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The Effect of Teachers' Written Feedback on Developing the Students' Written Products

Case Study: Second Year EFL Students at Mohamed Kheider University of Biskra

A Proposal Submitted in Partial Fulfillment of the Requirements for Master Degree

in English Language: Sciences of Language

Prepared by: **Supervised by:**

Miss. Charrouf   Samia   Dr. Saihi Hanane

Broad of Examiners:

Mrs. Benidir Samira

Mrs. Salhi Ahlam

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Dedication

In the name of Allah, Most Gracious, Most Merciful .All the Prays is due to God alone, The Sustainer of all the worlds, who gave me the capacity for doing this research.

I dedicate this piece of work to everyone who knows me, supports, and encourages me to finish this research in time, still and will be a reason for my happiness.

Special dedication goes to my sweet and lovely parents: **Mostefa** and **Saliha,** who are the secret of my success and the reason to be always happy in life.

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I dedicate to all my members of family: **Charrouf** and **Boubkeur,** without forgetting my closest friends who shared with me this moments that feels me so happy.

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Abstract

The difficulty of writing in English language is the problem of most of students which demands a great direction and guidance from the teacher. This latter is defined as a feedback of the teacher which is a process used to help the students and develop their written products. It is the aim of this study to identify the role of teacher' s written feedback and whether it is an effective factor that pushes students to be for the better. To achieve this aim, this research is based on experimental method where we used two instruments to consider the basic source of collecting data: a questionnaire for teachers and a written test for students in the written expression module. This took place at Mohamed Kheider University of Biskra and dealt with second year students of English. Moreover, the only hypothesis of the study is that written feedback of teachers may improve the written products second year students, it is confirmed through the results collected from the previous instruments. Thus, the results signified that teachers and students are convinced with the effective role of this feedback and its positive results that serves the development of students' written products in specific and language learning in general. Finally, written feedback is the good way to improve the written work and to achieve the errors in order to be skillful and good writers in the futur. It should have a great awareness in teaching and learning in foreign languages.

List of acronyms

ESL: English as a second language

EFL: English as a foreign language

SLA: Second language acquisition

U.S: United States

CF: Corrective feedback

L1: First language

L2: Second language

LMD: License / Master/ Doctorate

BA: License

MA: Master / Magister

PhD: Doctorate

St: Student

MKB: Mohamed Kheider Biskra

List of tables

List of figures

Table of contents

Chapter one: An overview about the writing skill

Conclusion……………………………………………………………………21

Chapter two: Role of teachers' feedback on writing

Chapter three: Data analysis and discussion of results

General introduction

Learning English language demands the mastery of four skills listening, speaking, reading, and writing. Writing is one of the most important skills which considered as a means of communication that can serves language learning through its observable benefits. Also, it is a complex process which demands a cognitive analysis and linguistic synthesis. Thus, students face many difficulties when they trying to be skillful writers because it needs a considerable efforts, awareness, and time. Teaching writing is not an easy task, planning what to teach within a particular curriculum is only a part of the task .In the other part, it manifests itself in how to teach such a complex skill especially writing .In fact, it is the teachers' job to consider the different approaches that gleaned from the theories to facilitate the learning of writing English as a foreign language contexts. In addition, the instructions and practices of feedback are the teachers' role and responsibility to create a motivating environment and which has a positive effects to encourage the students to work better; by improving their written practices and their knowledge about the writing process.

1-Statement of the problem

The complexity of writing is suffered by the majority of the students when they need to write a paragraph or an essay, this will have a result in poor writing and many mistakes in grammar, vocabulary and punctuation ... In this fact, the teacher has played a great role in feedback especially the written one which can be the guide of students throughout the process of writing.

2-Research Question

At the aims of the current study is to examine the effectiveness of teacher's written feedback on the development of students' written performances, the present study is designed to answer the following question:

To what extent can the written feedback influence students' writing skill?

3-Hypothesis

The present research is based on the only hypothesis that shall be tested and verified according to the results of analysis of the tools that used in this study. It is considered as:

- To hypothesize that written feedback of teachers may improve the written products of second year students.

4-Aims of the study

According to what we hypothesize before, our study is supposed to three major aims as following: first, it is to investigate the effect(s) of teachers' written feedback on the involvement of students' writing and products. Second, to examine students' practices in the writing classes and how the teacher gives comments about their errors in writing. Third, it is to enhance the learners of EFL about the effective use of written feedback to know their errors during and after writing in order to avoid it later.

5-Significance of the study

The present study would a contribution in the research on foreign teaching and learning. We choose it to investigate about the effects of the teachers in written feedback that can influence the students' writing skill. The intent behind our research will be the role on how the written feedback can solve the problems and the complexity of writing for students and improve their written work.

6-Methodology

We have decided to use the experimental method to undergo this research due to the fact that is the most appropriate method to gather data and to attain our objectives. Also, it is the best tool which established and verified the effect/ cause relationship between the dependent variable; the role of teacher's written feedback, and the independent one that is the result of the latter; development of the written performance.

6.1. Research tool

In this study we will use a test in written expression module for students (may be 10students) by giving them a subject to write a short descriptive paragraph after that we compare their written products (before and after written comments), also we have a questionnaire will be completed by the teachers of written expression module at Mohamed Kheider of Biskra University.

6.2. Sample

We have chosen to work with Second Year LMD Students at English Department at Mohamed Kheider of Biskra University. As mentioned before we choose this sample because they were studying the written expression last year and they have enough knowledge in the process of writing.

7- Structure of dissertation (organization of the research)

The current research divided into three main chapters. Two chapters (01 and 02) are theoretical parts which will be devoted to the literature review about the writing skill in relation to the feedback provision. The third is a practical part of the analysis and discussion of the results that will be obtained from the instruments used to collect data.

The first chapter presents on overview about the writing skill in foreign language classes. It starts by the definitions of writing and its stages that developed in logical order in the process. Then, it discusses the main approaches to teaching writing with its

importance and the reasons that encourage the writer to write. It concludes by the role of teachers in the writing process to relate the first chapter with the second one.

The second chapter sheds the light on the definitions of feedback, its types and forms of the feedback. Then, it presents the strategies when providing the written comments, and concludes with the principles of good practice in feedback.

The third chapter is designed to include a detailed description of the two instruments for gathering data to this research which are a teachers' questionnaire and a written test of the students (pre-test, post-test), and includes a detailed analysis of those tools. Also, it concludes with the discussion of results that is confirmed or rejected the hypothesis of this study.

Finally, after this chapter will be followed the general conclusion, and relying on the findings a set of recommendations and suggestions on the good feedback is provided to teaching and learning of the writing.

Chapter one: an overview about the writing skill

Introduction

Writing is the most complex and difficult language skill, as it obeys rules and instructions. This difficulty is a result of the considerable effort and practice of the learners to reach an acceptable level in writing. To obtain this goal, it is necessary to understand the concepts of the writing skill itself. In this chapter, we will present the important issues concerning writing skill .It is starting by the definitions of writing and gives the details about its stages. Also it provides the different approaches used to teaching writing, and its importance that includes purposes. Last but not least, it sheds the light on the role of the teacher in writing process.

1. Definition(s) of writing skill

Writing is a productive skill when it is the use of graphic symbols that are called letters. This means; writing involves producing language rather than receiving it. Also , it is a way which one can express his feelings, emotions , or whatever he wants to say .The Oxford Dictionary's (2008) definition to writing is, "[…] to produce something in written form so that people can read , perform , or use it ,etc" . In addition to this, many researchers are defined writing in different ways, as what stated by Hedge (2000:124) that:

> Writing involves a number of activities such as: setting goals, generating ideas, organizing information, setting appropriate language, making a draft, reading and reviewing   it is then revising and editing. It involves a complex process which is neither easy nor spontaneous for many second language writers.

However, Crystal (2006:257) specifies that: "Writing is a way of communication which uses a system of visual marks made on some kind of surface. It is one kind of graphic symbols". Supported this idea, Widdowson (2001:62) who claimed that: "Writing is the use of visual medium to manifest the graphological and grammatical system of language. That is to say writing is one sense is the production of sentences an instances usage". Consequently, students must have an acceptable level of mastering different aspects of language such as; the graphic system, the grammatical structure, and select appropriate vocabulary (mechanisms of writing) related to the subject matter. However, they fall to do so this explains the complexity of writing skill, and it is an act of discovery what thoughts mean.

In addition, Kate and Guy (2003:1480, cited in Ghothbene N. 2010) stated that: "writing is a process of exploring one's thoughts and learning from the act of itself from what thoughts are". It means that it is a tool of learning rather than a process limited to express thoughts via written symbols .As it is considered to be the most difficult and complex skill to be mastered by EFL students. Knowing how to write entails as a prerequisite knowledge of and in other skills as Nation (2009:114) puts it, "Writing is an easier if learners write from a strong knowledge". Moreover that, White and Arndt (1991) defined writing as: "It is also a problem –solving activity developing in progress". This means that writing does not come naturally or automatically, but through cognitive efforts, training, instruction and practice .Even if it is a problem –solving, writing involves processes such as; generating ideas , a voice to write , planning , goal-setting , monitoring and evaluating what is to be written and what has been written as well as the right language used by the writer (94).

2. Stages of writing development

Before explaining what writing process means we have first to define the term of process .For Butler (2007), a process is a series of steps or actions .These steps enable us reach to our goals as well as to get wanted results (23) .She added that the writing process can help us to write clear and correct paragraphs in English .According to Butler (2007)

there are four basic steps in the writing process .These stages come gradually. They are as follows:

2.1. Prewriting

This step is the starting point at which we think about ideas to our paragraph .This can be done by many ways like brainstorming, do free writing, take notes, question one another, and learn strategies for organizing ideas. Also she advised that interaction with classmates is good for generating ideas, and peer review raises students' awareness of the audience for their writing. According to D'Aoust (1986, cited in Ouskourt, 2008:94) viewed that:

> Prewriting activities are a key to generating ideas and planning what to say: Prewriting activities generate ideas; they encourage a free flow of thoughts and help students to say it on paper. In other words, prewriting activities facilitate the planning for both the product and the process.

Prewriting is the best step which facilitates the plan of writing for the product (piece of writing) and the stages to develop writing in order to organizing such ideas of thoughts to be easy to write for the student.

In that Hedge (2005) said before putting pen on paper, the writer should take into consideration two important questions: What is the purpose of this piece of writing? And who are we writing this for (the audience)? (52)

2.2. Writing

As it is mentioned by Butler (2007), the first time when we begin to write a paragraph is called first draft; i.e, our work is incomplete .When students write a first draft, they rely on their notes and they refer back to the modals that have seen before. This can be done in class or for homework. White and Arndt suggested that writing is the stage where "the writer passes from the ‹writer based› writing to the ‹reader based›

writing in which the concerns of the reader should know begin to assume more significance" (1991:99). In addition, the writing stage is the drafting stage as Brown (1988:14) said "It is where you really begin writing .The most important thing here is to get words into paper. It is not the time to worry about spelling, grammar, or the best wording".

2.3. Editing

According to Hedge (2005:54) it makes the final readjustments and checks accuracy so that the text maximally accessible to the reader .Editing also described as an important part in the writing process that means checking for mistakes and making corrections, or making change to the content ,the idea and information in our paragraph. Students must take responsibility for checking and improving their own work .For instance, we can add new information or move certain sentences. Editing can be done before showing our written work to our teachers or our classmates are our peers. We read and talk to each others' paragraphs.

Then, we give feedback to our partners. Honestly and kindly, we say what we think about their works. This leads to develop revision and edition skills (Butler, 2007:46). Indeed, Hedge (2005:23) expresses her view about editing and revision as follow: "Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later". By "getting the content right"; here he means revision while the rest is editing.

