feedback in writing. Your cooperation and the time devoted to answer this questionnaire are of great help to fulfill the objectives of this work. We will be thankful for you aid.

(You can tick more than one answer)

Section One: Personal Information

1) Your degree: ……………………………..
2) How long have you been teaching English:……….
3) How long have you been teaching in the university:……..
4) How long have you been teaching written expression: ………

Section Two: About The Writing Process

1) Do you think the "Written Expression" program you are teaching is enough to improve students' writing competency?   Yes ☐   No ☐
   Why?……………………………………………………………………………
   ……………………………………………………………………………………
   ……………………………………………………………………………………
   ……………………………………………………………………………………
   ………………

2) According to you Good writing is:
      a- Correct grammar   ☐
      b- Good ideas   ☐
      c- Precise vocabulary   ☐
      d- Spelling   ☐
      e- Other: please, specify: …………………………………………………
   Why?……………………………………………………………………………
   ……………………………………………………………………………………
   ……………………………………………………………………………………
   ……………………………………………………………………………………
   …   …   …   …   …   …   .

3) <u>Are you satisfied with your students' level of writing?</u> Yes ☐   No ☐

Why?…………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

…   …   …   …   …   .   .   .   .

4) <u>What is the approach you use to teach writing?</u>

    a-The Product Approach   ☐

    b-The Process Approach   ☐

    c- Other, please specify: …………………………………………………………………….

5) <u>What part of the writing process is difficult for the students?</u>

    a- Brainstorming   ☐

    b- Generating initial drafts   ☐

    c- Revising   ☐

    d- Editing final draft   ☐

    e- Other, please specify: ………………………………………………………….

Section Three: About Teacher's Feedback.

1) <u>Do you use feedback in the writing process?</u> Yes ☐   No ☐.

Why?…………………………………………………………………………………………

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

....

....

…………………………

2) <u>During the academic year, approximately how often do you assess your students'</u>
<u>work?</u>

    a- Every time you meet the students   ☐

    b- Weekly   ☐

    c- Monthly   ☐

    d- Each term   ☐

3) <u>Is the feedback consistent with the goals of the course?</u> Yes ☐   No ☐

Explain:……………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

…   …   …   …   …   …

4) <u>In case there are many different errors in your students' written work, which kind</u>
<u>do you think is it useful to point out most?</u>

    a- Organization errors ☐

    b- Grammatical errors ☐

    c- Content/ ideas errors ☐

d- Punctuation errors ☐
e- Spelling errors ☐
f- Vocabulary errors ☐
g- Other, please specify: …………………………………………………
Why?…………………………………………………………………………………………
…………………………………………………………………………………………………
....
.   .   .   .

5) <u>Do you use the system and symbols that you made the students aware of?</u>

      Yes ☐   No ☐

6) <u>Do you consistently mark the same error or kind of errors?</u>

      Yes ☐   No ☐

7) <u>Do you mark anything not gone over in class?</u>

      Yes ☐   No ☐

Why?……………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………………………………………………………….

8) <u>Do you correct the errors or mark them for the students to correct them?</u>

      Yes ☐   No ☐

Why?……………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………..

9) <u>Do you make only negative comments or did I also add some praise?</u>

      Yes ☐   No ☐

10) <u>Do you rewrite student words?</u>   Yes ☐   No ☐

Why?..
....

....

....

11) <u>Will the students know what to do with the feedback?</u> Yes ☐   No ☐

12) <u>What are the difficulties you may encounter in providing feedback?</u>

   a. It takes a lot of time and effort to give comments.   ☐

   b. There are too many papers to mark.   ☐

   c. Students make too many mistakes.   ☐

   d. Students don't read teachers' comments; they only look at the mark given. ☐

   e. Students don' understand the feedback.   ☐

   f.   Other, please specify: …………………………………………………………..

13) <u>Do your students benefit from the provided feedback?</u> Yes ☐   No ☐

  In case "no" justify:

     ……………………………………………………………………………………………

     ……………………………………………………………………………………………

     ………………………………………………………………………………

Thank you

Students' Questionnaire

Candidate: Souria Belgasmi.

Dear students

YOU are incredibly invited to cooperate in doing this work by answering this questionnaire. This study aims to investigate YOUR attitude toward teachers' feedback in writing; in addition to the approaches used in teaching writing; and providing feedback. The answer that YOU provide is not definitely matter of right or wrong it is YOUR pure opinion that for sure we respect.

Your help is highly appreciated. (You can tick more than one answer).

Section One: Personal Information.

1) <u>Age:</u> …………..
2) <u>Gender:</u>   Male   ☐   Female ☐
3) <u>Your level in English is:</u>

   a- Very good   ☐

   b- Good   ☐

   c- Average   ☐

   d- Poor   ☐

4) <u>Your level in writing English is:</u>

   a- Very good   ☐

   b- Good   ☐

   c- Average   ☐

   d- Poor   ☐

5) <u>Do you write in English outside university?</u>

     Yes ☐   No ☐

  if "yes" what type:

    a- homework   ☐

    b- letter   ☐

    c- E-mail   ☐

d- room-chat ☐

e -others, please specify. …………………………………………………………………….

