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The Effectiveness of Corrective Feedback onMotivation to Improve Students Writing Performance

The case studyof third year EFL students at Biskra University

A Dissertation Submitted for the Partial Fulfillment for the Requirement of the Master Degree in Science of Language

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Dedication

I wish to dedicate this modest work:

To my mother and my father with gratitude and love. I've casted on you all my fears and tears but instead, you've given me but an endless love, generously and continuously..

My sisters and their spouses :

Nadjet –Iman –Sara –Ikram

The beautiful girl: my small sister Hadile.

Brothers: Hicham, Rodwan and for their encouragement and help

My nieces and nephews: Siradj, Adam, small Khadija, Maram and Yasser

Special thanks are due to my fiancée: Bilelwith his patience and care in addition to his family specially his sister Sara.

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Abstract

This study attempted to explore the effect of teachers' corrective feedback on EFL students' motivation to improve their written performance. This research is divided into threechapters. The firsttwo theoretical parts reviewed the literature about teachers' corrective feedback and ELF learners' motivation. Thethird practical part; however,covered the analysis of the data and the results.The method used was descriptive, and the data were obtained through questionnaire administered to (50) third year EFL students at Biskra University,and interview submitted to (05) teachers who were chosen randomly from the Department of Foreign Language at Biskra University. The findings indicate that themajority of students have a positive attitude towards their teachers' feedback because it has proven to be successful to improve their written performance. Moreover, the surveyed teachers agreed that corrective feedback is an interactional and informative strategy that efficiently promotes the students' motivation, level and performance in writing; hence, it should be immediate, focused and clear. Thus teachers of all levels and modules should be aware about the advantages of feedback and the best ways to implement it. The result of the present research validated the hypotheses set up for this research, that is to say, the teachers' corrective feedback has a positive impact on EFL learners motivation and written performance.

List of Abbreviation

ESL/ EFL: English as Second Language or Foreign Language

L2: Second Language

TL:Target Language

WE: Written Expression

CF: Corrective feedback

WCF: Written Corrective Feedback

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الملخص

General Introduction

General Introduction

Feedback is an essential part of language Learning and teaching because it influences students' learning and achievement. Thus, feedback helps both teachers and students to meet their goals in learning and teaching. In this research, corrective feedback aimed to foster students' motivation to improve their writing performance is discussed in the theoretical part, and the results are revealed in the practical part. Concepts of feedback and its evidence is associated with types of feedback as well as their positive and negative impacts are discussed in this research, besides, it has been found that different types of feedback yield different levels of effectiveness in language learning.

In effect, Motivation is important in foreign language learning because it is the crucial force which determines a learner's engagement in a task, how much energy s/he consecrates and how long is his/her perseverance in learning. Most teachers and writers in the field of psychology of learning agree that motivation is a prerequisite for success in language learning. we need to explore the beliefs of all aspects of language learning.

Thus, feedback and motivation are two perceptions that control the EFL students' improvement and progress in learning.

1. Statement of the Problem

In our research, we are going to state the effect of the corrective feedback on motivation. We will also show how teacher give their feedback to motivate their student. .Therefore this effect may lies in the improvement of student writing performance.

2. Hypothesis

We hypothesize that:

- When teachers use an effective feedback correction, they may enhance students' motivation.

- If teachers know how to use their correction feedback properly, they may promote students' level and improve their writing performance.

3. Aims of the study

The general purpose of this academic research is to explore the effect of teacher corrective feedback on student motivation in order to:

- Promotestudents' abilities in L2 learning to increase their self- motivation.
- Improve students writing performance.
- Increasestudents 'self-correction.
- Makestudents' active participant in learning, and solve errors they make.

4. Research question

The research attempts to answer the following question:

- How can teachers' corrective feedback affect on Students' motivation?
- Does teachers' feedback correction improve the students' writing performance?

5. Research Methodology and Design

5 .1. The Choice of the Method

In this research, we choose the descriptive method or (the Qualitative Approach) as an appropriate way to describe and to investigate the present problem of third year EFL students. In addition,

5.2. Population and Sample of the Study

The sample of our study is EFL third year students at Biskra University. Which there are(365) students divided into (10) groups and each group includes (35) students, in this situation it is difficult to deal with the whole number of population.We are chosen randomly about (50) from the whole population.In addition to the interview, also which we distributed randomly on Teachers who have experience in teaching at Biskra University.

6. Data Gathering Tools

The data gathering tools of this research are both a questionnaire and interview. We are going to use questionnaire and interview to accomplish more propriety and to get comprehensive idea about the research. Numan, (1999) supported that "elicitation is a range of procedures for obtaining speech samples and other data from subjects such procedures may a range from administration of students and teachers through to questionnaires and interview."(p. 230**)** in this situation ,we will distribute an interview to 05 teachers who have an experience in teaching writing expression , as well as questionnaire would be directed to EFL third year students for the sake of obtaining view points and ideas about the corrective feedback , the motivation ,and writing skill

7. Organization of the Study

Our research is composed from two main a theoretical chapters , in addition to the third chapter as practical part, which deals with the investigation and the analysis of the results, their interpretation and discussion, whereas the first two parts are presented after the general introduction which contain the reasons behind choosing the study.

Chapter one deals with the effect of corrective feedback on students' writing. The chapter introduces the definition of feedback with different types, then the role of feedback Furthermore**,** its important **,**effect on learning process in addition to the student response towards teachers' feedback .And finally**,** how the feedback impact on motivation.

While the second chapter introduce the history development of motivation in the general introduction, then it offers multiple definitions about motivation and the learners' motivation in addition to the various type of motivation with their factors that impact on them, also it contains the role of teacher in motivating the language classroom within different strategies .Moreover enhancing students' motivation by providing feedback and finally the relation between motivation and language learning .

Chapter three present the practical part that deals with the description and the analysis of both teachers' interview and students' questionnaire results, in addition to some suggestions and recommendations that willbe suggested for teacher and students to meet their goals in teaching and learning in the educational field.

Chapter One

The Effect of Corrective Feedback on Students' writing

Introduction

Giving and receiving feedback is part of life. Sometimes the feedback someone gives or gets is neither useful. , however feedback is a sincere trying to assist the recipient improve his/her performance, behavior, understanding, relationships, or interpersonal skills. This is corrective feedback, and all of us needed it from every time .Feedback is an immanently part for learning and teaching the language that influence students learning achievement. It helps both teachers and their students meet the goals and instructional means of learning and teaching.

This chapter, discussed feedback in general, and look at how we provide corrective feedback in productive and effective ways. More than that,to see the feedback for motivation in foreign language correction as a switch thereon for learning process. In teaching Schemes, feedback should provide information specifically relating to writing process so as to assist learners in understanding what they have just learned, varying types of feedback can be provide students to discover their errors in writing, and correct them in special ways with the teachers, so all this suggestions was studying by nemours studies that have been provided an evidence that indicates types of feedback to motivate language learning.