Editing (as mentioned by Ouskourt, 2008:97) means the final step before the student submits the final draft to the teacher .It is the phase in which there is a great emphasis on language in terms of grammatical accuracy and correctness of form as well as focus on surface points such as spelling and punctuation .It is the stage in which the writer reshapes content prior to publication. In the classrooms, editing can be assigned as a pair

work or group work to enhance self-correction by recognizing and painting to the errors on the draft of the partner.

2.4. Write the final draft

The term final draft is used to mean a revised and edited draft handed to the teacher, possibly for a grade, often writers change their first drafts. They may need only small changes (Butler, 2007:45). White and Arndt claimed that it is this moment when students / writers check for formal inaccuracies. The ultimate objective in this phase is further development of the students' techniques to "enrich the repertoire of linguistic resources which are essential tools for writing" (1991:137).

Concerning the writing process, Brown and Hood (1993:6, in Hyland & Hyland, 2006) stated that it is necessary to talk into consideration the following points because the writing depends on them:

- Who you are writing to or for (reader): this is a major issue in the writing activity because it plays a role and purpose in reading the text.
- Why you are writing (purpose).
- What you are writing about (content).
- Where you are, how much time you have, how you feel, etc (situation).

These indicate that the writing process focuses on three categories such as: its purpose, the content, its situation (how time spending, expressing feeling, and in which place of writing), it is the purpose of the text that can be understood by the reader.

3. Approaches to teaching writing in foreign and second language

A several studies consider that different approaches have to be emerged to develop and enhance practice in teaching writing skill, even in the classroom or outside it. And each one of these approaches brings its goals, methods, techniques, and so on for studying the second language writing and that depending on the objectives of what we want our learners to do; if we want them to concentrate more on the production of writing or its process, or whether to encourage them to write creatively in a cooperative or individual way.

3.1. The Product approach

Following theories of behaviorism, teaching writing within this approach entails the establishment of habit formation and imitation .Students /writers are asked to imitate already prescribed texts, models, or examples that constitute good writings in their teachers' views (Coffin et al, 2003) in order to give them insights into how to correctly arrange words into clauses, clauses into sentences, sentences into large discourse units (cited in Hyland, 2003). The focus then, as the name of the approach under discussion suggests is on final products to ensure that students achieve language fluency .This approach emphasizes accuracy and correctness at the expense of the writer, his ideas and decisions, and the process through which texts are produced .Thus, as Li Waishing (2000) suggested, it is often deemed mere grammar exercise rather than composing. Silva (1999:3, cited in Lounis, 2010) pointed out that:

- The writer is simply a manipulator of previously learned language structures.

- The reader is the ESL teacher in the role of editor or proof reader, not especially interested in quality of ideas or expressions but primarily concerned with formal linguistic features.

- The text becomes a collection of sentence patterns and vocabulary item.

In addition to that, Richards (cited in Ghothbene, 2010: 46-47) stated that: "The product approach leads to practice in the structure organization of different kinds of paragraphs and texts" (1992). This means that this approach has a main features which is the goal of a writing program are to teach students to be able to produce the kinds of written texts and it focus on patterns of grammar and rules used in different kinds of texts (differences between descriptive, narrative, expository…). The main focus of this approach is on the production of well –produced composition.

> Furthermore, the product approach to writing focuses on the end results of the act of composition, i.e, the letter, essay, story, and so on .The writing is the teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on.
> (Nunan, 1989:36, cited in Maarek, 2009)

This approach is concerned with the writers' knowledge of structure of language, and writing in this case is considered to be an imitation of texts produced by the teacher. Basically, writing in product –based approaches has served to reinforce L2 writing in terms of grammatical and syntactical forms. There are a variety of activities in the product writing which can raise students' awareness in second language writing from the lower level of language proficiency to advance like English major students such as the use of model paragraphs, sentence –combining, and rhetorical pattern exercises. Writing in this approach is viewed as a simple linear model of the writing process which proceeds systematically from prewriting to composing and to correcting (Terribble, 1996:36).Besides, instructors and learners believe that planning stage of writing in text based approaches begins and finishes in the primary period of composition.

However, Raimes (1983) found that product based writing can no way described as linear or as neat, he is generally believed:

> Contrary to what many text books advice, writers do not follow a neat sequence of planning, organizing, and writing and revising .For while a writer's product – the finished essay, story or novel is presented in lines, the process that produces it is not linear at all. Instead, it is recursive (Raimes, 1983: 229).

3.2. The Process approach

This approach came as a reaction to the weaknesses of the product approach .It started to gain ground in the mid of 1970s, which focuses more on the way of writing rather than the final product. It developed from the assumption that:

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

Silva is supported the idea of reaction against the product approach (cited in Ghothbene, 2010:48) pointed out:" this process approach calls for providing a positive, encouraging , and collaborative workshop environment within which students with ample time and minimal interference can work through their composing process." (1993).She added teachers' role is to help students to develop viable strategies for getting started. Those strategies are "Finding the topics, generating ideas and information, focusing, and planning structure and procedure" (Silva; 1993). This means that teachers should become a facilitators rather than assessors helping students to develop those strategies mentioned above with easiness.

However, Zamel (1982:196) stated that: "Writing involves much more than studying a particular grammar , analyzing and imitating rhetorical models , or out lining

what it is one plans to say"(cited in Ouskourt, 2008). In this quotation he described the process of writing. Grab and Kaplan (1996) stated that the process approach encourages learners to:

- Write on relevant topics that finds interesting rather than having the teacher who assigning the topic.

- Plan their writing in such a way that it has a purpose in mind and context. The students' writing should be planed and about something valuable not just writing anything.

- Be creative and imaginative using prewriting activities different drafts and feedback rather than immediately putting pen on paper without previous planning and revision.

- Get feedback from real audience either from peers, small groups or the teacher through formative evaluation.

- Focus on content and personal expression rather than the final copy, grammar and usage.

- Be aware of writing process and the issues relevant to it such as: audience planning… rather than teach students to write without a suitable method.

   In addition, what students and teachers need to know and to have a focus in mind the written product .As Brown (cited in Ouskourt, 2008:46) points out that "The written product is after all , the ultimate goal ; it is the reason that we go through the process of pre-writing , drafting , revising , and editing"(1994). Also, Hyland (2003:10) defined "The process approach to teaching writing emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task". In other words , by adapting this approach in writing class, teachers come to consider what their students can do (write) , pay more

attention to know these students approach to writing task moving through different stages of writing and offer the writers opportunities to improve their writing through providing effective feedback and allowing time for revisions (as suggested by Hyland ,2003).

3.3. The Genre approach

The field of writing has a new approach which sees writing as an attempt to communicate with the reader .The genre approach not only focus on form and textual conventions , but more important on the purposes of that text and very components of the text that contributes to the fulfillment of that process. "The central belief here is that we do not just write, we write something to achieve some purposes: it is a way of getting something done" (Richards, 2003:18) .This perspective views genre as a typified social action that responds to recurring situation. That is when one writes a letter, a story, a request, and so on, he has to follow certain social conventions for the organization of his message, so that the reader recognizes his purpose.

In other words, the structure, the content, the style…, it has to be socially recognized and shaped according to the expectation of the reader .As Richards (ibid) *"these abstract, socially recognized way of using language for particular purposes are called genres"*. Also, he added that the genre approach is supported by the functional model of language which discusses the association between discourse and context in which language is used. He includes that the importance of genre through discourse and contextual aspects of language use .This approach involves the direct teaching of arrange of genres that comprises of modeling, joint constructed with the teacher and finally, the students constructs a text (18).

Badger and White (2000) supported that writing in the genre is regarded as extension of the product –oriented approach since learners have an opportunity to study wide variety of writing patterns; for instance, the business letter, the academic report, and

the research paper. This approach is increasingly used in the L2 writing classroom due to having certain strengths. The focus of writing aims to integrate the knowledge of a particular genre and its communicative purpose, these help learners to produce their written products to communicate to others in the same discourse community successfully.

Furthermore, Harmer (2001:258-259) claims "In a genre approach to writing learners study texts, they are going to be writing before they embark on their own *writing"*. He means that after their writing, they are going to reproduce them from an analysis of their structural and linguistic features, and generate their own texts that conform to the conventions of each genre.

For Harmer, analyzing a certain written genre in order to be able to write within that; it is an integral part of planning stage in process approach even if that analysis encourages students and other writers to "disobey" some of the genre conventions. In the same way re-drafting for example when they are writing within a genre (Harmer, 2001).

In addition to that, Swales (1990:58) defined "A genre comprises a class of communicative events, the members of which that some set of communicative purposes". This means that this approach provides us with a way for looking at language in use which differs in many respects from that inherent in process approach .We mean by communities events comprises , the role that discourse and the environment of its production and reception , including its historical and cultural associations .

Genre can be defined both in terms of the form and function. That mean by form written product as letter , laboratory report , or essay and the function can be thought of in terms of communicative functions ; as it is traditional in language teaching for example: describing , inviting , apologizing , or in terms of discourse mode as it is traditional in writing instruction (narration ,description ,exposition ,argumentation…) .

The negative side of the genre approach is that learners may not have enough knowledge of appropriate language or vocabulary to express what they intend to communicate to a specific audience. Another weakness, as Badger and White (2000) point out, is that the genre undervalues the writing skill which learners need to produce a written product and ignores the writing abilities that learners have in other aspects .In order to combine and use the genre approach effectively as a part of the integrated approach in the writing class, its weaknesses should be modified in the following ways:

-   Instructors should describe clearly the genres which students have to learn at the beginning of the writing class as so to allow learners to prepare and have ideas about the language use for each genre.

-   Teachers should help learners to produce their written products step by step .For example, teachers may use a brainstorming technique to help students generate their ideas and come up with the appropriate language or specific vocabulary for what they want to communicate to people in particular discourse community.

-   Instructors should pay attention to the skills that will help learners to develop their writing competence through the writing process.

3.4. The Creative approach

The creative writing approach focuses on the requirement of imaginative tasks as writing poetry, stories, and plays. It allows students to write starting from their own experience, according to Ur (1996:169) "Most people feel pride in their work and want it to be read". This is more noticed in creative writing than in another written product in which writers represent their own experiences and views as well as their self –awareness. Also, Gaffied-Vile (1998; in Harmer, 2001:259) defines creative writing as "A journey of self- discovery and self-discovery promotes effective learning". Teachers can also include class of magazines, and if possible set up web sites for their classes on the internet.

The aim behind this to give the students an opportunity to practice language in a way what suits their needs, since the nature of human being consists of many feelings and desires that need to be expressed.

3.5. The Cooperative approach

According to Boughey (1997, cited in Harmer, 2001:260) group writing permits the teacher to provide more detailed and constructive feedback because the teacher deals with small number of groups rather than many individual students .writing cooperatively can be a great beneficial for raising the students' motivation; it involves not only writing, but research, discussion and peer evaluation .And it is worthy to notice that individual students also find themselves saying or writing things they might not come up with on their own, and the group's research is broader than individual's one. Indeed Brooks and Grundy (2001:12) claimed:

> We often suggest that students should work in pairs or groups. There are two reasons for this .the first is to raise the students' awareness of the writing process by planning their work in the particularly conscious way that writing collaboratively involves. The second is to make writing a less lonely or secretive activity than it sometimes appears to be.

4. The Importance of writing and its purposes

Communication has two basic ways of conveying the message and interact with people, either with speaking or writing .Concerning writing, it is so significant because it is used in higher education and in work place .This means that, if learners do not know how to express themselves in writing, they will not be able to communicate appropriately with their professors, employers, peers, and so on. Also, Bjork and Raisanen (1997:8) determined the role of writing as a thinking tool and a tool for learners to extend their knowledge .As they summarized in the next page:

We highlight the importance of writing in all university curricula not only because of its immediate practical implication, i.e, as an isolated skill or ability , because we believe that ,seen from broader perspective , writing is a thinking tool .It is a tool for language development , for learning in all disciplines(in Hyland& Hyland, 2006).