Section Two About The Writing Process.

1) According to you, good writing is :

    a- Correct grammar ☐

    b- Good ideas ☐

    c- Precise vocabulary ☐

    d- Spelling ☐

Other: please specify……………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…   …   …   …

2) While writing, do you think of the purpose of what you are writing about?

    Yes ☐   No ☐

Why?..

....

....

....

3) What is your primary concern when writing?

    a- Vocabulary ☐

    b- Grammar ☐

    c- Content and Organization of ideas ☐

    d- Punctuation ☐

    e- Spelling ☐

  e- Other: please, specify……………………………………………………..

…………………………………………………………………………………………

4) What part of the writing process gives you most difficulty?

    a- Brainstorming ☐

    b- Generating initial draft(s) ☐

    c- Revising ☐

    d- Editing final draft ☐

Other: please, specify……………………………………………………………..

……………………………………………………………………………………

Section Three: About Teacher's Feedback.

1) Does your teacher of written expression correct your errors?

    Yes ☐   No ☐

2) How does your teacher give feedback:

  a- Making only comments without correcting errors ☐

  b- Correcting errors without giving comments ☐

  c- Indicating only the place where the error occurred by underling   or

      circling. ☐

  d- Letting the students evaluate each other's work in pairs or with

      whole class ☐

  e- Letting the students evaluate their own work (self-correction) ☐

  f- Discusses the written errors with students. ☐

  g- Other: please, specify…………………………………………………………………

…………………………………………………………………………………………

3) Where do you put your focus on when correcting?

  a- Vocabulary ☐

  b- Grammar ☐

  c- Content and organization of ideas ☐

  d- Punctuation ☐

  e- Spelling ☐

  f- Other: please, specify……………………………………………………………

…………………………………………………………………………………………

4) Do you have difficulties revising your paper after receiving feedback?

    Yes ☐   No ☐

    If "yes" do you think is it because:

    a. you can't correct all the grammatical and mechanical mistakes that the teacher

    points out. ☐

    b. you can't revise the content and the expressions suggested by the teacher. ☐

    c. you are afraid of making other new mistakes. ☐

    d. you don't understand the teacher written feedback. ☐

    e. you don't have sufficient time to revise the draft(s). ☐

f. you have too many mistakes to revise. ☐

g. The teacher written feedback is not always helpful. ☐

h. you don't know how to rewrite the papers even after receiving the teacher written feedback. ☐

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

Section Four: About Students' Attitude Towards Teacher's Feedback.

1) <u>Do you like to be corrected by your teacher?</u> Yes ☐   No ☐

If "no" explain why? …………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
…   …   …   .   .

2) <u>What do you do when you get your paper back?</u>

    a-   Making mental note ☐

    b-   Asking teacher for explanation ☐

    c-   Referring back to previous composition ☐

    d-   Considering the teacher 's comments and rewriting the draft (work)
☐

    e-   Asking some other teachers for help ☐

    f-   Using the Internet to find more references. ☐

    g-   Going to the library to consult reference materials (e.g. grammar book, dictionary). ☐

    h-   Asking my classmates for help ☐

    i-   Making correction myself ☐

    j-   Not doing anything. ☐

  <u>In case you do not do anything, it is because:</u>

- You are not interested in the teachers feedback ☐

- You are just concerned with the grade ☐

- You are just concerned with doing task ☐

3) <u>How do you feel when you are corrected?</u>

a- Your teacher's comments are too negative and discouraging and   demotivating. ☐

b- Your teacher's comments are too general. ☐

c- You enjoy the teacher's comments on my composition. ☐

d- Your teacher's comments and corrections help me to know where my mistakes are and correct them. ☐

e- The feedback given makes me want to try harder to improve my writing. ☐

f- You feel self-confident and proud; your writing has improved because of the feedback given on your paper. ☐

g- Generally, you like the way your composition is marked. ☐

h- Other; please, specify……………………………………………………
....
.   .   .   .

Section Four: Students' Preferences about Receiving Feedback in Writing

1) How would you like to have your written errors corrected by the teacher?

a-   Give only mark or grade ☐

b-   Teacher should mark all errors ☐

c-   Teacher should mark all major errors but not the minor ones ☐

d-   Teacher should mark most of the major errors, but not necessarily   all of them. ☐

e-   Teacher should mark only few of the major errors ☐

f-   Teacher should mark only errors that interfere with communicating your ideas ☐

g-   Teacher should mark no errors and respond only the ideas and content. ☐

h-   Other: please, specify……………………………………………………
………………………………………………………………………………

4) If you repeat your written errors more than once, do you think that it is useful for your teacher to mark it every time it occurs?

Yes ☐   no ☐

why?..
....
....
....
.   .   .   .