1.1. Definitions of Feedback

In educational research, the concept of feedback considered as an important tool to enhance learning specifically promote students' motivation to learn more. Numerous studies have emphasized on the nature of feedback on the output of positive and negative promotion in the learning process. Likewise, feedback can be defined from various perspectives from writing process. Hattie and Timplerley's (2007) point out that feedback is "an information provided by an agent with respect to one's rendition or understanding"(p.81).However, feedback also infields the consequence of performance .Hattie and Timperley explained further:

> A teacher or parent can provide correct information, a book can provide information to clarify an idea parent can provide Encouragement and learner can look up the answer evaluate Correctness of responses. (p.81).

The given information on the learners ' writing performance of the teacher is called" Feedback". In which that the Feedback is sometimes known as "knowledge of results". According to Salvin (2003,p. 352; cited in Khalil, 2008 ,p. 22) defines feedback as:" information on the results of one's effort". This means that feedback refers to the used procedure to inform the learners, whether their responses are wrong or right through written comments. A further detailed definition of feedback was given by Ur (1996) "Feedback is information that is given to the learner about his/her performance. Some examples in language teaching: the words: "yes, right!" said to a learner who has answered the question; a grade of 70% on an exam; a raised eye bow in response to a mistake in grammar; comment written in the fringe of an essay"(p.242).

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

1.1.1. Non –Verbal Feedback

This type of feedback includes the all facial expression such as: eye bow, the voice (Stressand intonation), body posture, and gesture. This kind of assessment is usuallymisinterpreted by the learners. It is usually given to the student immediately after the language error is made it can contain much less information about errors made and about the content

1.1.2. Verbal Feedback

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

1.2 .Focus of Feedback Forms vs. Feedback Content

When pupils are asked to write a piece of writing, they usually give the priority to focus on content rather than form. Then they gear their interests to the organization, presentation and, finally the point of language forms (grammar, vocabulary, spelling, and punctuation).The majority of teachers give feedback on language forms, and this leads pupils to think that grammar the only thing that should be taken into account in writing. However, many teachers agree that interest must be given to both form and content because the writing skill cannot be developed with only one of them.Raimes (1983; cited in Khalil, 2008) suggests that the teacher focus should be first on content during the drafting stages and finally at the form. Moreover, when the pupils are making so many mistakes, teachers' attention, then, is geared to correct these errors which are a waste of both time and efforts. Therefore, Gulcat& Ozagac (2004) claims that «To wait for the students to reach some fluency,then,stress correctness» (p.26)

1.3. Feedback Provider

EFL Teachers should give the appropriate feedback in particular situations to the pupils' written performance which has a doubtful function in enhancing and promoting learners' writing level, there is less certainty about who should provide feedback? When to provide it? Which form it should take? And whether it should focuses on form or content.

Reid and Kroll (1995, cited in Ouskourt, 2008, pp.116-117**)** highlighted the complex nature of the teacher's role towards students' writing based on the five factors that follow: «Teachers often play several roles, among them coach, judge, facilitator, expert, respondent and evaluator as they offer more response and more intervention than an ordinary reader». Tribble (1996) suggests four basic roles which are available for teachers as readers. The teacher can take various roles at different stages in the writing circle such as: audience, assistant, and evaluator.

1.4. Functions of Feedback

The feedback has various functions. According to Long (1977, cited in Khalil, 2008, p.23)there are three functions of feedback on writing performance: "It provides him/her [the learner] with (A) information and(B) reinforcement,(c) incentive.

1.4. 1. InformationFeedback

The information that the learners get about their performance can help them to know the gap between what he/she has realized and what he/she is able to do, and this can promote learning**.**Chaudron (1988, cited in Selman,2006) stresses the role of information available in feedback that allows the learners to confirm, disconfirm, and possibly modify the hypothetical transitional rules of their developing grammar, provided that learners are ready for and attentive to the information given in the feedback.

1.4.2Reinforcement. Feedback

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

1.4.3. Incentive Feedback

When the feedback plays the role of motivator, this means that it functionsas a kind of incentive. Psychologists believe that learning a target language requires an intensive kind of motivation. Sometimes, thisintensive motivation proves to be insufficient. as Rogers (1996,p.61) claimed that «we forget that initial motivation to learn may be weak and die; alternatively it can be increased and directed into new channels» cited in Harmer,2001,p.52)

1.5. Types of Feedback

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

1.5.1. Evaluative Feedback

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

> Inassessment, the learner is simply how well informed or badlyHeor she informed, .A percentage grade on an exam would be onea response, no to an attempted answer to a question in class or anattempted answer such as fair at the end of written assignmentevaluative feedback of written performance then tell to the learnerextent to which they have succeed or failed in accomplishing the task (p.242).

This means that evaluative feedback, in the form of grades or brief general comments, by the illustration«well done», provides some information about learning, but does not convey the information and guidance that students can use to improve. It can make the good students feel better (and at times complacent) and the less able students feel worse (and more certain that they will never be able to succeed). In attempting to create a positive climate for students, many teachers increase the level of praise that they give during feedback sessions. Whereas, research shows, however, that praise needs to be realistic if the feedback is to be more meaningful. Regular, excessive praise often does more harm than good, leading to delusion or even frustration and resentment. To be really effective, praise needs to confirm a child's own sense of reality.

The impact of feedback on learning achievement has been found to be low when it is focused on praise, rewards and punishment (Hattie & Timperley, 2007)**.**

1.5.2.Repetition Feedback

According to Chaudron (1988), it can be served either a positive (agreeing, appreciating, and understanding) or a negative nature (correcting the errors utterance).

1.5.3. Interactive Feedback

According to Richrd and Lockhart (1996), it to modify or expand a student's answer. Praises like «yes», «very good»etc. include in interactive feedback to encourage and assist the students so that they do not feel hesitation with the responses.

1.5.4. Corrective Feedback

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

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

Traditionally Kulhavy at (1977), the corrective feedback has been understood as «any numerous procedures that are used to tell all learners if an instructional response is right or wrong» (p.211). Interpreted in this manner, feedback is corrective. A more expansive view is apparent in the notion of feedback as the crucial, interaction between teacher and student carried out for help the purpose of furthering students learning.

According to Loewe, (2012) and Sheen ,(2007) defined the concept of corrective feedback in their study as an information's given to the learner regarding a linguistic errors However ,corrective feedback should constitutes an ideal «dimension » of «practice» in that all teacher will need to make decision about whether ,how ,and when to correct their students' errors and also because the decisions they make depend on their overall theory of both teaching and learning .