In addition, in the context of education, writing is a predictor of academic success as Harmer (2001:3) stated; we need to remember that the most of exams depends in how students write in order to measure their knowledge .Moreover; writing is a crucial element of communication in society as Hyland (2002:69) said that "writing is one of the main ways that we create a coherent social reality through engaging with others both personally or professionally". Hence, the ability to write well allows individuals from different cultures and backgrounds to communicate (in Hyland, 2003).

Furthermore, Li Waishing (2000:53) claimed that writing is meant to be meaningful and functional, "Writers need to pay attention to writing as a communication of meaning and treat writing as goal –oriented writing". Moreover, from being a process students go through to generate units of meaning with particular communicative purposes, the activity of writing is an intrinsic value and one which writers go through for several goals. This are summarized the writing purposes that suggested by Grab (2000, cited in Lounis: 10-11):

- Writing to control the mechanical production aspect.

- Writing to list, fill in, repeat and paraphrase.

- Writing to understand, remember, and summarize simply and extend notes of oneself.

- Writing to learn, solve problem, and synthesize.

- Writing to critique, persuade, and interpret.

- Writing to create an aesthetic experience, to entertain.

In this particular order of importance in writing, it implicates a continuum of difficulty but it does imply that behind the process of writing that writers plunge to toward a final product are three broad purposes .The first purpose is to reinforce and augment already acquired knowledge (some previously learnt language systems such as grammar). The second one is writing to communicate with a focus on writing as a skill itself, it is important not as an adjunct to other skills. And the final purpose where writers set both their ideas and pens free to produce texts of artistic nature (creative writing). So, both human knowledge in language and mastery of communication are enriched by writing (Birsh;2002, in Hyland& Hyland, 2006) which is neither necessarily in born nor tacit since there is always a way to learn it through the use of effective strategies , practice, formal teaching and instruction which supported by Carson (2001:191) who also points out that "Writing is an ability that is typically developed in formal instructional settings, and a skill most closely related educational practices and the important process to express thoughts …".

According to Hedge (2005:9), any piece of writing has its own purpose. In that s, she said that the process of writing is the most important skill in order to obtain goals for many reasons to write, there is an interesting set of purposes for writing as following:

- Pedagogic purposes: here writing helps students to learn the system of language. In other words, it is an aid to consolidate the learning of how the syntactic level of language constructed.

- Assessment purposes: this kind of writing aims to establishing a learners' progress or proficiency.

- Real purposes: as a goal of learning to meet students' needs. In this kind , the teachers ask their students to write about something specific which its achievement make them master or do in a good way what they need.

- Humanistic purposes: to allow students to show their strengths. In certain activities, the students have ordered by the teacher to write about humanistic, social, sensitive issues are touching our feelings and emotions.

- Creative purposes: to develop self-expression .in more explaining words, in this type the students write things about themselves, their opinions, feelings, wills, dreams. This sort of writing enriches their minds with more vocabulary and makes them more fluent in writing.

- Classroom management purposes: as a calm activity which settles students down.

- Inquisitional purposes: as a careful mode of working with language which enable students to expose and reflect on language in a conscious way.

- Educational purposes: to contribute to intellectual development and to develop self-esteem and confidence.

5. The Role of teacher in the writing skill

One of the most valuable issues central to the process of writing is the role of the teacher to improve this skill .That is to say , the teacher's role shifts from being the source of authority to facilitate the learning task and to help students for producing well structured and organized composition by teaching them step by step the writing process as what Hyland (2003:10)argues "The process approach to teaching writing emphasizes the writer as an independent producer of texts , but it goes further to address the issue of what teachers should do to help learners perform a writing task". In that written expression teachers are considered as the most important component of good learning environment; according to Graham and Perin (2007:22) claimed that modern writing instruction recognizes that students need to write clearly and for a large range of real-life purposes. Therefore, flexibility may be now is the major prized goal of writing instruction since the fully fluent writer could adapt to various situations, styles, and purpose for

writing .It also produced in various styles such as sentences, lists , outlines, paragraphs, essays…

In addition, Hedge (2005:62) stated that, teachers should take into consideration their pupils' needs and sources of problems that lead to the lack of confidence and failure. Teachers should be the authorities of information and the sources who are the most provide the assessment and motivation to learners in their written products in order to help them to improve their writing .In this idea, Harmer in his book «How to teach writing » (2004:41) identifies that teachers have various activities to plan in order aid students becoming skilled writers. Truly students may have obstacles in performance or it is a hard for them to find manners and tools to introduce their interest.

Here are some activities that teachers have to do before, during, and after student's written product. As following (Harmer, 2004):

5-1-Demonstrating

Students require awareness of writing conventions and genre constraints in particular writing sorts, teachers have to be capable to design these characteristics to their heads. A way, students know layout problems or appropriate language in order to produce specific written tasks. (ibid)

5-2- Motivating and provoking

Students may face back of vocabulary, precisely in creative writing activities. Here the teacher could involve students to generate thoughts provide them with the subject matter, and introduce illustrations. Sequencing time creating entertainment and reinforcing approaches of getting students involved in certain writing activity .Teachers may ask students to carry activities on the broad .They may also provide them utterances, they desire to begin and complete writing activity .(ibid)

5-3 Supporting

It is extremely linked to the teacher's task as a guide and motivator to support students. Students require much aid and encouragement as soon as they need thoughts and materials to complete written activity. While they are writing in class, teachers should definitely motivate and prepare them to face every available issue (Harmer, 2004: 41).

5-4- Responding

The manner of teachers reflects toward students' written work would be separated into two main categories respond and evaluate. In the process of responding, teachers should look at the information and production of a passage; provide suggestions for its growth. But in the process of evaluating students' work, teachers should not mark or assess the work as a final draft; they may demonstrate the way that will be the students' final draft. (ibid)

5-5-Evalauting

When evaluating students' writing for test objectives teachers may follow various ways. First, they would indicate the level they achieve by demonstrating where mistakes take place, and marking students' work. And that if test making functions as learning matter rather than grading students' sheets .In the process of evaluating students' sheets , teachers highlight errors and provide correct form in order to learn more from their mistakes and to take teachers' corrections as a resource.. (ibid)

5-6-Using illustrations

According to Barras(2005:88) written expression teachers should state certain materials to help their students' learning growth .Illustrations come to take advantage of breaking up pages of writing , giving a range and stimulate focus .They are attractive to highlight important points ; to enable users to deliver data or thoughts immediately ,

concisely , precisely , forcefully ,and quickly . Illustrations should be integrated as a part of composition for its merites. Moreover; it is preferable to put them before or above the written text. Besides, when planning a composition, teachers should pay attention that their data or thoughts can be presented in words, tables or so on. It is to determine their objective and students 'needs as well.

Furthermore, the two teachers' tasks (responder and evaluator) are grouped under one category "feedback provider" in another book by Harmer (2000:261) in his belief that:

> Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on, based on what students need at this particular stage of their studies, and on the tasks they have undertaken (in Harmer, 2001).

This quotation explained that it is very important the role of teacher (when providing feedback) in the writing which should be fulfill the students' needs by choosing the best technique in order to motivate the them to write better and improved their written work.

Conclusion

It is important for both teachers and learners to know and recognize the necessary information that serve the writing skill and make it easy and very simplified. This would be achieved if we follow what is needed. Through this chapter, we gave you an idea about how the writing skill is described by the researchers in different definitions as the most difficult and complex skill, which can follow a different steps to make the final piece of writing; it means its stages, after that we sheds the light on the different approaches to the teaching of this skills, and we focus also on the importance of writing that can be shared by many views are specified in this process. Finally, we conclude the chapter by talking about the role of teachers in the writing skill in order to relate with the next chapter.

Chapter two: Role of teacher's feedback on the students' writings

Introduction

Written feedback is the needs of students 'writings which plays an important role in ESL writing classes, whether teachers provide sufficient guidance and direction on writing conventions such conjunctive relations in their instructional practices to improve students' written work .Several studies have been conducted in the nature of feedback and its powerful role in developing of second language writing within the field of teaching the second language. This chapter sheds the light on the components of feedback; its definitions, its types and forms of written feedback. Also, it includes the strategies when providing corrective written feedback, and the principles of good feedback practice.

1. Definition(s) of feedback

Generally, feedback refers to the listener's or reader's response is given to the learner's speech or writing (Oxford Dictionary; 2008). That means feedback is a reaction which is made by either the listener or reader towards the students whether in speaking or writing. It is to provide information about the learners' performances or productions in different aspects (speaking/ writing), feedback is the input that may lead the writers to receive what they write by giving them the adequate information; it means that when the reader gives different questions, comments, and suggestions about written text.

In higher education , correction is a central to the traditional definition of feedback derived from cognitive science and closed –systems thinking , where the role of feedback is to "put things right" by taking a corrective action (Skinner ;1968, cited in M,Price, et al;2008:20). However, feedback is provided as a part of as to assessment process that uses both partially explicated criteria and professional judgment (O' Donovan, Price and Rust,

2008). This leads to an invertible lack of clarity of assessment standards and therefore the potential for ambiguity in the giving, receiving and interpretation of feedback. Consequently, feedback in higher education has limited scope to 'correct' complex work of students in their writing either on oral or written comments. Moreover, Boud and Molloy (2013:5) argue that feedback can be used in everyday sense within institutions which refer to the making of comments and suggestions on students' work or performance .They claim that:

> Feedback is a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of work itself, in order to generate an improved work.

They describe some features under this definition of feedback:

- It focuses on what learners do rather than what teachers do for them.

- It recognizes the essential value of external criteria applicable to the work that is produced, and the learners' need to know and understand what these are.

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

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

- It makes a feedback as a necessary part of the process (writing) and considered it as leading of that process.

In addition , the term feedback is provided by Cole (2006) who defines it is as "any response to a writer or his work that helps him to write more and better , and to be happier"(79).Here, he relates writers with happiness because he considered them when they are writing successfully, they are always being happy because they express their feelings and emotions in writing .Another view about feedback stated by Hyland(2003)

who pointed out that the improved work is developed when the feedback occurs in which the accuracy exist in writing , it "offers an additional layer of scaffolding to extend writing skills , promote accuracy and clear ideas , and develop an understanding of written genres"(207). This scaffolding is the assisted performance and negotiated the interaction; the learner's movement towards autonomy by marking critical features in the text through simplifying task (feedback) in 'modeling' indirectly by eliciting an improved performance from the writer. Furthermore, Hyland and Hyland (2006) consider feedback as a social element which based on relationship between participants (student-teacher). They suggested that it is:

> …Teacher's feedback mediated by the institutions and cultures in which it occurs. Every feedback act carries an assumptions about participants relationships and how teachers think, these should be structured and negotiated. Our experiences and perceptions as teachers ; thus influence not only what we choose to focus on, but also how we structure our responses…In giving feedback we simultaneously offer a representation of ourselves as teachers and as individuals, revealing our beliefs about language, learning, writing, and personal relationships (Hyland and Hyland, 2006:207).

Also, they added that written feedback is an instrument designed to carry a heavy information charge, the information "offers the assistance of an expert who is guiding the learner through the zone of proximal development" (206). This latter can emerge with the mediation and the help of others in the commenting words on the writing. Feedback is therefore deemed, as Drown (2009) states a generic definition of this term, it appears when *"the output of a system becomes an input to the same system, causing the system to respond dynamically to its previous products"* (407).That means, it does not occur randomly, but it is rather part of a complex system of other subsystems which are interrelated and mutually influenced by each other. This system is made up of the feedback source or producer, the feedback itself and feedback recipient .