5) <u>If there are many different errors in your written work, which types of errors do you want your teacher to point out most?</u>

    a-   Organization errors ☐

    b-   Grammatical errors ☐

    c-   Content/ idea errors ☐

    d-   Punctuation errors ☐

    e-   Spelling errors ☐

    f-   Vocabulary errors ☐

    g-   Other: please specify…………………………………………………………

Why?...
....
....
.   .   .   .

6) <u>When you prefer you get your feedback?</u>

    a-   At the prewriting stage ☐

    b-   At the drafting stage ☐

    c-   At the revising stage ☐

    d-   At the evaluation stage ☐

Why?...
....
....
....
.   .   .   .

7) <u>Color of pen that students would like teacher to give feedback?</u>

    a-   The red pen ☐

    b-   Pencil ☐

    c-   Other; please, specify…………………………………………………………….

Why?...
....
....
…………………………………………………………………………………………………

8) <u>Who do you prefer to be corrected by?</u>

    a-   The teacher ☐

b-   Your peer ☐

c-   Self-correction ☐

9) <u>Preferences for forms of feedback techniques?</u>

a- Writing questions ☐

b- Written comments/Statements after each error ☐

c- Underlining the errors and write comments at the end of the essay ☐

d- written imperative s ☐

e- written exclamations ☐

f- Crossing out the error and writing in the correct word or structure ☐

g- Using correction codes/ symbols. ☐

h- Underlining the errors then commenting at the end of the essay ☐

i- Other; please, specify……………………………………………………

10) <u>Students' preferences for types of feedback?</u>

a- General comments ☐

b- Detailed and specific comments ☐

c- Positive comments ☐

d- Negative comments ☐

e- Direct feedback ☐

f- Indirect feedback ☐

g- Margin feedback ☐

h- End feedback ☐

i- No feedback ☐

11) <u>What do you like to be emphasized in the teacher's feedback?</u>

a- Language use ☐

b- Content ☐

c- Both ☐

12) Please do not hesitate to add any suggestion(s) you see relevant to the aim of this questionnaire.

………………………………………………………………………………………
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………………………………………………………………………………………
……………………

Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research

Muhammad Khieder University, Biskra

Faculty of Arts and Languages

Department of Foreign Languages

English Division

Lesson plane

By: Souria Belgasmi   **duration: 1^h/30**

Subject: written expression.

Activity	Description	Objective
1- Worm up activity	- Oral activity takes ten to fifteen minutes, learners asked to play a puzzle game orally; guided by the teacher and controlled by the learners.	- Prepare student to be ready for discussion. - Use vocabulary they may not use often. - Motivate learners to be flexible with idea of committing errors and to be corrected. - Increase their positive attitude towards peer-assessment and feedback.
2- Distribute the learners'' papers of essays	- Before get started with the discussion over the feedback provided, learners have a chance to see their work and discuss with each other for five minutes. - While giving back the papers learners are also provided with feedback like: good job, I like the ideas, or I cannot wait to read your next essay. The use of sandwich feedback to motivate and make learners aware of the errors made in same time.	- Let them check their written works; see their mark, read the comments, and discus among each other. - When handing the papers, positive comment are given orally, more over motivate them by showing what the learner is good at. - Ask learners to check any unclear comment, reread their work.

- Discussion	- Each student is exclusive with particular type of errors that should be aware of. - Make each student mention step of how to write an essay. - Check the attitude and clarify each comment or symbol used in their papers. - The teacher has chosen certain passage for each student's writing to be read out loud. - Share ideas about the correct form; increase the spirit of peer/self-assessment and feedback. - After let the teacher aware of the difficulties that are faced by the learners while writing, she will consider them to be treated in the theoretical part of the lecture. - Give each student time to discus with the teacher any missing part in privet and ask him if he is ready to get read of the error committed	- Teacher asks learners about the type of the most committed error and what they think they should do to improve their level. - Include some revision about how to write an essay. - Let them ask if they like or dislike the comment and if there is unclear feedback. - Let each one read passage of their own writing. - Correct collectively the common errors. - Ask learners about the difficulties they face while writing. - Make teacher-learner conference to give chance to shy student to speak or discus in privacy; and give them space to provide they opinion consider the written expression subject.
- Concluding activity	- The teacher explains the stage of barnstorming and its importance in the whole writing process. - Give an oral activity: each student is give a topic that he away from his expectation, then ask him to pronounce any ideas that come cross his mind when he heard the topic; this require time and speed and correct grammar. Also	- Activity as a preparation to the next lesson. Include phase of the stage of brainstorming. - Make learners get over the problem of brainstorming.

	should the ideas organised from the introduction and the thesis statement; the body and the concluding paragraph.	

Limitation

The difficulties that might appear are the learners: would not attend, would not respond to the treatment, face the shy or anxious problem, the absence of the teacher, or they would not be flexible to the idea of the new teacher instead of their.