1.6. Written Corrective Feedback

Many researchers advocate the importance of feedback in improving the writing skillAs claim by Ken Hyland (2003,p.10), «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 his book «How to Writing», Harmer (2004) identifies five roles for writing teachers: teacher as demonstrator, teacher as motivator, teacher as supporter, teacher as responder, and teacher as evaluator. The two last teacher tasks i.e. responder and evaluator are grouped under one category «feedback provider» in another book by the same author Harmer, (2000) It is his belief :

> Giving feedback on writing tasks demands special care Teachers should positively and encouragingly to the

> contentof what the students have written. When offering correctionteachers should choose what and how much to focus on whatstudents need at this particular stage of their studies and on the tasks they have undertaken. (p.261).

Therefore, there are two main categories of written corrective feedback; the first is direct and the second is indirect. Direct corrective feedback is defined as a type of correction that draws students' attention to the error and provides a solution to it. In other words, the teacher shows students where their errors are and corrects these errors by providing the correct form. Indirect corrective feedback is defined as drawing students' attention to the locations of their errors without providing corrections (Bitchener Ferris, 2012).

1.6.1. Direct Corrective Feedback

This type of correction takes a variety of forms such as a) cross-outs: when the teacher omits any wrong addition from students' original texts, b) rewrites: when the teacher rewrites a word, phrase or a sentence, providing the correct spelling, structure or form on students' original texts and c) additions: when the teacher adds any missing items on students' original texts (*e.g.* prefix, suffix, article, preposition, word).

Direct corrective feedback aims to help students edit their writing and improve their performance in future tasks (Bitchener Ferris, 2012). Ferris (2002) argues that it is useful in treating errors of prepositions and other issues of idiomatic lexis.She also claims that it is useful in the final stages of the writing process to help students focus on the remaining errors in their texts and refer to them in future tasks. Students' linguistic proficiency is important to determine the amount of direct corrective feedback they receive as advanced learners are more likely to benefit from it.

1.6.2. Indirect Corrective Feedback

Is when the teacher underlines, circles or highlights errors in students' original texts, indicating the location of these errors without correcting them Students are asked to study

their errors and correct them (Ferris, 2002). In other words, indirect corrective feedback emphasizes the role of students in understanding and correcting their errors rather than being provided with the corrections.

Indirect feedback is applied by underlining students' writing errors so that students understand that there is a problem that should be 'fixed.' Teachers may use lines, circles or highlighting to indicate the location of errors. They also need to decide how explicit indirect feedback should be based on the goals they want to achieve by providing feedback.

1.6.3. Written feedback vs. written corrective feedback

Written feedback is that which is written by teachers on student assignments and can refer to any «information provided by [the teacher] regarding aspects of one's performance or understanding» (Rowe *et al.*, 2008, p. 3). Thus, grades at the end of an assignment, comments throughout, a short text at the end of the assignment, rubric-use, and checkmarks beside a paragraph are applying. The forms of feedback can take numerous forms such as: comments or symbols (such as checks or x's) in the margin on essays, how the final grade is revealed, and any summative comments at the end of the essay. Since one of the purposes of this study is to find effective and efficient methods of feedback, possible verbal methods of feedback that could more efficiently replace written feedback will also be explored, even though they may not fit into the definition of written corrective feedback refers specifically to language and writing acquisition and is most commonly used to refer to correcting mechanical mistakes in language and writing, such as grammar errors, orthography errors, and verb-tense errors.

1.7. Effective Written Feedback Strategies

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

1.7.1. Teacher-Student Conferencing

Another way of dealing with writing work is a face-to-face strategy .This way is a good opportunity for both teachers and learners to be in direct contact with each other .It help pupils to discuss, ask questions about the different aspects of writing, and to know their points of strengths and weaknesses. Moreover, it responds to pupils' writing needs and problems by clarifying and resolving ambiguities. L2writing instruction adopted teacher-student conferencing as a feedback tool from L1 pedagogies (Freedman and Sperling, 1985; Williams, 2002). Conferencing can be defined as a discussion between teacher and individual students or a group of students of graded or corrected compositions.

Research such PattheyChavez and Ferris, (1997).Suggest that conferencing with students can lead to better revision and its effects last longer in the minds of the students.

Other research such as Zamel, (1985).shows that through conferencing, students receive clearer comments from their teachers and Belk (2012, pp.2-4). Identifies three conferencing styles and discusses their limitations**:** (**A):** teacher-centered**,(B):** student-centered and **(c):** collaborative. In the teacher-centered style, s/he sets the agenda of the items to be discussed in the meeting and does most of the talking. This style was criticized because students found it boring and intimidating .However, in the student-centered style, students decide what they want to discuss and they are encouraged to direct the conference. Different teacher's task is to encourage students to engage in the discussion and to answer

their questions. Just one disadvantage of this style is that it may frustrate students as they may find it difficult to articulate their concerns while facing the teacher correction.

Thus the collaborative style is a combination of the teacher-centered and student-centered styles Teachers balance the discussion between their authority and students' authority depending on the situation and the task's requirements.

1.7.2. Peer Feedback

Peer feedback was originally introduced into L1 contexts on the assumption that good strategies in L1 were automatically good at L2 (Hyland and Hyland, 2006). Some of the researchers like Mendonca and Johnson, (1994) suggested on peer feedback that it social and cognitive advantages; for example, through using their peers' comments in re-drafting,)in this case students can improve their revision and produce better drafts.

Recent studies on peer feedback have focused on studying the interactions of peers in writing sessions. For example, Villamil and de Guerrero (1996) argue that peer responses observed in a writing workshop have a number of qualities, such as social effectively through which students develop good communication. Hyland (2000) also examined the students' interactions in a writing workshop and found that a positive aspect of peer feedback was its informality. This means that students freely assist each other and provide advice during the process of writing rather than at the end of the writing session.

There are also other studies such as Rollinson (1998) and Caulk (1994), which found that their students made many valid and correct comments on their classmates' writing. Berg (1999) and Chaudron (1984) argue that students make more specific comments to their peers' writing and, therefore, they consider feedback complementary to teacher feedback.