Drown (2009) viewed that is feedback both as a response to learners' productions, be oral or written language and an indicator of how successfully an objective of the teaching –learning activity has been accomplished .It has as effects both permitting learners to enhance their comprehension quality and promoting knowledge execution and skill .In the same idea, Harmer(2004) pointed out that feedback is the input and means that provides writers with a set of information such as the reader's needs and expectations and whether students' writings have met such expectations(203).

2. Importance of feedback in writing

Many researchers advocate the importance of feedback in improving the writing skill (e.g. Leki(1990a),Hyland(2003),Ferris(2003),and Harmer(2004)).For instance, Leki (1990a) focuses on the fact that producing a well written text in a second language often constitutes a hassle to students, consuming their time and intellectual efforts. She claims that feedback on students' writings becomes the least of teachers' reactions, these students' needs in order to improve their skill of intent (cited in Hyland, 2003:180).

Ferris (2003) states another proponent of the crucial role of feedback in improving writing. She argues that such a way of responding has not only a short term effect (ability to edit some types of errors which were direct marked by feedback) but also has a long term (improvement in students' writing in subsequent drafts of texts while indirect feedback seemed to help the writers more over time).

Sommers (1982, cited in Lounis, 2010:22) states three main purposes for which teachers provide feedback on writing:

- To inform writers as to whether their written products have conveyed their intended meanings.

- To give the student writer a sense of audience (their interests and expectations) and make them ameliorate their writings.

- To offer students an impetus for revision, for without comments from a critical reader, writers will feel no need to revise thoroughly if they ever think about revision.

However, the feedback to be effective and meets the designed purposes, Li Waishing (2000) presents four criteria that consider basic assumptions in feedback of any type:

- Feedback must be integrated within the process of writing.

- It must be presented as an input and impetus for revision of writing.

- It must be formative (detailing the writer's strengths and weakness as well), not summative (taking the form of grades, marks, or global comments such as good or bad…).

- It must be appropriate: corresponding to the student-writer's background knowledge, level of learning, abilities and so forth.

This four criteria above about feedback' types must be focus on all students' needs in writing in order to motivate their level, knowledge, and the written texts…This encourages the students to develop in writing process in specific and the learning of it in general.

3. Types of feedback in Foreign and Second Language Writing

Many researchers advocate that feedback in second language writing has an important role in developing the writing skills and enhancing the students' motivation .As Hyland (2003) suggested that feedback can take on different forms according to teachers' performances, students' proficiency levels, types of writing tasks and stages of writing process (183). This indicates that the teacher should provide the right type of feedback

which suits the goal of students in their performances in writing and solves the difficulties in the different steps of the process.

Researches over many years ago have also affected feedback where written feedback is complemented with other kinds such as peer feedback or student-teacher conferences. According to Hyland &Hyland (2006) feedback has been categorized into summative and formative feedback .The first one serves the students in developing their written work, where the genre and process approaches to writing have been applied, the summative feedback has been "replaced or supplemented by formative feedback" (83). As the focus on the process of writing and the future development of it.

The types of feedback that will be discussed here are teacher written feedback (written comments), teacher-student conferencing and peer feedback, as these three types are the most relevant to our study with teachers' written feedback is to have a special attention and more interest(the gist of the research).

3.1. Teacher's written feedback

This type is considered to be the most useful tool by teachers to provide feedback on student's written work; it is named (written feedback, written comments). Li Waishing (2000) is suggested that this kind of feedback as the most method preferred in delivering or both students and teachers in which donate the total development of students' writings either being at the level of content or form. According to Hyland and Hyland (2006) feedback became an important aspect of writing instruction in the 1970s with learner centered approaches. In the process approach focuses on the writer, it was aimed at the writing process itself instead of assessing the final product.

Many researchers have called attention to the importance of this type, Ferris et al(1997:155) supposed that written feedback although difficult and time-consuming is

"arguably the teacher's most crucial task" (cited in Ferris, 2003).Hyland (2003:12) further stresses the same idea when he stated that:

> A response is potentially one of the most influential texts in a process writing class, and the point at which the teacher's intervention is most obvious and perhaps most crucial. Not only does this individual attention play an important part in motivating learner, it is also the point at which overt correction and explicit language teaching are most likely to occur (12).

He indicates in this quotation that the importance of written feedback is not limited just for making the learner aware about this type of correction, but also facilitate the language teaching that used in the correction of any writing in order to understand it, and to achieve the weaknesses in his/her written performance.

Moreover, Hyland (2003:18) added that there is a list of foci which can appear in the correction of the written piece when teacher provides written comments. He adopted six main foci are the following: (when the correction of the written work focuses on different aspects)

1- Focus on language structures.

2- Focus on text functions.

3- Focus on writing processes.

4- Focus on creative expressions.

5- Focus on genre (type of texts).

6- Focus on the content.

In addition to that, he suggested about feedback to make any type of it effective, teachers should pay attention to what individual student need in writing and are looking for. Thus, he explains that: "Some students want praise, others see it as condescending; some want a response to ideas, others demand to have all their error marked; some use teacher commentary effectively, others ignore it all together" (Hyland, 2003:180).

Furthermore, Ferris (2003) stated about written feedback that: "This type of feedback may represent the single biggest and investment of time by instructors, and it is certainly clear that the students highly value and appreciate it" (41). It means that this type is the responsibility of the teachers and the limited of their time, and to make the students know the real value of it to take it into consideration.

Moreover, many researchers have distinguished direct and indirect strategies of this type of corrective feedback. Bitchener et al (2005:193) suggested that:

> Direct or explicit feedback occurs when the teacher indentifies an error and provides the correct form, while indirect strategies refer to situations when the teacher indicates that an error has been made but does not provide a correction form of words, thereby leaving the student to discover and correct it.

It means that forms of written feedback helps and encourages the students to work on it in order to achieve their mistakes either alone or by the teacher' corrective feedback and improve their accuracy and fluency to evaluate their written products and their levels in writing to be good writers.

A variety of techniques have been applied when providing written feedback to students' writing. Three types will be addressed as the following; written comments, rubrics and correction codes.

3.1.1. Written comments

Written commentary is considered the most common form of written feedback .It is usually provided at the end or in the margins or both types may be used simultaneously. End comments can serve as "summative commentary", bringing to gather the strengths and weaknesses of the student's work (Goldstein, 2004:65) he discussed the role of the context as to how teacher form their commentary; "This context is a unique combination of factors stemming from the institution and the program within which the writing , commentary, and revision takes place, and factors that teachers and students bring to the

process as well". Also, he suggested that where the focus of the writing instruction is primarily on developing grammatical and lexical proficiency, the teacher are less likely to provide written comments on content and rhetorical features because the pressure is to respond to the form.

Written response has been emphasized as being more preferable to the students. According to Harklau (2002:331) studies that students found written response easier to work with than peer or teacher talk "because the written texts were reviewable while teacher and peer talk were not". After observing learners in several U.S. High school in classrooms, he discovered that opportunities for teachers, students interaction or peer talk were quite limited, especially in larger classrooms .He found that there was a very little time for oral response allotted to the individual student, where the teacher did most of the talking.

However, he found that the written input was more varied. From his observation; he concluded that: "In terms of linguistic feedback, the learners I studied received virtually no feedback on language form in face –to- face communication with teachers or peers .On the other hand, teachers routinely provided learners with explicit feedback on language form on their written language on put"(331-332).   .
Furthermore, some researchers have found that marginal comments are most effective as they are written next to the place where revision is needed and should leave what they refer to (Ferris& Hedgcock, 2005in Hyland and Hyland, 2006:88). A study by M, Remis (2004) on students' views on feedback revealed that students find marginal comments practical for the same reason. Also in her study, concluded that the students needed to be made aware of how important content and structure are in composition; she preferred a balanced written feedback that focused on content and form: "They need to be shown that

even if they have perfectly correct grammatical sentences, if the content doesn't make sense, then their work will not be a good piece of writing" (88).

3.1.2. Rubrics

Rubrics are a form of commentary usually used on the final product as an assessment. One of the advantages of using this kind is that they indicate more explicitly what aspects of the assignment are being assessed; according to Hyland (2003) who discussed three types of scoring rubrics:

First ,holistic scoring which means responding to the text as a whole .As an example of such scoring is the use of letters when grading and sometimes with the use of (+) and (-) for finer distinction .Second, analytic scoring methods which address different aspects of the writing such as content , structure , grammar, mechanics , vocabulary and spelling by using separate scales for all of the mentioned components or some .Third , trait-based scoring methods where the multiple-trait scoring method "treats writing as a multifaceted construct which is situated in particular contexts and purposes"(230).Thus , despite time consuming to devise, multiple-trait scoring is more flexible method adapted to each task and purpose of the writing (Hyland ;2003).

However, Weigle (2002) pointed out that giving the students the rubrics in advance can make the students better aware of "what the criteria are on which their writing will be judged" (182).Furthermore, rubrics helps instructors to be more concise when assessing papers and save time for them as it simplifies the grading process.

3.1.3. Correction codes

Correction codes are a kind of written feedback which is in-text and form-based, a type of response that has been called "minimal marking", as Hyland (2003) said it is also make use of symbols intended to locate and give the type of error without providing the

correct answer, thus intended to stimulate the student to find and identify the mistakes. One drawback is that younger learners might find the codes confusing.

Furthermore, Ferris (2002:70) stated that when the teachers correct the students' writings, they use abbreviations (symbols or codes) to the mistakes in order to facilitate the correction and to be understood for teachers and students. As shown in the following table:

Error Types	Abbreviations/Codes
Word choice	WC
Word order	WO
Verb tense	VT
Verb form	VF
Grammar mistakes	Gr
Subject-verb agreement	SV
Plural	PL
Fragment sentence	Frag S
Punctuation	Punc
Spelling	SP
Wrong word	WW
Something is not necessary	{ }
The meaning incleared	?M

Table 01: Error types and abbreviations/ code by Ferris (2002:70, cited in Ferris, 2003)

3.2 .Teacher-student conferencing

Many studies have referred to the term of conferencing by various names: one-to-one strategies, one-to-one activities, face-to-face feedback .This type of feedback can take place in the form one-to-one activities between the teacher and the student or be held in small group. Also, it considered as the best strategy which gives the guidance to the student in order to perform or produce well conducted writing. Hyland (2003) stated that "The interactive nature of the conference gives teachers chance to respond to the diverse cultural , educational , and writing needs of their students, clarifying meaning and resolving ambiguities, while saving them the spent time in detailed marking of papers"(192). In the same idea Conrad and Goldstein (1999) concluded that students need to be taught how to revise their papers. Especially, students at lower levels might benefit from discussion where the teachers provide guidance on how to interpret written feedback. Indirectness in written commentary can be difficult for students to interpret (in Goldstein, 2004).

In cases where the student has understood the response and therefore not utilized the teacher's feedback in revision a teacher-student conference would help to clarify misunderstanding. Bitchener et al (2005) found that explicit written feedback combined with one-to-one conference feedback gave L2 writers better results in accuracy than written feedback alone(89). Moreover, Hyland and Hyland (2006) defined conferencing as "an approach landed by L1 researchers as a dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching and learning benefits" (05). This approach (conference) has positive effects which create the interaction and interpretation between the teacher and their students in order to clarify things and understanding what is being incleared in the learning and teaching lessons.

Anderson (2000:187) from his studies about conferencing, he gives the roles of both and students when conference takes place between them .He draws the table that following:

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

Table02:The role of teacher and student in writing conference (Anderson, 2000:187).

3. 3. Peer feedback

Several studies named peer feedback by using different terms such as: peer evaluating, peer editing, peer responding…All of these terms concern with same type of activities in which focuses on the peer students' role in the writing process. Peer response is difficult to apply at lower language levels as it demands certain linguistic knowledge.