الملخص

حاولنا في هذه الدراسة معرفة التأثير الناتج عن طريقة تصحيح الأستاذ لمتعلمي السنة الثالثة قسم اللغة الإنجليزية بجامعة بسكرة، و قد سلطنا الضوء حول سلوك الطالب الذي من خلاله يمكننا رؤية عملية التعلم بمنظور أشمل من وجهة نظر الأستاذ و الطلاب. هذه الدراسة من جهة. تستقصي مشكلة طلاب السنة الثالثة في ارتكاب الأخطاء و الصعوبات التي يواجهونها في الكتابة. من ناحية و تقدم الدراسة نهجا انتقائيا من ناحية أخرى ، والذي بدوره يأثر إيجابيا من أجل تعزيز أدائهم. والسبب وراء معالجة هذا الموضوع بشكل خاص هو الوضع العام للمتعلم, حتى في المستويات العليا لايزال يواجه صعوبات في كتابة أو تنقيح الأعمال المكتوبة, و من أجل ذلك سخرنا عدة وسائل لإكساب هذا العمل دقة و مصداقية ، في الإجابة عن اسئلة البحث. عن طريق استمارتي استبيان ، الأولى سُلمت لأساتذة التعبير الكتابي لجمع البيانات الكافية حول طريقة التصحيح ؛ اما الثانية فقد وُزعت للطلبة السنة الثالثة جامعي للتحري حول أراءهم و ردود أفعالهم تجاه طريقة تصحيح الأستاذ لأعمالهم الكتابية. علاوة على ذلك، تم استخدام تحليل المقالات، الاختبار القبلي للاستمارة والبعدي لها لتقييم فعالية الحلول المقترحة، ومن خلال النتائج المتحصل عليها توصلنا إلى أن الأغلبية القصوى من المشاركين يقولون أن طريقة التصحيح الفعالة فعلا تؤدي لردود فعل إجابيه و هذا الأخير يؤدي إلى تحسين أداء المتعلمين. ووفقا لتحليل الاستبيان و المقالات, لدى الطلاب رد فعل سلبي تجاه طريقة تصحيح الأستاذ, و الأساتذة من طرفهم لا يلاحظون أي تحسن في مستوى الكتابي للطلبة. أخيرا وليس آخرا نأمل أن تكون لهذه الدراسة القصيرة مساهمة كبيرة في مقياس التعبير الكتابي. على أمل أن أساتذة التعبير الكتابي على كامل العلم و دراية بأهمية توفير طريقة تصحيح مثمرة للمتعلمين من أجل تعزيز تعلمهم مدى الحياة.

Internet this mind blowing tech has invaded our lives, It is every where home, work, school, that it is a means for almost every thing such as learning, Entertaiment, Communicating, but what it can be the most interesting aspect for all all people I believe is trade, or making money through the internet. this domain has driven a huge number of people, the teachers, the students, the farmer, the dressmaker, and even the jobless. It is a fact that making money through internet does not require any kind of deploma a kid who got kicked out the school can engage this experience and make a better income than his former teacher as a piece of cake.

Basically the way to it is simply to be a markeiting man, a writer, a developer, or any thing else. the easiest way is ads which are provided by companies. You create a blog, a website, or what ever web content, you subscribe to certain advertising companies and they give you ads to show on your website, in return you earn money for each click made by a visitor on for collected points. For instance, working with google - subscribe- you can earn from twenty thousands dollars to ninty thousands dollars per month. All you do is to face your computer screen for a couple of hours and you are done.

People of the world wake up, you can make money while on the web. I know people who were nothing and over night they became a billionirs. I know people who resigned from the dream job for nothing but to devote their time for their websites. Join now where the tag is few hours a day, a large buck for life.

« Happiness »

Hapiness is that feeling or emotion expressing pleasure towards a ~~said~~ particular situation. It is simply being satisfied of something either good or right, as well as not being worry or anxious about a particular matter in the future. If costs all the money, maybe much more, nothing can replace IF. Hapiness does not mean money as some people think, though it is just accepting what we have, and what we are looking about. We need to follow what our prophet advices us, and what Allah ordered us (Islamic view). This is the ~~really~~ real hapiness if we really want to rich. Besides, we'd there are many steps

ZEBICHA
HASSEN
G:08

Internet ... a q life career

① your essay is not in the form of an essay

② there is no thesis statement

③ there is not topic sentences

④ Sometimes your ideas are clumsy

⑤ be careful of the grammar & spelling mistakes

will re-live him in good life..."

Woman treated better than before in Islam. and because of that I thank Allah for being a Muslim .   that I am

and more active. In addition, to this
being positive is better than negative
vision, focusing on positive aspects
of our life as well as being
optimistic is one of the important
keys lead to hapiness. Also, we
dont forget to acquire a new skill
or learn a new language to keep
the vitality of mind (learning).