Ferris and Hedgcock (1998, pp.170-171) also provide an outline of the advantages of peer feedback, for example that peer feedback gives students the ability to **(A):** play an

active role in learning writing (Mendonca and Johnson, 1994)**.(B):** use their peers' ideas to redraft their writings (Mendonca and Johnson, 1994)**.** (**C):** receive reactions from an authentic audience (Mittan, 1989**).(D):**receive more than one point of view about their writing from different peer groups (Chaudrun, 1983)**.** (**E):** receive clear and direct feedback from their about what they have done well and what they still have to improve (Mittan, Moore, Witbeck, 1976)**.(F):** improve their critical and analytical skills through responding to peers' writing (Leki, 1990) and **(G):** develop self-confidence by comparing their own abilities to their peers' strengths and weaknesses (Leki, 1990)

1.9. Students Response to Teacher's Feedback

One important aspect of feedback that is often overlooked is the desires of students as to the kinds of feedback they wish to receive. Fregeau (1999) notes that students want to participate in a process approach to writing that allows for multiple rewrites as well as conferencing of some sort. Brender (1998) asserts that students want to take part in conferencing and find it more effective than written comments. Leki (1990) points out that students prefer error correction methods that label mistakes and let them make corrections on their own. Finally, Cohen and Cavalcanti (1990) mention that students want to have some kind of feedback pertaining to the content of their writing

Cohen and Cavalcanti (1990) who investigated nine EFL Brazilian students' responses to their teacher's commentary. The students reported that the comments they usually received were mainly form-based focusing on grammar and mechanics, but that they would prefer feedback on other aspects of writing such as content and organization of ideas.whereas the idea of student-teacher agreement about the feedback type introduced by Cohen and Cavalcanti (1990) appear as a best working if teachers want to see something else than pters light in students' eyes.

1.10. The Effect of Feedback on Learning Process:

The feedback has a great effect on improving the learning process. So, it fixes the correct new information mentioned through it in the learners' minds, and it is considered as a main element in the teaching process. It should be at the end of the learners' production, and during their performance according to certain conditions. The feedback has a lot of advantages, among them:

- It informs the learner about his learning's results, whether it is correct or not, which decreases the learners stress when he wants to know his performance results.
- It encourages the learner to continue his learning especially when he knows that his Productions results are correct
- If the learner finds that his or her productions' results are incorrect, he will take into considerations that he is the responsible for his performance thus he should do better in the next time
- It shows to the learner his learning direction and to what extent he has developed the written performance. A learner will be given a chance to have a clear report about the main weaknesses he encounters and having the opportunity to look for possible remedies to get a better performance.
- It provides the learner with additional information in order to support, rich, an encourage the learning process.

1.11. How Feedback Impacts Motivation

All the educational studies emphasized that the most important factor that impacts on students' motivation is the teachers' feedback itself. So, feedback is essential for pursuing learners' goals. It enables the students' to adjust their efforts and decide which goals to pursue and which to let go in order to promote their level in written process .Martin Ford

(1992,p.210) claimed that: «Without feedback, motivational headquarters is effectively shut off from action» .Feedback has a great effect on student motivation ,it enables to create something like the communicating trust between the teachers' and their students then it encouraged them for promoting a positive self-concept and self-confidence in the students.

When giving information about one's performance, here the feedback should be continuous and formed. In other hand, if the information is about the quality of the work, hear the verbal feedback would enhance the intrinsic motivation. Feedback is used as a means of correcting learners' production, and it ensures «that he/she is on the correct path [or not]» (Reid, 2007, p.15).The use of feedback decreases the risk of de-motivating learners. Reid (2007) states that feedback, indeed, motivate the learners better only if it is positive or "framed in a positive way" (p.15).

Conclusion

Feedback is an essential part of language teaching and learning that influence students learning achievement, it helps both teachers and their students meet the goals providing written corrective feedback is often regarded as one of the most important tasks for L2 teachers of writing. The way that teachers structure the classroom for a writing session and the types of corrective feedback (direct and indirect) they give will undoubtedly determine how their students improve their writing performance, consider the written feedback. Both teachers and students may benefit from the use of feedback with its different kinds; due to its major roles and considerable functions that may serve in making successful learning and increasing the levels in written production .Moreover, providing students level with feedback may help them to encounter all their learning problems this is the most important way that teachers' depends on it because it facilitating the path for them to develop their written performance.

Chapter Two

The EFL learners' motivation

Introduction

Through history, motivation kept to be a word that many scholars dealt with, in addition that has been at the core of all human learning. Toexplain this notion, we find it necessary to make a link with the researchers that have been found the motivational strategies, and the teachers who are using those strategies effectivelyin order to redounding on learners' motivation toward learning a the target language, because Students' motivation is one of the spline factors that success in learning a foreign language for enhance the level in writing production, in order to describe L2 learning identity.Motivating students is one of the greatest challenges instructors face.

In light of this chapter, we will discuss the definitions of motivation and its types with the factors that influence each type in addition to its importance in foreign language learning process in general then in writing production in an especial and the crucial expected role of EFL teacher in promoting the motivation in using various strategies and techniques for motivating students.

2.1. Definitions of Motivation

Motivation hasbeen differently defined from various perspectives of psychology, sociology and linguistics. Some psychologists defined motivation in terms of certain needs. Ausubel (1968) identified some main needs, which help construct learner motivation**:(1)** the need for stimulation, the need to be stimulated by the environment, by other people or by ideas, thoughts and feelings.**(2):** the need for knowledge, which is defined as the need for achievement (Good and Brophy, 1990), the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradiction, to search for solutions to problems and for self-consistent systems of knowledge; **(3):** finally, the need for ego enhancement, for the self to be known and to be accepted and approved by others .

Jeffrey, (2009) pointed out that motivation can be thought of as the needs, wants, interests and desires propelling individuals in a particular direction .

For the educational field, motivation has been identified as a critical factor affecting learning (Lim, 2004).Hence the lack of motivation can be a major obstacle preventing learners from concentrating on the given instruction .According to Long et al. (2011) "The word „motivation" has its origins in the Latin word for „move". Slavin (2003) identified Motivation as: «what gets you going, keeps you going, and determines where you are going to go» (p.329). In other words, motivation is the drive that helps one meet his/herdesired goals or an internal state that arouses, directs, and maintains behavior.

A mental force helps the person to achieve a goal. Motivation, indeed, is fundamental in learning in the sense that it rules the students' behavior; it serves as an evidence for teachers to interpret how much students are readiness to learn.

Maeher &Mayer (1997).Point out that "motivation is regarded as a most important factor in influencing student learning". This mean ,that it should be worth to examine factors that may influence student motivation especially those factors that classroom teachers can control so as to make our teaching more effective in which the feedback is the main factors that investigate the students' motivation .more than that Pritchard and Ashwood (2008)affirmed that **:**

> The word motivation sometimes used to describe how hard someone is willingto work to accomplish something: you might say that a colleagueis highlymotivated to finish a project .It can also describe what inspires someone: one person may be motivated by recognizing another by pay raises (p.6).

2.2. Learners' Motivation.

The motivation is intimately seamed to students' learning cycle; therefore, the problems lies in the learners' desire to be motivated , As Lumsden argued (1994) ,«that learner motivation can be considered as students' desire to participate in the language process» (p.3). Hence, learner motivation can be inferred from a student's behavior or considered learning motivation, which cannot be seen, heard or felt, and accordingly it is difficult to be deeply understood due to the nature of the concept itself.