For it to be successful teachers need to train the students in peer response techniques. Furthermore, the students need to trust each other for this kind to be productive and sometimes cultural differences can be an obstacle (Paulus;1999, in Hyland,2003). In his study showed that both peer and teacher feedback contributed to improvements in multiple –draft essay writing, however; with the teacher feedback having more influence. Peer response has been successful where the students have given each other supports and advices during the writing process instead of focusing on the final product (Hyland ,2000 in Hyland and Hyland,2006).Thus, it motivates a greater level of share within the task of writing ,and it provides a helpful concrete tool for both student writer and student evaluator.

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

definition to Leki (1992:169) about peer evaluation which provides a means that both students' drafts and their awareness are developed to have writing: "It is a part of the process approach to teaching and is widely used in L1and L2 contexts as a means to improve writers' drafts and raise their awareness of readers' needs" (qtd in Ouskourt, 2008:130).

3.4. Error feedback

There has been an established debate as to whether error feedback helps students to improve the accuracy of their writing. Danielle (2007) pointed out that when looking at the effects error feedback on students writing studies have to take into the different factors: "The success or failure of corrective feedback will depend on the classroom context , the type of errors that students make ,their proficiency level, the type of writing they are asked to do, and a collection of other variables that are as a of yes unknown" (52).Therefore, it is of importance for teachers at all levels to be well aware of individual abilities of their students in order to be able to provide them with comprehensible and useful feedback .Chandler(2003) who found that error correction increased fluency and the students' first drafts became more accurate when students corrected their errors before writing their next assignment(in Hyland& Hyland, 2006).

The table following in the next page summarizes all what has been in the previous literature about the different types and forms of feedback in the written texts with its descriptions:

Types	Forms	Characteristics
Teacher's Written Feedback	**Commentary**	The most common type/Hand written comments on the students' paper itself
	Rubrics	A variation on commentary/The use of over sheets with criteria
	Minimal Marking	A type in-text, form-based feedback/Indication of the location and perhaps type of error rather than correction/More effective in stimulating a student response and in developing self-editing strategies
	Taped Commentary	An alternative to marginal comments/Recording remarks on a tape recorder/Saving time and adding novelty
	Electronic Feedback	Comments on electronic submission by email/Liking to online explanations of grammar
Teacher-Student Conferencing	**Teacher/ Whole Class Conference**	Supplement for the limitations of one-way written feedback.
	Teacher-mini Conference	Encouraging students to think about writing as something that can be organized and improved. Giving writers an opportunity to talk about their writings and reflecting on the process.
	One-on-one Conference	Giving teachers a chance to: listen, learn and diagnose.
Peer Feedback		Creating an authentic social context for interaction and learning Creating a learner's participation and nonjudgmental environment Developing critical reading skills Understanding readers' needs Reducing teacher's workload

Table 03: It is developed by Kim, Y (2000:10) referred to (Hedge; 1988, Kaplan& Grab; 1996, Ferris; 2000, and Hyland, 2003)

4. Strategies for providing written feedback (corrective)

Ellis (2008: 98) made a basic distinction between the ways involved when the teachers provide a corrective feedback in the students' written work. His distinction can be summarized in the table below:

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

4-The focus of the feedback a-Unfocused CF b-Focused CF	This concerns whether the teacher attempts to correct all (or most) of the students' error or selects one or two specific types of errors to correct. Unfocused CF is extensive. Focused CF is intensive.	Most studies have investigated unfocused CF (e.g.Chanlder (2003), Ferris (2006). Sheen(2007)drawing on traditions in SLA studies focused CF.

Table 04: Strategies of teachers' written corrective feedback (Ellis, 2008:98).

5. Principles of good written feedback practice

Written feedback has an important role in the treatment of mistakes in form and content in which comments help the students to correct their writings, and to find solutions to their problems, in order to improve their written performances and their levels (ability to write good without making errors). Behind this, Ur (1996:242) supported that the information (comments) which teachers give to their students' performances on success or failure is the feedback. He said:

> It is information that is given to the learner about his/her performance of a learning task, usually with the objective of improving this performance. Some examples in language teaching: the words; "yes, right" said to a learner who has answered a question; a grade of 70% on an exam, a raised eye bow in response to mistake in grammar, vocabulary, spelling...; comments written in the margin of essay (direct feedback).

Behind this definition, direct written feedback that used in the correction of errors on students 'written texts which provided by the teacher in order to pay attention of their students to follow through it; to improve their knowledge, piece of writing and limit their mistakes in the futur.

In addition to that, Nicole and MacFarlane.Dick (2006) based on synthesis of the research literature identify seven principles of good feedback practice that support student self-regulation refers to "the degree to which students can regulate aspects of their thinking, motivation and behaviour during learning", and is manifested in, e. g. "the setting of orientation towards learning goals" and "reactions to external feedback" (199). This indicates the purpose of feedback which is to help the students to improve their written works, the ability to evaluate, monitor, regulate and correct their errors by themselves. Moreover, a seven principles can be used to guide a good feedback practice, as summarized in the following:

1-Helps and clarify what good performance is (goals, criteria, expected standards).

2-Facilitates the development of self-assessment (reflection) in learning.

3- Delivers high quality information to students about their learning.

4-Encourages teachers and peer dialogue around learning.

5-Encourages positive motivational beliefs and self-esteem.

6-Provides opportunities to close the gap between current and desired performance.

7-Provides information to teachers that can be used to help shape teaching (205).

These principles above of effective feedback practice are the teacher's role in the writing classes which create a situation based on motivation, interaction, encouragement, development for the students in their written products and giving them the chance to participate by closing the gaps in performance, and facilitate goal of learning and teaching the writing process in general.

Conclusion

From the present section which explored the main different concepts of feedback on writing skills in second language that takes a various forms, types provided according to what the teacher prefer such way to correct the students' written works. Thus, it indicates the effective role of feedback to encouraging the learners to write better and achieve the errors in their writings; it seems as important element that should be given during the writing process. Due to its positive effects serves the students to be good writing by identifying their overlapping in different issues which are related with all aspects of writing. This feedback is the role of teachers that improve the students 'written work and may help them to notice their errors and achieve their levels in the writing; this will be answered in the next chapter.

Chapter three: Data analysis and discussion of results

Introduction

In two previous chapters, the discussion started about teachers' written feedback and its importance in writing skill in order to improve it. The study is completed by the practical part which includes two instruments are: a questionnaire and test (pre-test, post-test), in order to collect different data about the effect of teachers' written feedback to improve students' writings. This chapter presents relevant analysis and interpretations of all answers of teachers and the practice of students in the test.

1.1.   Aims of teacher's questionnaire

This study suggests to using a questionnaire for English teachers in the written expression module. Its aim is to know about the instructions and practices of teachers in writing, if they provide a good corrective written feedback on their students' writing or they do not follow these options in the classroom. Thus, it is to realize the significance of the effectiveness of written feedback and whether it is given to students when improvement writing takes place.

1.2.   Description of teachers' questionnaire

This questionnaire is composed of two sections that it is completed by seven teachers (07) of written expression module. It formulates of both close-ended and closed open-ended questions and with one open-ended question.

- **Section one** presents general information about teachers' qualification, their experiences in teaching written expression module and their different approaches to teaching writing skill (from1to 2 questions).

- **Section two** deals with the writing skill and the impact of written feedback (from 1to 9 questions). This section aims to collect data about different views about the stages of writing, and the difficulties that face the learners when they write and the type of corrective feedback that used by teachers. Also, it aims to identify the role of teachers' written feedback on students' writing and how they make the students aware about their feedback.

1.3.   Analysis of teachers' questionnaire

1.3.1. Section one: General information

Item 1:   Teachers' qualifications and their experience in teaching (number of years work)
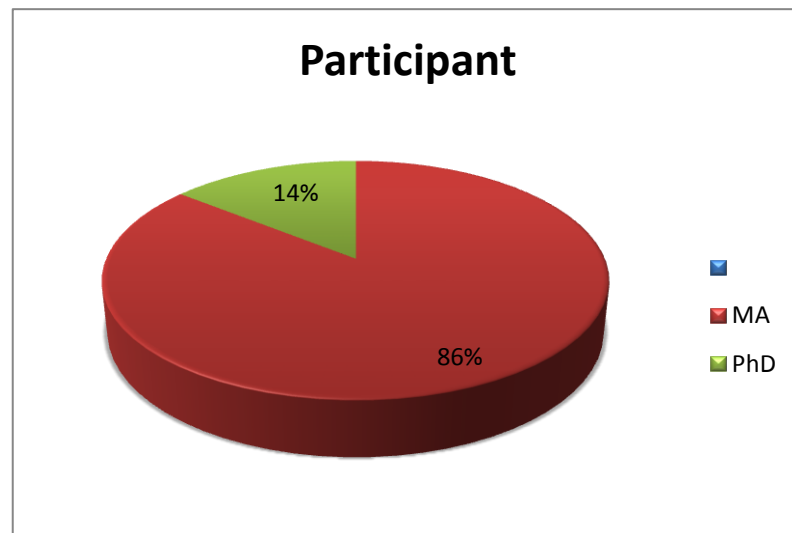
Figure 01 Teachers' qualifications

As in the table were shown that most of teachers (86%) held MA degree (Master/Magister), and only 14% of them held a PhD (Doctorate degree) that refers to one teacher from seven. Also, all teachers reported about their experience that the whole of them taught from 04 to 14 years of work. It means that they have a long experience in teaching the written expression module.

Item 2: Which type of approaches you are using to teach the writing skill?

   a. Product approach   c. Genre approach

   b. Process approach   d. Process-genre approach

This question(02) is designed to meet the first aim for this study which about teachers' overall practices affected by the approach that is chosen to teaching writing skill, and their feedback, its nature, forms, focus,...Also, as indicated in the first chapter that each approach to teaching writing conveys a distinct understanding of teacher' role in developing writing skill. The figure 01 below represents the results of this question:
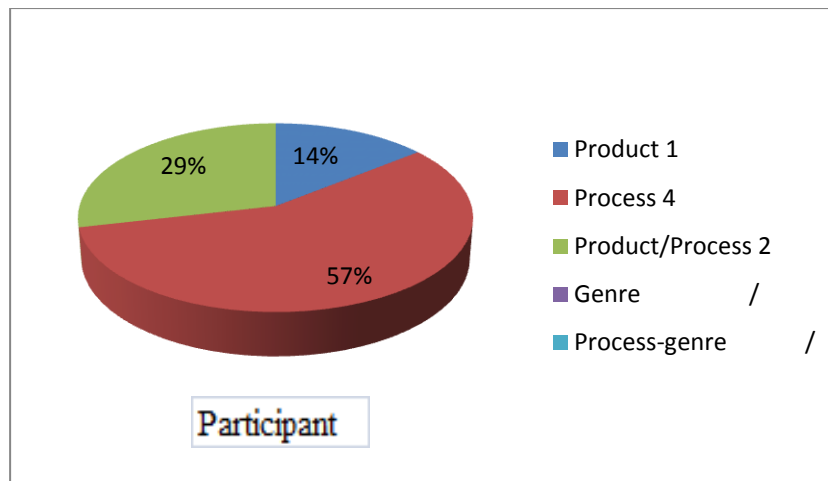
Figure 02 Teachers that use different approaches to teaching writing

The response of this question, the highest score was57% when most of teachers were chosen the process approach (option b), in which teachers' feedback is the most written one is exist service in correction piece of writing. Then, the middle score was 29% in which the respondents use two approaches (process and product) together that focuses both on the way of writing process and the final product(piece of writing) in order to give feedback after. Also, only one teacher (14%) chooses the product approach which enables students to imitate texts and teach how to produce the same at the end product is

to be readable, grammatically correct and obeys understandable discourse. However, no teacher chooses the genre approach.