To conclude, Neither money nor
someone can make us happy or
success. It's just some change
in human behaviour, or attitudes,
a matter of acceptance and living
the current moment we live, without
worrying about something in future
and of course, we do what we
have to do and let the rest
to Allah, who said in versus of
Holy koran 4c who made a good from
male or female and he is faithful, we

better to take them into consideration.
in our life to fulfill our wishes
and succes in hapiness Seeking Happiness

should
We know that hapiness is made
or controlled by some one's ideas and
principles, as well as his attitudes
towards some situations in present time
and future. As a consequence, Hapiness
is Man-made and it might be gained
There are many steps and ways that
fulfill our wishes, lead to sucsess.
Fist, by selecting the goal; determine
objectives you want something to
achieve which always make you look
for the future. Second, Helping
others make the life meaningful
besides, try volunteering at any charity
work in leisure time, and make sure
to strengthen your relationships
among friends. The third one is
practising sport, considered as the
best way to keep the body healthy

conduct

to reach our goals

why They can read maps easily than women. Women often have to turn a map around in order to know which direction to go whereas men can do it in their heads. mind.

Although continuing research(es) will yield further information about gender differences They will never, if we are not exaggerate, change Their opinion and undergo For the reality. To sum up, both sexes are different but They are one by accomplishing each other.

writing informal

some grammatical mistakes

collocations

Lack of using

Don't write the introduction like in Arabic style write in English style

Gender Diffrences

The battel between the two sexes started with the Industrial Revolution from the 18 century till nowadays and probably will continue. Subjects like this is alien to our culture and this will be more astonishing regarding to our Islamic teachings. This imported culture i.e. western culture became a thorny issue and a bitter fact when we see some muslims calling for the equality between males and females. However many researches and studies contradict this view that males and females are innatly alike.

Undoubtly, society influences on males and females and shapes their personality depending on what everyone has i.e. physical and mental abilities. Inside the family, boys learn to be men by watching and copying their fathers, and girls learn to be women by watching and copying their mothers. Outside the family, boys who play with dolls after a certain of age recieve disapproxel but girls not. However, not all the diffrences that are caused by society. some are due to diffrences in the physiology of the brain, for example more men than women are left-handed, which means that the right side of men's brain are dominant because the right side of the brain controls the left side of the body. Right-brain poeple generally have better reasoning abilities whereas left-brain people have better verbal skills. In fact, girls are better at language than boys. for both men and women the language center is on the left side of the brain. However, girls not only begin speaking earlier than boys, but they also speak more clearly and develop larger vocabularies. In contrast, more boys than have trouble learning to read. Boys difficulty with language may be the result of their right-brain dominance. In addition, men and women have diffrent spatial abilities. for example, men are better at turning three-dimensional objects in their heads. That's

Woman before & after Islam.

The woman is like any other creature has rights to be protected. she has the right to live, she has the right to be loved and to be treated as a human being. woman before and After Islam is treated differently. that's what I'm going to discuss there.

Women before Islam suffered a lot; they were treated like slaves or property from their parents or husbands. In one side, their parents were killing them alive because they were afraid of from the humuliation they may face in the society. In the other side, women were never treated as a part of the marriage from their husbands. Women were not allowed to inherit and could not own any property. The situation of women in those days was inbelievebly terrible.

In Islam, Allah and his prophet (pbuh) gave her all of her rights. Islam considred women to be equal to the men, considred them to be treated to a human being with soul. and them considred them to be independent and free to go outside to work or to visit. Islam allowed them to get their education and seek for job.

Teachers' Questionnaire

Candidate: Souria Belgasmi

Dear teacher

This questionnaire aims at gathering data investigating the students' attitudes toward teachers' feedback in writing. Your cooperation and the time devoted to answer this questionnaire are of great help to fulfill the objectives of this work. We will be thankful for you aid.

(You can tick more than one answer)

Section One: Personal Information

1) Your degree: ……………………………..
2) How long have you been teaching English:……….
3) How long have you been teaching in the university:……..
4) How long have you been teaching written expression: ………

Section Two: About The Writing Process

1) Do you think the "Written Expression" program you are teaching is enough to improve students' writing competency?   Yes☐   No☐
   Why?…………………………………………………………………………
   ……………………………………………………………………………………
   ……………………………………………………………………………………
   ……………………………………………………………………………………
   ………………

2) According to you Good writing is:
   a- Correct grammar   ☐
   b- Good ideas   ☐
   c- Precise vocabulary   ☐
   d- Spelling   ☐
   e- Other: please, specify: …………………………………………………
   Why?…………………………………………………………………………
   ……………………………………………………………………………………
   ……………………………………………………………………………………
   ……………………………………………………………………………………
   …   …   …   …   …   …   .

3) Are you satisfied with your students' level of writing? Yes ☐   No ☐

Why?…………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…   …   …   …   …   .   .   .   .

4) What is the approach you use to teach writing?

    a-The Product Approach   ☐

    b-The Process Approach   ☐

    c- Other, please specify: …………………………………………………………….

5) What part of the writing process is difficult for the students?

    a- Brainstorming   ☐

    b- Generating initial drafts   ☐

    c- Revising   ☐

    d- Editing final draft   ☐

    e- Other, please specify: ………………………………………………………….

Section Three: About Teacher's Feedback.

1) Do you use feedback in the writing process? Yes ☐   No ☐.

Why?…………………………………………………………………………………

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

....

....

....