In general terms, student motivation «refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process» (Bomia et al., 1997, p. 1). Skinner and Belmont (1991) develop the definition further, noting that students who are motivated to engage in school "select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest» (p. 3) .

However, research has shown that teachers can influence student motivation; that certain practices do work to increase time spent on task; and that there are ways to make assigned work more engaging and more effective for students at all levels (Anderman & Midgley, 1998; Dev, 1997; Skinner & Belmont, 1991)this means that the concentration in school activities and homework tasks adduces a bid some practical strategies for enhancing students' motivation in learning process .

2.3. Types of Motivation

The researchers have accentuated that it is consequential to admit the composition of motivation. Although students may be alike motivated, the source of their motivation may be different and the same with their success in learning will be disaccorded. Arnold (1999) put it that with various expressions and recruits of this issue, they have had different opinions acknowledgements in recognizing of motivation, two major recognizable concepts of motivation are intrinsic motivation and extrinsic motivation. Noels et al. (2001) claimed that a learner might quit learning the target language soon when the learner is not extrinsically or intrinsically motivated to learn a language.

2.3.1. Extrinsic Motivation

Extrinsic motivation happens when external factors make the learners do something and comes from an external source encouraging or fostering the learners to succeed. As viewed by Harmer (1991), extrinsic motivation is the result of any number of outside factors. In this type of motivation, learners may make efforts to learn a L2 for some functional reasons - to pass an examination, to get a better job, or to get a place at university. For example, people learn English to get better jobs with high salaries in foreign companies. Some students or teachers learn English to get scholarships for their higher study abroad. Therefore, in L2 achievement, extrinsic motivation plays a vital part since the individual desires to learn a L2 because of some pressure or reward from the social environment. Vallerand (1997) put it that extrinsic motivation involves performing a behavior as a means to an end, that is, to receive some rewards such as good grades or avoid punishment.

2.3.1.3. Factors Impacting Extrinsic Motivation

Extrinsic motivation comes from such factors outside the classroom as parents, teachers, friends, or their previous learning, but most often involves subjects in a reward and punishment system. In Brophy's (1987) opinion, motivation to learn is a competence

acquired through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by others, especially parents and teachers.

Furthermore, Paige (2001) emphasized that parents are the most powerful advocators in their students' language learning. Harmer (1991) also added that parents have a great impact on students' attitude to the learning language. Whether students have positive or negative attitude toward the language depends mostly on their parents.

2.3.2. Intrinsic motivation

In Harmer's (2002) perception, and many researchers emphasized that intrinsic motivation derived from within the individual is especially important for encouraging students' success and desire in L2 learning. Within this kind of motivation, the activity itself, not the reward, interests' students to learn the language or making himself or herself better attracts them in the language learning. More than that, as Vallerand viewed (1997),« students are intrinsically motivated in a particular activity when wishing to experience the pleasure and satisfaction of their curiosity from the activity».

2.3.2.3. Factors Impacting Intrinsic Motivation

According to Harmer (1991), factors influencing students' intrinsic motivation are physical conditions, teachers as well as their teaching ways .However, among these factors, teachers seem to be the big one because their roles are very important in students' learning. Pearse (2000) also pointed out that teachers' feedback, mostly affects students' learning motivation especially when they are aware of their students' own progress. For teachers, the key to foster motivation and engagement in learning can lead to good teaching method as well as good teachers, both of which attract students a lot in their learning.

If students find their teachers' methodology boring, they will probably become demotivated whereas if they are interested in the method, they will find it motivating so that they can study better in which the varying the activities, tasks, and materials can help to avoid demotivation and increase students' interest levels.

Furthermore, teachers had better use Cooperative learning such the activities in written production in which students must work together to complete a task or solve a problem. These techniques increase the learners 'self-confidence. More than that can be including weaker ones because every participant in a cooperative task has an important role to play in order to increase and enhance both of their motivation and levels in written.

2.4. Teachers' Role on Motivating Learners in Language Classroom

The EFLteachers play one of the most influential roles to help students engage and persist in the long process of second language learning. Among the role that teachers play in L2 classes are initiator, facilitator, and motivator, ideal model of the target language writer, mentor, consultant, and mental supporter. These roles are assumed to influence each learner's motivation. Ramage (1990) suggested" that teachers should attempt to enhance learner motivation so that learners positively and actively engage in their learning until they reach their common target in L2 learning"

In other side, the L2 Learners are considered as the most important element in the circulation of teaching and learning which forms the core of the whole operation. Therefore, according to Ellis (1997) learners must be considered as a great goal which all teachers must pay closer attention towards, and teachers should help their student to achieve better understanding of foreign language .Researchers in this field believe that a good teacher is the one who succeeds in helping student to become fluent writer in second/foreign language. This success depends to a large extent on the method sand the techniques that a teacher may use in teaching her/his students.

As a results of many studies that have been seen that the role of teacher in motivating and engaging students in learning language is very difficult and complex, due to it concerns all academic and social aspect of classroom environment. The language teacher also has some of responsibilities in the language learning to keep the language learning process a more motivating.

Walsh (2002) and Kumar avadivelu, (2003) have pointed out that teachers need to create interesting lessons in which the students' attention is increased. This can sometimes be consummated by the use of teaching strategies which are not often called upon by other teachers in main stream subject areas. Encouraging students to become more active participants in a lesson can sometimes help them to see a purpose for improving their writing skills in the target language. Strong (1983) point out that research and studies in this area suggest that L2 achievement strongly affects learner motivation, Dornyei (2005) has also suggested that teachers' feedback can use an interesting text to help increase motivation level of students in the classroom.

2.5. Motivational strategies

Motivational strategies are techniques that promote especially the EFL learners to promote their goal-related behavior in classroom.

2.5.1. Creating the Basic Motivational Conditions.

The EFL teachers play a significant role in affecting learners' motivation; teachers' actions and behaviors in the classroom have motivational influence on students. Dörnyei a Csizer (1998) confirmed this claim through their study of 200 Hungarian teachers. They argued that teachers' behavior is a powerful tool of motivation in classroom. It is argued that teachers' behavior can influence the students' engagement in class. Therefore, it is crucial to establish a class atmosphere of mutual trust and respect with the learners.

Dörnyei & Ushioda,(2011) argued that «Enthusiasm is another factor that can impact learners' motivation» this refers that Enthusiasm is contagious in classrooms; therefore, if students recognize their teacher's enthusiasm to the task, they, too, will be enthusiastic.