1.3.2. Section two: Writing skill and written feedback

This section investigates the writing instructions and some general practices of teachers in relation to corrective feedback provision. It includes different questions about the writing process, teacher's role, and its difficulties are faced by the students (questions from 01 to 04). Also, it is asked to an inquiry into teacher's corrective written feedback on students' written works: its importance, its forms, its focus, its types of correction, and it concludes about how teachers motivate the students to work in feedback.

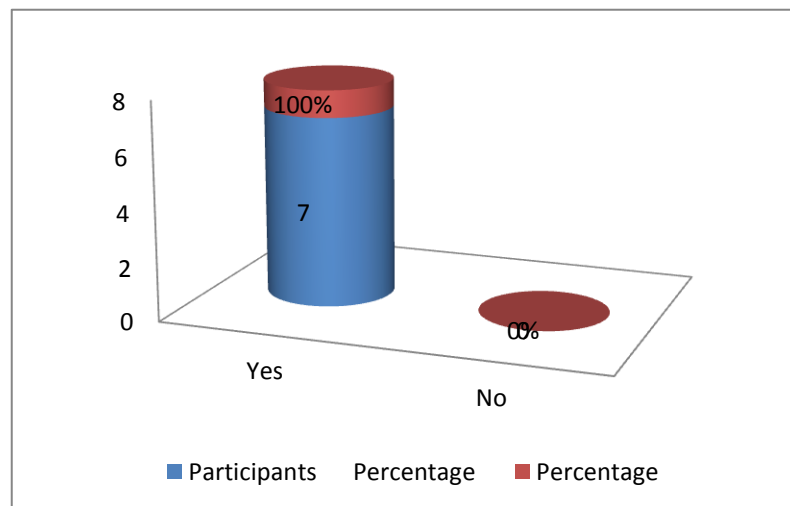**Item 01: Do you follow the stages of writing skill?**

- Yes

- No

Figure 03: Participants' number who follow the stages of writing

In the previous table (06), the results indicate that all teachers by percentage 100% follow the process of writing. This explains that all those teachers respect the stages of writing and tend to encourage their students to follow it in order to know how

their writing is improved with each new stage, and to make them focus on different aspects of writing and the language use, each in the appropriate step...

Item 02: In which sub-process do feel that your students are really involved?

    a. Pre-writing

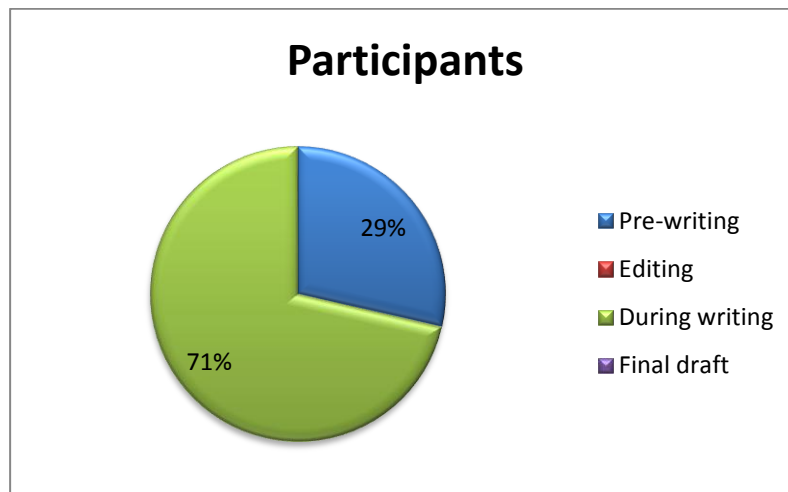   b. During writing

    c. Editing

    d. Final draft

Figure 04 Students' involvement in sub-process of writing

As shown in the figure (02) below, it indicates that most of teachers (71%) saw the majority of their students are involved during writing stage, in which they have much time to write free without correction. Others respond in less percentage by 29% in which their students are involved in the first stage (pre-writing) when they write outlines about their topics. However, no teacher has chosen other stages. The results signify that the stage during writing is the mostly involved for students and less important for the pre-writing one.

Item 03: The important role of teacher that encourages the students to write a good paragraph:

a.   As a demonstrator   e. As a responder

b.   As a motivator   f. When using illustrations
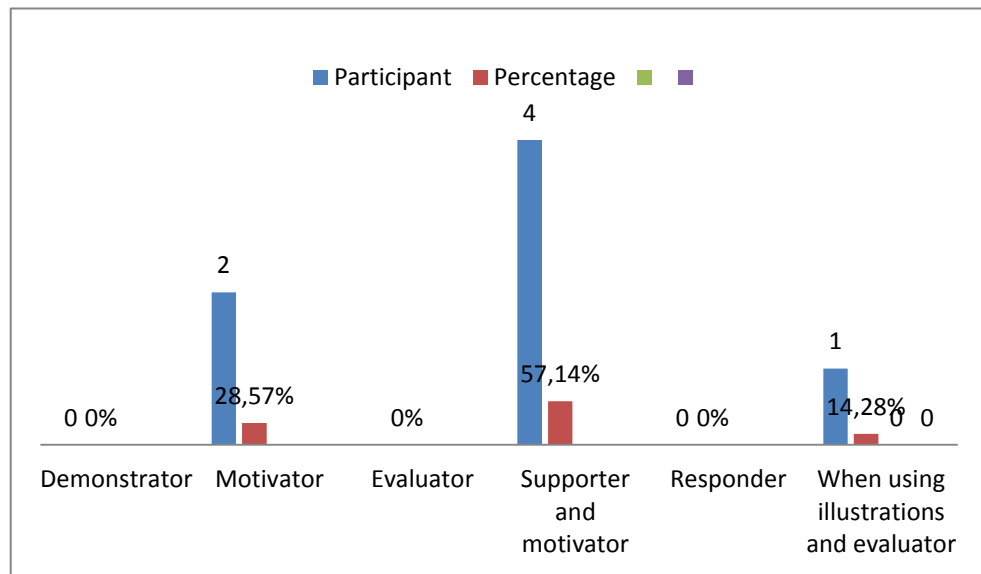
c.   As an evaluator

d.   . As a supporter

Figure 05 Teacher's role in encouraging students to write

In this table (07) identifies that the majority of teachers choose more than one choice about their role in writing. The highest score was 57% in which the teachers play both two roles in the same time that is the most important to encourage the students to write (as seen in the table above). While two respondents (29%) saw that the motivating role is the most one. Also, the less percentage 14% represents that one teacher answered about it should play two roles together (options c and f) in order to push students to write better. The results indicate that the best role is when the teacher's task as a guide to support the students (they need aid by giving them materials and saying thoughts of encouragement) to complete their written activity after that to motivate what they write.

Item 04: The most common problems faced by the students during writing:

a. Grammar mistakes   d. Poor vocabulary

b. Poor content/ ideas   e. Mechanics of writing

c. Interference of mother tongue   f. Poor organisation of ideas
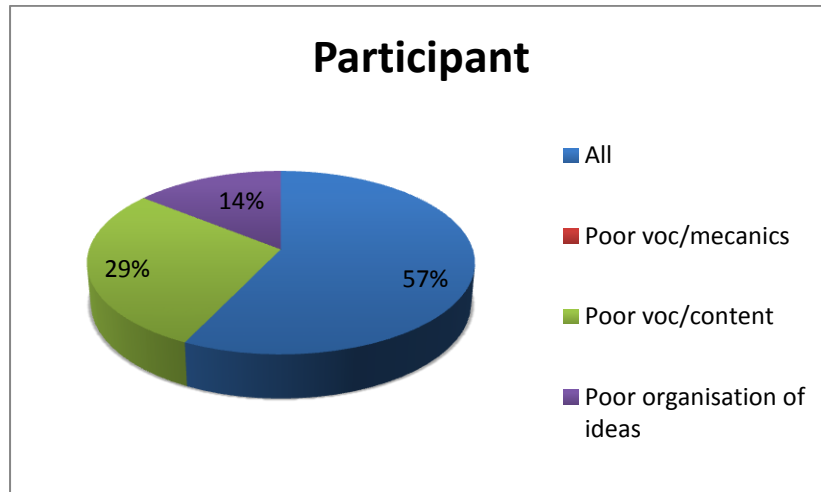

Figure 06: The most problems are faced during writing

In the response for this item, the majority of teachers choose more than one choice. The most common problems were 57% of teachers answered that all choices encountered (from **a** to **f**) are faced by most of students, followed by 29% who reported that poor vocabulary and poor content/ideas were the least detected problems. Only 14% as deemed that poor organisation of ideas was the restraint problem in the students' writing. It is clearly from this result, the highest score indicates the complexity of writing and its difficulties to teaching. It is a highly-demanding task for teachers to pay attention and to solve those problems (as mentioned before) by using the appropriate feedback which designed according to the former in order to help him/her to develop their writing.

Item 05.Do you believe that feedback is a vital element to improve students' writing?

   Yes   **No**

-If yes, how?.................................

   This question is close-open ended, composed of two parts in order to signify the role of feedback to enhance students' writing according to the respondents' views.
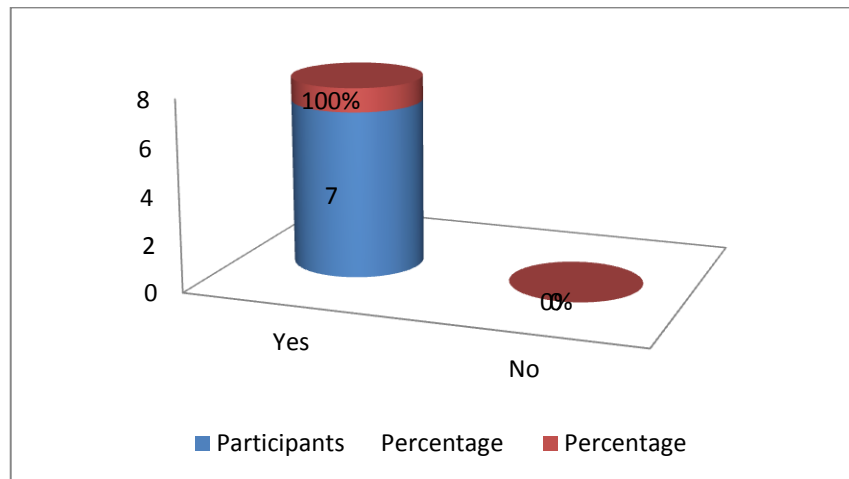

Figure 07 Feedback as a best tool to enhance students' writing

   The table above (07) signify that feedback is vital element to develop the students' writing in which all teachers answered by "**yes**" by percentage 100%, the same answer means the important role of feedback in writing.

-In case of yes and how.........................

   The most of teachers declared about the importance of feedback to improve the students' written products in different views. Some of them suggested that it puts the light on the learners' weaknesses when they write, and gives them the chance to achieve their errors in order to correct it and try to avoid it in the future. Others consider that it is the best way to make the students aware how to write accurately, properly, and what type of language to use, all this help to increase the motivation and improve the written products.