2) During the academic year, approximately how often do you assess your students' work?

    a- Every time you meet the students   ☐

    b- Weekly   ☐

    c- Monthly   ☐

    d- Each term   ☐

3) Is the feedback consistent with the goals of the course? Yes ☐   No ☐

Explain:………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…   …   …   …   …   …

4) In case there are many different errors in your students' written work, which kind do you think is it useful to point out most?

    a- Organization errors ☐

    b- Grammatical errors ☐

    c- Content/ ideas errors ☐

d- Punctuation errors ☐

e- Spelling errors ☐

f- Vocabulary errors ☐

g- Other, please specify: …………………………………………

Why?…………………………………………………………………………………
………………………………………………………………………………………………
....
. . . .

5) <u>Do you use the system and symbols that you made the students aware of?</u>

Yes ☐   No ☐

6) <u>Do you consistently mark the same error or kind of errors?</u>

Yes ☐   No ☐

7) <u>Do you mark anything not gone over in class?</u>

Yes ☐   No ☐

Why?…………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………………………………….

8) <u>Do you correct the errors or mark them for the students to correct them?</u>

Yes ☐   No ☐

Why?…………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………..

9) <u>Do you make only negative comments or did I also add some praise?</u>

Yes ☐   No ☐

10) <u>Do you rewrite student words?</u>   Yes ☐   No ☐

Why?...
....

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………………………………………………………………………………………………………

11) <u>Will the students know what to do with the feedback?</u> Yes ☐   No ☐

12) <u>What are the difficulties you may encounter in providing feedback?</u>

   a. It takes a lot of time and effort to give comments. ☐
   b. There are too many papers to mark. ☐
   c. Students make too many mistakes. ☐
   d. Students don't read teachers' comments; they only look at the mark given. ☐
   e. Students don' understand the feedback. ☐
   f.   Other, please specify: …………………………………………………………..

13) <u>Do your students benefit from the provided feedback?</u> Yes ☐   No ☐
   In case "no" justify:

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   ………………………………………………………………………………

Thank you

Students' Questionnaire

Candidate: Souria Belgasmi.

Dear students

YOU are incredibly invited to cooperate in doing this work by answering this questionnaire. This study aims to investigate YOUR attitude toward teachers' feedback in writing; in addition to the approaches used in teaching writing; and providing feedback. The answer that YOU provide is not definitely matter of right or wrong it is YOUR pure opinion that for sure we respect.

Your help is highly appreciated. (You can tick more than one answer).

Section One: Personal Information.

1) <u>Age:</u> …………..

2) <u>Gender:</u>   Male   ☐   Female ☐

3) <u>Your level in English is:</u>

  a- Very good   ☐

  b- Good   ☐

  c- Average   ☐

  d- Poor   ☐

4) <u>Your level in writing English is:</u>

  a- Very good   ☐

  b- Good   ☐

  c- Average   ☐

  d- Poor   ☐

5) <u>Do you write in English outside university?</u>

    Yes ☐   No ☐

  if "yes" what type:

    a- homework   ☐

    b- letter   ☐

    c- E-mail   ☐

d- room-chat ☐

e -others, please specify. ……………………………………………………………….

Section Two About The Writing Process.

1) According to you, good writing is :

    a- Correct grammar ☐

    b- Good ideas ☐

    c- Precise vocabulary ☐

    d- Spelling ☐

Other: please specify……………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

…   …   …   …

2) While writing, do you think of the purpose of what you are writing about?

    Yes ☐   No ☐

Why?..

....

....

....

3) What is your primary concern when writing?

    a- Vocabulary ☐

    b- Grammar ☐

    c- Content and Organization of ideas ☐

    d- Punctuation ☐

    e- Spelling ☐

  e- Other: please, specify……………………………………………………..

……………………………………………………………………………………

4) What part of the writing process gives you most difficulty?

    a- Brainstorming ☐

    b- Generating initial draft(s) ☐

    c- Revising ☐

    d- Editing final draft ☐

Other: please, specify……………………………………………………………..

……………………………………………………………………………………

Section Three: About Teacher's Feedback.

1) Does your teacher of written expression correct your errors?

Yes ☐   No ☐

2) How does your teacher give feedback:

   a- Making only comments without correcting errors ☐

   b- Correcting errors without giving comments ☐

   c- Indicating only the place where the error occurred by underling   or

   circling. ☐

   d- Letting the students evaluate each other's work in pairs or with

   whole class ☐

   e- Letting the students evaluate their own work (self-correction) ☐

   f- Discusses the written errors with students. ☐

   g- Other: please, specify………………………………………………………………………
   ……………………………………………………………………………………………

3) Where do you put your focus on when correcting?

   a- Vocabulary ☐

   b- Grammar ☐

   c- Content and organization of ideas ☐

   d- Punctuation ☐

   e- Spelling ☐

   f- Other: please, specify……………………………………………………………………
   …………………………………………………………………………………………….

4) Do you have difficulties revising your paper after receiving feedback?