2.5.2.Generating Students' Motivation

Any teacher have in his/her classroom a desire to motivate their student. However, the teachers generate students' motivation and help them build positive responses towards the L2 learn. The EFL Teachers achieve their objectives for generating students' motivation through implementing various strategies. First, teachers should enhance learners' values and attitudes toward the language, including their intrinsic, intercultural, and instrumental values. Second, teachers should promote the learners' expectations of success in the L2. Third,as Hadfield, 1992, assumed «it is fundamental to the successful working of a group to have a sense of direction and a common purpose».(p.134).

As quoted by Dörnyei,(2001, p. 60)«defining and agreeing aims is one of the hardest tasks that the group has to undertake together» , all this refers to that teachers should orient the students toward particular goals and work together to realize these goals, but the implication here is that teachers should understand each learner's goals and with the learners create a set of goals for the whole group and work to fulfill these goals.

2.5.3. Maintaining and Protecting Motivation

To generate and initiate learners' motivation, it is equally important to maintain and protect motivation.One way to maintain motivation is to make the learning experience enjoyable and stimulating. However, Learners' self-esteem and confidence play key roles in maintaining motivation in which Teachers can promote learners' self-confidence in different ways. For example, they can focus on the positive aspects of their learners by showing their learners what they can do rather than what they cannot and by giving them a chance to make

a useful contribution in classroom. Maintaining motivation is the teachers' role to promote their students' self-motivation by drawing their attention to useful strategies.

2.5.4. Encouraging positive self-evaluation

The way that the EFL learners feel about their accomplishments and the amount of satisfaction in their work, they experience after task completion will determine how teachers approach and tackle subsequent learning tasks. By employing appropriate strategies, the latter can help learners to evaluate themselves in a positive light, encouraging them to take credit for their advances. Dornyei (2001,p.134) presents three areas ,the first one is the most important strategy which focused on what is it mentioned within self- evaluation of the EFL learners is increasing learner satisfaction and the question of rewards and grades ,it refers to the feeling of satisfaction usually focus on allowing students to display their work, encouraging them to be proud of themselves and celebrate success, as well as using rewards as significant factor in reinforcing achievement behavior, the second is promoting attribution to effort rather than to ability and the third is providing motivational feedback .

2.6. Impact of Teaching Strategies on Motivation

According to Ghaith, (2003) that assumed the instruction strategies as most important to raising and enhancing the students' motivation within learning process». Moreover, the Cooperative group learning and the usage of technology considered as the focus from that the teachers use to controlle their student centered ones or the whole classroom which influencing on student motivation, while Udvari-Solner, Villa, and Thousand (2005) stipulate the corrective feedback as part of teaching strategies and designing a teaching-learning process that can promote meaningful participation for all students within the classroom and increasing their motivation .

2.6.1. Impact of Writing Feedback on Motivation

Harklau(2002) argues that it is not sufficient for second language learners to 'learn how to write' in the target language but in fact learn the second language through writing .Lavelle and Zuercher (2001) examined university writing approaches and students' views on writing and their experiences as writers. The findings highlight the importance of facilitating writing for university students by including comprehensive tasks, emphasizing revision and meaning, scaffolding learners, modeling, and teaching writing across the curriculum.

McCune (2004) conducted a longitudinal study of first year university students in a Scottish university. She used interviews to examine students' essay writing, how they conceive the process, and whether they benefit from their teachers' feedback .Moreover McCune (2004) found that students had difficulty in understanding and following their teachers' feedback and guidance because of their own conceptions of essay writing and handouts, and so their writing was not well developed.

2.6.2. Using technology to motivate EFL learners

Using technology activities in teaching language can enhance learning and increase the learners' engagements and motivation. As Al-Jarf (2004) studied the influence of using technology in teaching and learning writing skills for EFL. However, findings revealed that technology have a positive effect on both teachers and their students' attitude towards the writing process and made writing an enjoyable task. Moreover it encouraged more writing and exchange of ideas outside the classroom.

Chaudran (2004) assumed that «using new forms of technologies in the language class will certainly encourage and motivate learners to use the target language». In other words, they wereinteracting with other learners, teachers and online learning content.

Students became more expressive in the computer-based communications (CBC) than in their classroom environments and demonstrated more active participation**.**

2.7. Promoting Students' Motivation by adducing Feedback

Feedback is one of the essential appearances in afflatus the students' motivation in language learning specifically in writing. However, Ellis (2009) indicated that «in both structural and communicative approaches to language teaching, feedback is viewed as a means of adopting students 'motivation and guaranting linguistic accuracy». In other words, attaining the students' motivation in writing is not a simple mission for the instructors as they fixture to know the best way on how to curing the students' interest especially for the foreign language class. So, the influence of feedback provided to the students to espouse their motivation in writing during English language lesson is giving a powerful effect in motivating the students to recovery and outputting good writing. Brophy (2003) summarizes that student need specific, detailed feedbackconcerning both the strengths and weaknesses of their performance. Teachers should be prepared to provide the meaningful feedback if the students cannot perform in the writing task well.

2.7.1. Motivating Students through Self-Correction

Providing feedback is an ethical and professional responsibility of the teacher. Students seldom make good use of the feedback and they often repeat the same mistakes in future writing assignment .However, McDonough and Shaw (2003). Proposed that «students can beencourage to improve their written work by using :Self Correction, tool».

According to Black and William (1998) «Though feedback on student work is considered to have more effect on achievement than any other single factor», (cited in Harmer, 2007). Learners, usually are hesitates to expend their time for rewriting a composition and would prefer to simply put away their corrected work and forget about it. Irrespective of the learners' course of study, gender, age, level of Competence or duration of

the course, the average learner was rarely motivated to resubmit their written work for better feedback.

The teacher use techniques of feedback for revising their students' writing papers and correcting them, firstly by identified and corrected the mistakes herself. While, the students were given explicit negative feedback in the form of recasts and reformulations. Then Secondly, technique employed was to underline or circle the mistakes in their written work. This failed in achieving the expected result: a motivated learner, who would use the feedback provided to improve his/her, writing skills. This technique, according .to them, was beyond their linguistic ability. They found it an extremely daunting task to fathom the type of mistake they had made.

2.7.2. Improve Metalinguistic Feedback to Encourage Self Correction

The EFL learners are requested a tutoring to determines which kind of mistakes they make in addition motivate them to rewrite another time without making the same mistakes for meliorates and arising their levels in writing. Whereas, there was a need to provide metalinguistic cues which attaining the students' opportunity to understand where the error is. Here the teacher's task in this technique is to indicate the mistakes, but not to correct them.

There are multiples ways for providing metalinguistic cues. For instance, the indication of the mistake can be performed by underlining errors and coding them (the letter or symbol «T»for a wrong tense, «SP» for a wrong spelling …and so on).The third technique,according to McDonough and Shaw (2003), although «the red pen method» employed by the teacher is «inherently negative» (p.167), there is no reason why feedback should not be positive. Thus, the learners, most of the time, were given feedback on the positive aspects of their writing as well.