Item 06: What form of feedback are you taking when correcting students' written work?

    a. Written comments

    b. Conference/ oral comments

    c. Peer evaluation(feedback)

    d. Others...
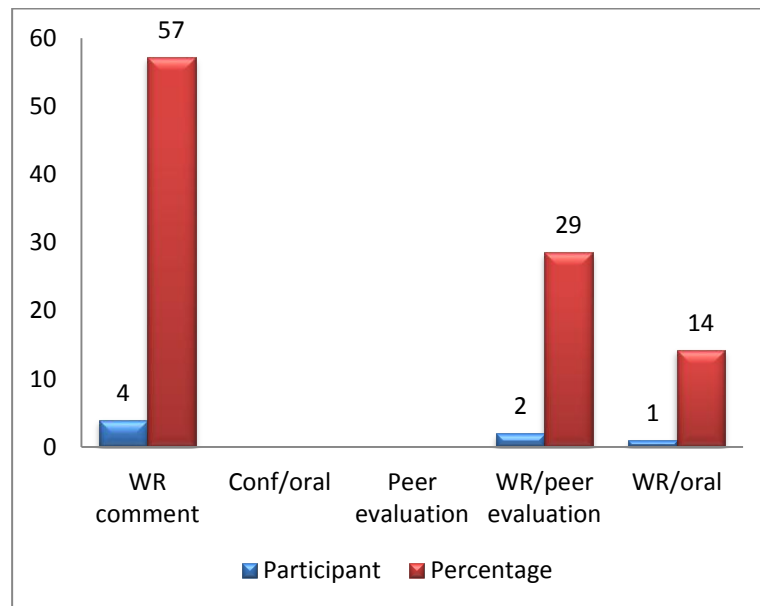

Figure 08: The most useful types of corrective feedback

As shown in the figure above (04) that all of the teachers choose more than one form of corrective feedback. The most of them were taking the written comments in the correction of written work was the biggest score 57%, while others corrected on the form of both written comments and peer evaluation by percentage 29% . Only 14% were using WR and oral feedback together (one teacher). The highest percentage signifies the important role of the written feedback that was the useful one may help students develop better.

Item 07: When you give feedback, in which you focus more on the following aspects (arranged according to the importance)?

    a. Organisation(ideas/paragraph)   c. Grammatical mistakes and vocabulary

    b. Content/ form   d. Spelling mistakes

This question investigates the importance that related to major aspects of writing skill and the foci of teacher's feedback. Thus, it requires the informants to arrange the options (a, b, c, d) according to their importance from one to four.
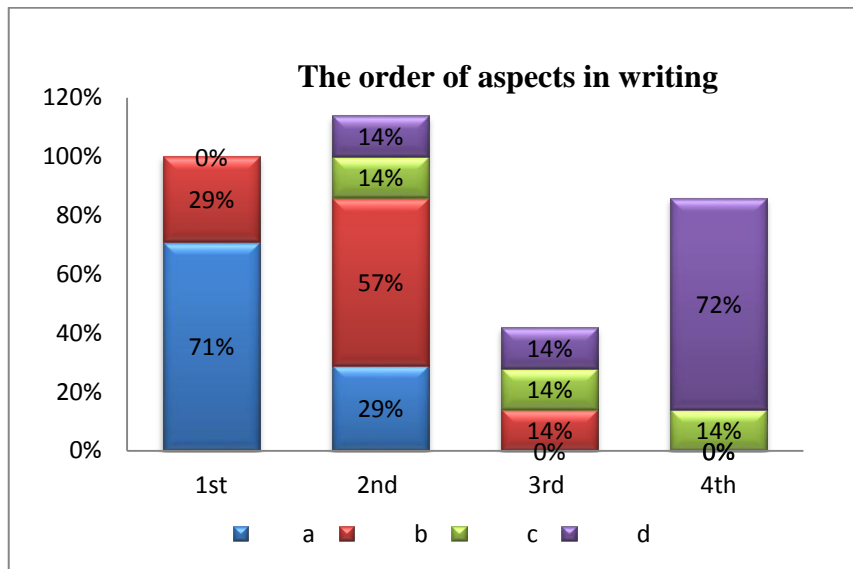

Figure09: The ordered focus of written comments on aspects of writing

From the table above (09), it is clearly that the most important aspect which constitutes the focus of feedback in the first position classified the organisation of ideas (option a), was the highest score by 71%(05 T) with the option c(grammar and vocabulary) by rate 58%(04 T) and with less score 29%(02 T) was the content(option c) in the same position, while latter(content) has a biggest percentage by 57%(04 T) in the second position with the aspect (a) by rate 29%(02 T). The third position was the three aspects (b, c, d) together by percentage 14 % (by 01 T for each aspect) and the fourth

position classified the option d (spelling mistakes) by the highest rate 72% (05 T) with the option c by percentage14%.

Interestingly, what was considered the most focus aspects of writing for giving the feedback is the equal between the organisation (of ideas and paragraph) and grammar mistakes and vocabulary, followed by the content that are the least cited as a problems in students' writings. It is assumed that the foci of writing instructions were the sign of teacher which based on the learners' inadequacies (problems in writing).

Item 08: What is the way you are using while correcting errors in your students' writing?

    a. Underline/ circle the error and correct it.

    b. Indicate where the error is and its type and lets the students correct it.

    c. Indicate where the error is by using symbols and let the students discover its type and correct it.

    d. Others...

This question aims to elicit information about the form or style of teachers' correction concerning written comments provision that may help the students to achieve their errors.
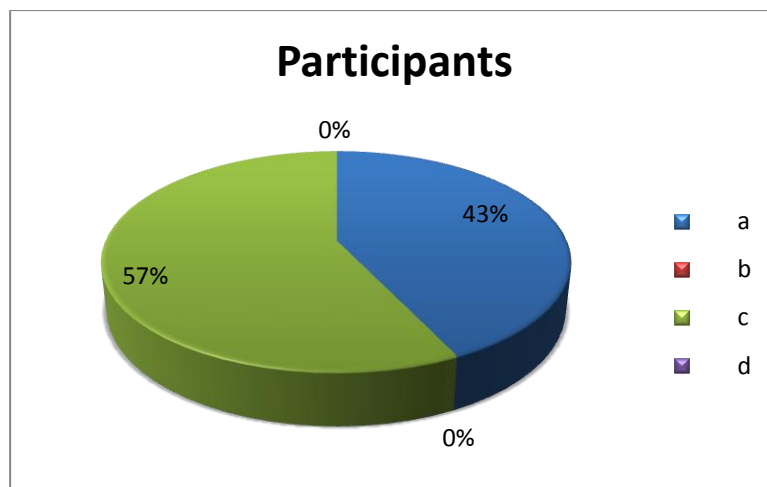

Figure 10: The way of corrective feedback in writing

As can be grasped from the figure above, the highest score by 57% (04 T) indicates that the most of teachers followed the style (in option c), while others (03 T) with less rate from the first one by 43% choose the option a. However, other options (b, d) are not choosing by respondents. This widely responses lead to conclude that the most useful style is the one indicates by option(c) concerning the way of commenting on students' written work. This form of written feedback encourages the students to discover their errors and correct it alone in order to convenience them in improving writing fluency has been the focus of many researchers as illustrated in the previous chapter (chapter two)

Item 09: What would you do to make your students aware of your written feedback? (explain) ....

This question is opened in order to gather information about the teacher's written feedback in improving the writing and how to make it more interesting for the students. The most responses of this question have the same ideas in which can be the written feedback very important for the students to take it in care. It is summarised in different points are:

- To avoid a general comments or words by using specific/ detailed symbols or remarks (use of abbreviation words).

- To put cleared comments in corrections and to make it explicit that can be understood for students and to benefit from it.

- To offering a consistent feedback is the need to determine the nature of the mistake (i.e. grammatical, conventional, or just the content).

- To ask them to read the comments after that to rewrite the passage again according to the giving feedback in order to benefit from it and involve their writing.

Furthermore, one teacher suggested another view about the positive feedback to pay attention for students during and after writing, he said that: EFL students are usually very sensitive to any sign or remark on the part of the teacher about their written production. It is important for them the feedback, to be clear and easy to notice by teachers and understood for students. It is playing up positive side of the written piece and not just ratting, also encouraging them, showing the respect to the students and motivating them.

2.1.   Description of the written test (participants, pre-test, post-test)

This written test aims to investigate the extent influence of the teachers' written feedback as a technique to improve the students' writing. In the English writing classes of second year LMD at MKB University were chosen a sample (from one class) of the study which contains about ten students (10) in order to practice the test (write a paragraph) in the written expression. They were asked to write a short paragraph about any topic that they have chosen. When they wrote in the pre-test, the teacher is corrected this students' writing. After that it is given to the students their writing with written comments and asked them to rewrite the passage again (respecting the comments). Then, the second writing (post-test) were reported by six students (06) and corrected by the researcher who analysed both students' writing in the pre-test and post-test in which is given the written feedback.

2.2.   Analysis of the test (pre-test, post-test

Students' number	Marks of pre-test	Marks of post-test	The mean difference	Difference squared
St 01	14	16,5	2,5	/
St 02	15	16	01	/
St 03	14,5	17	2,5	/
St 04	7,5	14,5	07	/
St05	15	15	00	/
St 06	14	15,5	1,5	/
Scores =06	80	94,5	14,5	/
The mean of scores	13,33	15,75	2,42	1,5

Table 05: Calculation of the variance in the written performance

As shown in the table above (10) that all of the students (06 St) have an acceptable level in the writing, they are getting different marks between seven and half (07,5/20) and fifteen (15/20) from twenty in the first writing(pre-test), however; they made a variety of errors which were commenting by the teacher such as in: spelling mistakes, errors in grammar and vocabulary, misuse of punctuation and capitalization, organisation of ideas, and the content not rich as well. While they developed their written products after the written feedback of the teacher when getting the mean difference of the scores is 2,42. This identifies that they respected such written comments about that errors in the second writing (post-test) when they limit some errors and improved their writing to be better than the first one in which they obtain a good marks between fourteen and half(14,5/20) and seventeen(17/20) from twenty.

Each students is developed his/her writing according to what he/she understood and corrected some of mistakes from the teacher's corrective written feedback that was given which focused on four aspects of writing (content, organisation of ideas, language use, mechanics of writing), this is clearly to present in the following table a summary of the students' correction of their paragraphs in the written test.

- **Student 01:** She presented a small paragraph about how to write a paragraph that contains its main parts (steps) which are collected and following each other, it concluded with suggestion that the following of steps (are in the student's writing) avoid any problem in writing a good paragraph. While, the student in the first writing (pre-test) of this latter made some common errors in vocabulary, spelling mistakes, and misuse of capitalization with poor content, she gets a near from good mark (14/20). However, the second writing (post-test) is being better than the first one, the content stayed the same (poor not improved) just it is corrected the mistakes of spelling and vocabulary, and the misuse of capitalization, that means the mark is being very good (16,5 /20).

- **Student 02:** She wrote a short paragraph about pollution which defined it and presented its three types, and its effects on planet and human's life with concluded statement as an advice. However, in the first writing of this paragraph he/she gets a good mark (15/20), her paragraph contains a common errors in mechanics of writing(misuse of punctuation) and spelling mistakes with accepted level of language use, organisation of ideas and the content is briefly developed. In the second writing, it gets better when the student respected just the correction of spelling mistakes and the misuse of punctuation with the same organisation and the same content. She obtains a very good mark (16/20).

- **Student: 03** In her writing paragraph which discussed a serious problem about the drug addiction to be defined, its reasons behind it and the generation affected to, and concluded by some advises. She made in this first writing of paragraph some errors of vocabulary and language use (in spelling mistakes and grammar, and the use of capitalization...). Also, the content and the organisation are good in the paragraph, and the mark is near from the good (14,5/20), but in the second writing is developed just in the correction of mistakes without improved the content(is the same with the organisation) and the mark is being an excellent mark from the first one (17/20).

- **Student 04:** The paragraph of the student is talking about the dangerous situation of people without water and the necessity of it that causes many diseases in the life. It also asked a question about how to find solutions to this situation and concluded by general truth that is the water is the life. His/her first writing of this latter (paragraph) contains many mistakes such as in: spelling, grammar errors and vocabulary, misuse of punctuation with poor content and organisation, no topic sentence...This indentifies the bad mark to be up to ten (07,5/20). That makes the student to work hard in order to be more improved in the written product and obtain a good mark in the second writing (post-test) which is being fourteen and half (14,5/20). This great development identifies that the most of errors are corrected such in the appropriate use of punctuation, grammar, vocabulary and correct words in spelling. Moreover, that the organisation, the mechanics of writing, and the content are better improved according to the comments are giving by the teacher.