   Yes ☐   No ☐

   If "yes" do you think is it because:

   a. you can't correct all the grammatical and mechanical mistakes that the teacher

   points out. ☐

   b. you can't revise the content and the expressions suggested by the teacher. ☐

   c. you are afraid of making other new mistakes. ☐

   d. you don't understand the teacher written feedback. ☐

   e. you don't have sufficient time to revise the draft(s). ☐

f. you have too many mistakes to revise. ☐

g. The teacher written feedback is not always helpful. ☐

h. you don't know how to rewrite the papers even after receiving the teacher

written feedback. ☐

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

Section Four: About Students' Attitude Towards Teacher's Feedback.

1) Do you like to be corrected by your teacher? Yes ☐   No ☐

If "no" explain why? …………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

…   …   …   .   .

2) What do you do when you get your paper back?

a-   Making mental note ☐

b-   Asking teacher for explanation ☐

c-   Referring back to previous composition ☐

d-   Considering the teacher 's comments and rewriting the draft (work)

☐

e-   Asking some other teachers for help ☐

f-   Using the Internet to find more references. ☐

g-   Going to the library to consult reference materials (e.g. grammar book,

dictionary). ☐

h-   Asking my classmates for help ☐

i-   Making correction myself ☐

j-   Not doing anything. ☐

In case you do not do anything, it is because:

-   You are not interested in the teachers feedback ☐

-   You are just concerned with the grade ☐

-   You are just concerned with doing task ☐

3) How do you feel when you are corrected?

a- Your teacher's comments are too negative and discouraging and   demotivating.

☐

b- Your teacher's comments are too general. ☐

c- You enjoy the teacher's comments on my composition. ☐

d- Your teacher's comments and corrections help me to know where my mistakes are and correct them. ☐

e- The feedback given makes me want to try harder to improve my writing. ☐

f- You feel self-confident and proud; your writing has improved because of the feedback given on your paper. ☐

   g- Generally, you like the way your composition is marked. ☐

   h- Other; please, specify…………………………………………………………
....
.   .   .   .

Section Four: Students' Preferences about Receiving Feedback in Writing

1) <u>How would you like to have your written errors corrected by the teacher?</u>

    a-   Give only mark or grade ☐

    b-   Teacher should mark all errors ☐

    c-   Teacher should mark all major errors but not the minor ones ☐

    d-   Teacher should mark most of the major errors, but not necessarily   all of them. ☐

    e-   Teacher should mark only few of the major errors ☐

    f-   Teacher should mark only errors that interfere with communicating your ideas ☐

    g-   Teacher should mark no errors and respond only the ideas and content. ☐

    h-   Other: please, specify……………………………………………………
…………………………………………………………………………………

4) <u>If you repeat your written errors more than once, do you think that it is useful for your teacher to mark it every time it occurs?</u>

    Yes ☐   no ☐

why?...
....
....
....
.   .   .   .

5) If there are many different errors in your written work, which types of errors do you want your teacher to point out most?

    a-   Organization errors   ☐

    b-   Grammatical errors   ☐

    c-   Content/ idea errors   ☐

    d-   Punctuation errors   ☐

    e-   Spelling errors   ☐

    f-   Vocabulary errors   ☐

    g-   Other: please specify……………………………………………………

Why?..

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.   .   .   .

6) When you prefer you get your feedback?

    a-   At the prewriting stage   ☐

    b-   At the drafting stage   ☐

    c-   At the revising stage   ☐

    d-   At the evaluation stage   ☐

Why?..

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.   .   .   .

7) Color of pen that students would like teacher to give feedback?

    a-   The red pen   ☐

    b-   Pencil   ☐

    c-   Other; please, specify…………………………………………………….

Why?..

....

....

…………………………………………………………………………………………

8) Who do you prefer to be corrected by?

    a-   The teacher   ☐

b-   Your peer ☐

c-   Self-correction ☐

9) <u>Preferences for forms of feedback techniques?</u>

a- Writing questions ☐

b- Written comments/Statements after each error ☐

c- Underlining the errors and write comments at the end of the essay ☐

d- written imperative s ☐

e- written exclamations ☐

f- Crossing out the error and writing in the correct word or structure ☐

g- Using correction codes/ symbols. ☐

h- Underlining the errors then commenting at the end of the essay ☐

i- Other; please, specify……………………………………………….

10) <u>Students' preferences for types of feedback?</u>

a- General comments ☐

b- Detailed and specific comments ☐

c- Positive comments ☐

d- Negative comments ☐

e- Direct feedback ☐

f- Indirect feedback ☐

g- Margin feedback ☐

h- End feedback ☐

i- No feedback ☐

11) <u>What do you like to be emphasized in the teacher's feedback?</u>

a- Language use ☐

b- Content ☐

c- Both ☐

12) Please do not hesitate to add any suggestion(s) you see relevant to the aim of this questionnaire.

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Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research

Muhammad Khieder University, Biskra

Faculty of Arts and Languages

Department of Foreign Languages

English Division

Lesson plane

By: Souria Belgasmi **duration: 1^h/30**

Subject: written expression.