2.7.3. The Benefits of Self-Correction on Students 'Motivating to write.

The students' beliefs and feelings towards Self-Correction, self-sufficiency and success as the most providing techniques within their opportunity to take a more active role in their own learning. In fact, self-correction and re-writing can be assist the weak students away from teachers 'extension or dependency .Thus, his or her correction obviously, will be promoted their students level in writing. Although the teacher is available to help the learner whenever the need arises, the learner is encouraged to work out how the mistake can be rectified or using the metalinguisticcues provided. This can actually attaining the students' confidence especially when they compare their rewritten work with the original.

2.8. The Motivation within Field of Language Learning

The relation between motivation and the processes of language learning is very strong. According to Williams & Burden (1999) that claim «thelearning of a foreign language involves for more than simply learning skills such the writing skill, within a system of rules, or grammar». This refers that in circle of language learning there is an alteration between teachers' corrective feedback and their influence to motivate the student to enhance their level in written production in second language L2.

The most important role ofteachers is that must know about their student and the kind of motivation they needs. Actuality , the effectual students' Learning is appropriated on the instructors 's ability in discerning that all students in the same classroom are differed in theircharacteristics and each student have their ownfeatures and treats them accordingly. Due to the student comes from multiple essential background, it is inbred and more logically that students aredifferentiated from the interplay in the classroom in addition to their different requisiteness from the types of motivation which improve their engagement in writing skill .

Furthermore, Davis (2002) suggests, «that it's necessary to give frequent, early positivefeedback that supports students' beliefs that they can do well and helps them feel, thatthey are valued members

of learning» This means that learners in this stage need positivereinforcement to motivate them to learning.

Conclusion

In this chapter we have discussed the multiples definition of the motivation from various perspective then we have been discovered the main willing of learners' motivation that related to the different types of motivation and its factors which impact on them in addition to the role of teacher in motivating their learners in language classroom to became more motivated and have being enthusiasm to accomplish their goals in writing after the instructors provide comment to the content of their writing.

Both of motivational strategies and written feedback are completed the fulfillment of students' aims ,whereas this usages technique obviously have great impact on motivation in addition to usages of technology, providing feedback , attaining metalinguistic to enhance to self-level and the benefits of self-correction all these techniques and strategies are increasing and meliorating the level student motivation to write and to learn the L2 .

To sum up the relationship between motivation and language learning is playing the vital role as it can nurture the students' self-confidence in writing and give a positive impact to them.

Chapter three

The analysis and description of questionnaires /interviews

Introduction

In any investigation the questionnaire should be designed and developed in the way that provides global analysis of the learners' needs and language learning objectives .In the EFL classrooms, there is a variation of learners in terms of age, learning situation ,attitude and students' interest .Throughout this chapter, we will analyze the data collected from the teachers 'interview and students' questionnaire accordingly to our research question and to our stated hypothesis in order to diagnose the role of teacher's corrective feedback on improving EFL learners' motivation in order to promote their written performance.

In this research we aimed to gather the enough information from EFL third year students in Department of Foreign Languagesat Biskra University in order to determine the students and teachers' perceptions and opinions in terms of the importance of corrective feedback in enhancing the learners' motivation in written production.

3.1. Administration of the questionnaire and interview:

3.1.1 The Students' Questionnaire:

It is an instrument for data gathering; it is done to collect information in order to answer our research question.

3.1.2 Description of students' Questionnaire

The students' questionnaire was composed of (22) questions made of four sections; the first part deals with general information about the students. Then, the second part involves questions about the students' written process in addition to the section number three that deals with the teachers' corrective feedback, and finally the last section deals with the students' motivation.

3.1.3. Teachers' interview

It is another tool that we rely on in order to consolidate our data and to gather extra information that serves our study for testing the hypothesis. Moreover the interview has been administeredin Department of Foreign Languages at Biskra University, the reason behind conducting this interview is to collect information about the effect of teachers' corrective feedback on student motivation to improve student writing performance.

The sample of our population is teachers who have an experience in writtenexpression; which we have opted (05) teachers were chosen randomly, the aim for selecting them is that they know more about their students' level, their style in writing. Therefore, the teachers' interview have been collected the information of feedback technique**,**motivational strategies**,** and written skill.

3.2 Analysis of the Students' Questionnaire:

Section one: personal information.

- ***Item one: what is your age?***

The answers	Responses	Persontages
a) F 21-24 years	45	90%
b) More than 24 years	03	6%
c) No answers	02	4%
Total	50	100%

Table 3.1: Participants' Age Distribution

The results show diversity in age ranging from 20 to 24 years. Our population is extremely a young one .And more than (24) years is about 06% it deals with just 03 students, however 02 students among the whole did not respond to the question. The results shown indicate that this young population is suitable for the study. Young population is related to motivation and interest to produce a correct language. This is may be through being introduced to teacher corrective feedback's importance to realize that aim.

- ***Item 02: How do you assess your level in English?***

The answers	Responses	Persontages
a)Excellent	**03**	**6°/°**
b)Medium	**45**	**90°/°**
c)Poor	**02**	**4°/°**
Total	**50**	**100**

Table3.2.the Students Level in English

The majority of the participants (90%) evaluate their English level as medium, however about 06% have an excellent level. While the rest of the percentage (04%) reveals that their level are weak in English; this may refer to most of students are not completely concentrated with English as favorable branch.

- **Item three*: your level in English writing is:***

The answer	Response	Percentages
a)Very good	**04**	**8%**
b)Good	**16**	**32%**
c)Average	**30**	**60%**
d)Poor	**0**	**0%**
Total	**50**	**100%**

Table 3.3.Students' level in English writing.

We can notice from the table3.3that (08%) from the whole population are be sure to have an excellent level in English writing; however, the percentage is upper between (32%) and (60%) percent in both good and average level; then the percentage is totally lacking in poor level in English writing, which the result refers that our young students in general this due to that they have also an average level in writing expression

- **Item 3.4:** ***In which way do you prefer to write in English outside classes?***

The answers	Responses	Percentages
d) Chatting with others	**20**	**40%**
e) Home work	**13**	**26%**
f) E-mail	**7**	**14%**
g) Daily diaries	**10**	**20%**
Total	**50**	**100%**

Table 3.4: English writing outside the classroom.

Students, here, are asked to indicate in which way prefer to write in English outside the classroom. The majority of respondents about (40%) say that they choose to write in English by chatting with others because most of them they like the internet chatting, about (26%) said that they write in English just when they have a home work while only (20%) said that they write by daily diaries. And about (14%) who they use English writing by sending an E-mail We noted from these results that rate of students who prefer to use English writing are big than who use it in homework and daily diaries, this means that using the technology in writing production can help the student to be motivated .