- **Student 05:** In her very short paragraph expresses the meaning of the name in general and her name in specific and who named her, she concluded that a name is

just to recognize a person. In the first writing of this paragraph, she gets a good

mark (15/20) while it has a brief content is good organised and accepted in all

aspects of writing with just one spelling mistake. But in the second writing, she

just corrected the mistake and she stayed the same paragraph (in content,

organisation, language use, mechanics...) with the same mark (15/20).

- **Student 06:** The student wrote a paragraph about some different rights of human

being in life. In this first writing, it is found some mistakes in the spelling,

vocabulary, the misuse of punctuation and capitalization with accepted content,

mechanics, language use, and poor organisation of ideas. This paragraph counted

to be a near from good mark (14/20). While that in the second writing is

developed, she respected some comments to correct her errors in writing by

limiting of using the correct form of such previous (spelling words, punctuation,

vocabulary, and capitalization). But it is the same content, organisation, and

mechanics of writing in which the mark is being good (15,5/20).

3. Discussion of results

It is clearly from the results of the two previous instruments that used to collect

data for this research in order to signify the extent of teacher's written feedback has a

great effectiveness in the development of the students' written performance. Thus, the

only hypothesis of this study is accepted when it confirmed from the responses to the

questionnaire which is answered by the teachers who are sharing with us their experience

and ideas about the writing process in relation to corrective written feedback on students'

writing. Also, from the results of the written test of the students which noticed a great

improvement among the paragraphs before and after feedback that indicated in the mean

difference of scores (2,42) was more than the p-value(0,05),and the squared variance(1,5)

was more than 01.

Firstly, it is generated via this through the analysis of the questionnaire that all of teachers of written expression module at MKB University attach the great importance to written feedback in the writing products of students in order to improve the level to be good writers and the piece of writing without mistakes. The teachers reported that their written comments take often the form of hints or symbols rather than explicit corrections which the first (symbols) makes the students aware about feedback and how to correct it. Secondly, the writing test (pre-test, post test) also identifies the great role of the teacher's practice in written feedback to enhance the development on the writing of the students and the reaction of this latter to pay attention about how this feedback is very important tool to help them in their writing in order to achieve their weaknesses (errors in writing), how to correct it to be limited in the futur.

Conclusion

This chapter has presented the analysis and the results that obtained from the two previously tools which used in the current study. It sheds the light on the teachers' general practices of feedback and instructions in the writing classes in order to solve problems that faced learners in the writing. Also, it includes an examination to the students if they respond to a written feedback of their teacher after it or not in the form of test in writing. The results proved a strong connection between the variables of this research; it is guessing from the great interest among the teachers whose help their students to find solutions to their difficulties during writing, and the positive reaction of the students towards their teachers' guidance to give comments on their writing. Thus, it indicates the important of feedback as a tool to improving and to have a good writing productions, it facilitates both the teaching instruction and the learning of the writing for the students.

General conclusion

Language teaching and learning has always been related to the notion of feedback, this latter is the output of the teacher that used to guided and directed the students in their work specially the written one. Hence, to meet the students' needs in writing, teacher must provide an effective written feedback on the students' written work. This research aims to investigate the development of the written production of students that is the impact of the important role played by teacher's written feedback. This study took place at MKB University and dealt with second year students on English writing classes in which based on experimental method to confirm the hypothesis.

In addition, this research is completed by three chapters which followed each other. The first chapter presented a general overview about the writing skill; included the different components that should be known in the teaching and learning of the writing skill. The second chapter deals with the role of teacher's feedback on writing; presented the main components of feedback , in form of instructions or strategies, that should be used by the teachers when they are correcting their students written works and concluded by the seven principles of it. Also, the third chapter is a practical which discussed the analysis of the teachers' questionnaire and the writing test of the students in which the results indicates the accepted of hypothesis about the effective role of the teachers' written comments and the positive reaction of students to it which made their writings more improved.

Finally, it concludes that writing is not easy task for both teachers and students which need a considerable attention and good instruction to teaching it; also it demands the students' awareness of the real value of this skill and how to learn it. Indeed, it is the meaning of the extent effectiveness of teachers' written feedback on developing the

students' written performances. Also, this feedback is confirmed as an important element

and the best technique to facilitate both learning and teaching process of writing.

Recommendations and suggestions

The purpose of this section is to help the teachers of writing at MKB University to develop their instructions in written feedback as a provision technique that also helps the students to reach their knowledge about writing and to develop their written productions. To investigate the students' perceptions of what helpful and effective feedback characterised to have good practice by the teacher to encourage the learner to write more improved written work. It suggested some advices about that, in the following feedback should be:

- Understandable: expressed in clear language that students will understand in order to facilitate the correction of their errors and to get good writing.

- Involved all students' needs and difficulties in their writing as well as need of improvement.

- Selective: commenting in reasonable detail on two or three things that the students can do something about their writing (used written comments in different forms may increased students' interests).

- Transferable: focused on processes, skills and self-regulatory abilities not just on knowledge content.

- Personal: referring to what already known about the student and his/her previous work.

- Timely: provided in time to improve the next piece of written work.

- Forward looking: focus on the interesting of how the student might improve a subsequent assignment (written work).

Also, students should see their teachers' written comments from its positive perspective and should work on it in order to achieve the aim of development in their writing, and overcome their mistakes during writing to limit in the futur.

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Appendix 01

Teacher's Questionnaire

The effect of teachers' written feedback on developing the students' written products

    I will be very grateful if you take a few minutes to answer this questionnaire whose aim is to gather information about teachers' practices in the writing classes, their conceptions of feedback, and the way they provide written feedback to improve students' productions in writing.

Thank you very much for the taking time to share with you the ideas and your experience.

Please, put a tick (√) in the appropriate box (es) and answer whenever it is necessary.

Section One: General information:

1. Degree(s):BA(Licence)

MA (Master/Magister)

PhD (Doctorate)

    Work Experience: (Number of years): ....

2. Which type of approach you are using to teach the writing skills?

a- Product Approach

b- Process Approach

c- Genre Approach

d- Process-genre Approach

Section Two: Writing Skill and Written Feedback

1. Do you follow the stages of writing skill?

Yes ☐

No ☐

2. In which sub-process do you feel that your students are really involved?

a- Pre-writing ☐   c- Editing ☐

b- During writing ☐   d- Final draft ☐

3. Which role do you play that would be important to encourage your students to write a good paragraph?

a- As a demonstrator ☐   d- As a supporter ☐

b- As a motivator ☐   e- As a responder ☐

c- As an evaluator ☐   f- When using illustrations ☐

4. What are the problems faced by the students during writing?

a- Grammar mistakes ☐

b- Poor content/ ideas ☐

c- Interference of mother tongue ☐

d- Poor vocabulary ☐

e- Mechanics of writing ☐

5. Do you believe that feedback is a vital element to improve students' writing levels?

Yes ☐

No ☐

-If yes, how? ....

...

6. What form of feedback are you taking when correcting students' work?

a- Written comments ☐

b- Peer evaluation ☐

c- Conference/oral comments ☐

d- Others...............................

7. When you give feedback ,do you usually focus on[arrange them according to their importance]:

a- Organization (ideas ,paragraphs) ☐

b- Content/form ☐

c- Grammatical mistakes and vocabulary ☐

d- Spelling mistakes ☐

8. What is the way you are using while correcting errors in your students' writings?

a- Underline/circle the error and correct it ☐

b- Indicates where the error is and its type and let the students correct it ☐

c- Indicate where the error is using symbols and let the students discover its type and correct it ☐

d- Others..

9. What would you do to make your students aware of your written feedback?(explain)...

....

....

☺ **Thank you, in advance, for your collaboration** ☺

Appendix 02

Sample of students written productions

Student 1

Student 2

Before feedback

Most people lived in dangerous and didn't get solution yet, and main reason which threat their and their future is The pure water. Till now some contries suff from this phenomenon and had a of unknown disease which kill a milions people every year, Certainly rate of children, infertu no one from responsibility of Water companies do a serious w or apply new strategies to solve this problem, and in the ten yea ago people died and no one ca why? . The water is The life.

- No topic sentence — poor content
- grammar errors — spelling mistake
- misuse of punctuation

Content $\frac{01,5}{04}$		Vocabulary use $\frac{02}{?}$
organisation $\frac{01,5}{04}$		language use

After feedback

Water is something important in our life and its absence mean absence of life. Most people live in the threat of aridity which is so dangerous and fatal. Some countries suffer from this phenome and have a lot of unknown diseases which killed millions of people every year; certainly rate of children. Unfortunately no on of water companies's responsible does a serious work or applies new strategies, or make a solut to solve this problem. Thousand year ago, people died and no one cared! Why? Water is life, sav our lives.

Content $\frac{03,5}{04}$	Vocabulary $\frac{04}{04}$
Organisation $\frac{02}{04}$	language use $\frac{03}{04}$

used of punctuation / mechanics $\frac{02}{04}$

Before feedback

Pollution is a very serious and dangerous issue that affect our plan and our life, and it has different types. These types are: air pollution, soil p and water pollution and all that type a harmful for our life. The effects of pollution are: the death of the animal and plants, decrease of the fresh air, absumption of some animals; it cause some disease such as cancer and oth Pollution is very harmful that's w we must make efforts to stop it or at least reduce it, so, we should no stay watching w that making any action against it.

spelling mistakes + punctuation misuse

ntent $\frac{03}{04}$	organisation $\frac{03}{04}$	Vocabulary $\frac{0}{0}$
echanics $\frac{02}{04}$	lge use 03	

After feedback

Pollution is a very serious and dangerous issue that affect our and our life, and it has different These types are: air pollution, s pollution and water pollution and that types are harmful for our life The effects of pollution are: the dea of the animals and the plants, decr of fresh air, absumption of some a it causes some disease such as c and others. Pollution is very harm that's why we must make efforts to it or at least to reduce it. So, we s not stay watching without making a action against it.

Content $\frac{03}{04}$	organisation $\frac{03}{04}$	Vocabulary $\frac{04}{04}$
mechanics $\frac{3,5}{04}$	lge use 03	

الملخص

صعوبة الكتابة في اللغة الانجليزية هي مشكلة معظم الطلبة التي تتطلب أعظم توجيه و تقييد من طرف الأستاذ. وهذه الأخيرة تعرف بتعليقات الأستاذ وهي تقنية تستعمل لمساعدة الطلبة و تطور لهم المنتج الكتابي, وتعتبر هدف هذه الدراسة ولنظهر دورها إذا كانت فعالة في تشجيع الطلبة نحو الأفضل (التطور). ولتحقيق هذا الهدف اشتمل البحث على دراسة تجريبية استخدمت وسيلتين تمثلتا في استبيان للأساتذة و فرض كتابي للطلبة في مادة التعبير الكتابي, وهما المصدر الأساسي لجمع المعلومات.حيث تمركزت في جامعة محمد خيضر بسكرة على مستوى طلبة ثانية ليسانس تخصص انجليزية. بالإضافة إلى أن الفرضية الوحيدة للبحث وهي أن التعليقات الكتابية قد تساعد في تطور المنتج الكتابي للطلبة تحققت من خلال النتائج المتوصل إليها,حيث أكدت أن الأساتذة و الطلبة اقتنعوا بفعالية هذه التقنية و نتائجها الايجابية التي خدمت في تطور المنتج الكتابي للطلبة خاصة و اللغة التعليمية عامة.و في الأخير يستحسن الاهتمام بتطبيق التعليقات الكتابية على كتابة الطلبة و تشجيعهم بالعمل بهاو ليكتشفوا الأخطاء أثناء الكتابة لكي يصبحوا كتاب متمكنين في المستقبل,و من اجل تحقيق الهدف العام في تطور الكتابة في تعليمية اللغة الأجنبية.