Activity	Description	Objective
1- Worm up activity	- Oral activity takes ten to fifteen minutes, learners asked to play a puzzle game orally; guided by the teacher and controlled by the learners.	- Prepare student to be ready for discussion. - Use vocabulary they may not use often. - Motivate learners to be flexible with idea of committing errors and to be corrected. - Increase their positive attitude towards peer-assessment and feedback.
2- Distribute the learners'' papers of essays	- Before get started with the discussion over the feedback provided, learners have a chance to see their work and discuss with each other for five minutes. - While giving back the papers learners are also provided with feedback like: good job, I like the ideas, or I cannot wait to read your next essay. The use of sandwich feedback to motivate and make learners aware of the errors made in same time.	- Let them check their written works; see their mark, read the comments, and discus among each other. - When handing the papers, positive comment are given orally, more over motivate them by showing what the learner is good at. - Ask learners to check any unclear comment, reread their work.

- Discussion	- Each student is exclusive with particular type of errors that should be aware of. - Make each student mention step of how to write an essay. - Check the attitude and clarify each comment or symbol used in their papers. - The teacher has chosen certain passage for each student's writing to be read out loud. - Share ideas about the correct form; increase the spirit of peer/self-assessment and feedback. - After let the teacher aware of the difficulties that are faced by the learners while writing, she will consider them to be treated in the theoretical part of the lecture. - Give each student time to discus with the teacher any missing part in privet and ask him if he is ready to get read of the error committed	- Teacher asks learners about the type of the most committed error and what they think they should do to improve their level. - Include some revision about how to write an essay. - Let them ask if they like or dislike the comment and if there is unclear feedback. - Let each one read passage of their own writing. - Correct collectively the common errors. - Ask learners about the difficulties they face while writing. - Make teacher-learner conference to give chance to shy student to speak or discus in privacy; and give them space to provide they opinion consider the written expression subject.
- Concluding activity	- The teacher explains the stage of barnstorming and its importance in the whole writing process. - Give an oral activity: each student is give a topic that he away from his expectation, then ask him to pronounce any ideas that come cross his mind when he heard the topic; this require time and speed and correct grammar. Also	- Activity as a preparation to the next lesson. Include phase of the stage of brainstorming. - Make learners get over the problem of brainstorming.

	should the ideas organised from the introduction and the thesis statement; the body and the concluding paragraph.	

Limitation

The difficulties that might appear are the learners: would not attend, would not respond to the treatment, face the shy or anxious problem, the absence of the teacher, or they would not be flexible to the idea of the new teacher instead of their.

الملخص

حاولنا في هذه الدراسة معرفة التأثير الناتج عن طريقة تصحيح الأستاذ لمتعلمي السنة الثالثة قسم اللغة الإنجليزية بجامعة بسكرة، و قد سلطنا الضوء حول سلوك الطالب الذي من خلاله يمكننا رؤية عملية التعلم بمنظور أشمل من وجهة نظر الأستاذ و الطلاب. هذه الدراسة من جهة. تستقصي مشكلة طلاب السنة الثالثة في ارتكاب الأخطاء و الصعوبات التي يواجهونها في الكتابة. من ناحية و تقدم الدراسة نهجا انتقائيا من ناحية أخرى ، والذي بدورها يأثر إيجابيا من أجل تعزيز أدائهم. والسبب وراء معالجة هذا الموضوع بشكل خاص هو الوضع العام للمتعلم, حتى في المستويات العليا لايزال يواجه صعوبات في كتابة أو تنقيح الأعمال المكتوبة, و من أجل ذلك سخرنا عدة وسائل لإكساب هذا العمل دقة و مصداقية ، في الإجابة عن اسئلة البحث. عن طريق استمارتي استبيان ، الأولى سُلمت لأساتذة التعبير الكتابي لجمع البيانات الكافية حول طريقة التصحيح ؛ اما الثانية فقد وُزعت للطلبة السنة الثالثة جامعي للتحري حول أراءهم و ردود أفعالهم تجاه طريقة تصحيح الأستاذ لأعمالهم الكتابية. علاوة على ذلك، تم استخدام تحليل المقالات، الاختبار القبلي للاستمارة والبعدي لها لتقييم فعالية الحلول المقترحة، ومن خلال النتائج المتحصل عليها توصلنا إلى أن الأغلبية القصوى من المشاركين يقولون أن طريقة التصحيح الفعالة فعلا تؤدي لردود فعل إجابيه و هذا الأخير يؤدي إلى تحسين أداء المتعلمين. ووفقا لتحليل الاستبيان و المقالات, لدى الطلاب رد فعل سلبي تجاه طريقة تصحيح الأستاذ, و الأساتذة من طرفهم لا يلاحظون أي تحسن في مستوى الكتابي للطلبة. أخيرا وليس آخرا نأمل أن تكون لهذه الدراسة القصيرة مساهمة كبيرة في مقياس التعبير الكتابي. على أمل أن أساتذة التعبير الكتابي على كامل العلم و دراية بأهمية توفير طريقة تصحيح مثمرة للمتعلمين من أجل تعزيز تعلمهم مدى الحياة.