Section Two: The Writing Process

- **Item 3.5.:** ***According to you good writing is?***

The answers	Responses	Percentages
a)Correct grammar	**10**	**20%**
b)Correct spelling	**04**	**8%**
c)Precise vocabulary	**02**	**4%**
d)good ideas	**4**	**8%**
e)others	**No answers**	**00%**
total	**50**	**100%**

Table 3.7: The good writing process

As it is visible here, the majority of our participants (60%) have been experienced all of the techniques of (correct grammar ,spelling ,precise vocabulary and good ideas) are good writing ,whereas other population (08%) prefers to work on the good ideas this is because that they have a background knowledge . however (08%)prefer to arrange correct spelling

.as a good writing While the rest of the participants or few of them have been chosen the precise vocabulary this deals that a few of the whole population have a sufficient number of words' vocabulary .

Item 3.6: ***which stage of the writing process is the most difficult for you?***

The answers	Responses	Persontages
(A)	**30**	**60%**
(B)	**15**	**30%**
(C)	**4**	**8%**
(D)	**1**	**2%**
total	**50**	**100%**

Table 3.6: The four stage of writing process.

The majority of the participants (60%) affirm that they have difficulty in the brainstorming stage when they are writing in the classroom; this may refer to the teacher strategies or the classroom environment. While the rest of the percentage (30%) reveals that they have obstacles in generating the initial draft however about (08%) they found the difficult in revising stage the a few of them about (02%) see that Editing the final draft is the most difficult for them .all the result means that students' level in writing at least is average specially in brainstorming stage however in this stage the student imagine the topic and groups their ideas in hierarchical ways.

Section Three: Teachers' Corrective Feedback

- **Item 3.7:** ***Are you with your teachers of written expression to correct your errors?***

The answers	Responses	Percentages
a)Yes	**41**	**82%**
b)No	**09**	**18%**
Total	**50**	**100%**

Table 3.7: the teachers' correction of written expression

The students' responses indicate that (18%) from the sample emphasized that their teachers correct their errors in writing expression course because they think that this course encourages them to develop their writing skill and their teacher help and cooperate with

them to enhance their level by correcting their mistake in the English language and to express their ideas correctly. While (82%) are not with their teachers to correct their errors in writing expression course.

- **Item 3.8:** ***how often does your teacher gives his or her corrective feedback?***

The answers	Responses	Persontages
(A)	**08**	**16%**
(B)	**06**	**12%**
(C)	**18**	**36%**
(D)	**14**	**08%**
(E)	**4**	**8%**
Total	**50**	**100%**

Table 3.8: the teachers' corrective feedback.

This question focused on teachers' corrective feedback by this question, the majority of our participants (36%) informed that their teachers have been use a specific way by indicating only the place where the errors occurred and by underling /circling; which this way encourage them and make them perform better. However, the others (16%)respond by making only comment without correcting errors, while the rest of them (08%) their teachers' letting the student evaluate each other's' work in pairs whereas the same percentage (08%) answered that their teachers discussing the writing errors with them .

Item: 3.9: ***do you have difficulties in revising the papers after receiving the feedback?***

The answers	Responses	Personatges
a) Yes	**18**	**36%**
b) No	**32**	**64%**
No answers	**0**	**00%**
Total	**50**	**100%**

Table3.9: the difficulties in revising the papers after receiving the feedback.

According to the table number 3.9, the percentage of the students who have difficulties when revising their paper after receiving teachers' feedback is arranged as follows: about (36%) of our sample stated that they have difficulty in revising their paper

after their teacher gives feedback when they commit grammar mistakes, while about (64%)of our sample stated that they have no problem or any obstacles to revise their papers after their teacher gives feedback when they commit spelling or grammar mistakes ,

Item 3.9.a. ***:-If "Yes" do you think it is because:***

The answers	Responses	Persontages
(A)	**10**	**20%**
(B)	**30**	**60%**
(C)	**06**	**12%**
(D)	**04**	**08%**
Total	**50**	**100%**

Table 3.9. A : justification about the difficulties in receiving feedback

As it is visible in the table 3.9. The percentage recorded about (20%) have the inability to correct all the grammatical mistakes which the teachers point out, however about (60%) of student cannot revise the content of ideas, while of (12%) affirmed that their teachers' written corrective feedback is not helpful .the rest of population 8% who have a difficulties but did not give reason of their difficulties .

Item 3.10: ***Do you like to be corrected by your teacher of written expression*****?**

The answers	Responses	Percentage
Yes	**39**	**78%**
No	**10%**	**20%**
No answers	**02**	**4%**
Total	**50**	**100%**

Table 3.10: Participants' reaction towards receiving feedback from the teacher of written expression

The results in the table above shows that the majority (78%) of the respondents are positively towards receiving feedback and they like to be corrected by their teachers' of written expression , while (04%) of the students who have not given their opinion (if they are with or against) . Whereas (20%) are completely against their teachers'' feedback, and don't' like to be corrected. This result indicates that the difference lies between the written

levels of the students. In addition to the diversity of interactions between the teachers feedback correction and their student reaction.

- **Item 3.11*: what do you do when you get your papers back?***

The answers	Responses	Percentages
(A)	**11**	**22%**
(B)	**28**	**56%**
(C)	**6**	**12%**
(D)	**4**	**08%**
(E)	**0**	**00%**
Total	**50**	**100%**

Table 12: students' attitude towards recipient Teachers' correction.

According to the results shown in the above table, (22%) rate of students stated that they are asked their teacher for an explanation where they have their papers back ,while we observed that about (56 %) of our population use another way to confirm his answer by ask another's teachers for help whereas we found that (12 %) from our population have fear to ask his or her teacher then they will be forced to ask their classmate for help .Hence a few from the rest population (08%) make their correction by itself without wait the help from others .

Item 3.12: ***how do you feel when you are corrected?***

The answers	Responses	Percentages
a)motivated	**17**	**34%**
b)Discouraged	**15**	**30**
c)Frustrated	**18**	**36%**
d)No answer	**0**	**00%**
Total	**50**	**100%**

Table 3.12: Students' Feelings towards Corrections.

The participants' answers show that (34%) from the whole population can be motivated when they are been corrected by his or her teacher, who has the role to appears or emerges the mistake to the student in which this factor motivate them to write another time

without constraints or repeat the same errors; for example, fear of making mistakes, lack of vocabulary. However, the rest of others about (30%) do not like to be corrected because they are facing obstacles or maybe they are discourage to write another time when they are discovered their lacks of vocabulary, misspellings , grammatical mistakes . While the rest majority of them (36%) feel frustrated when they are corrected by their teachers. The reason is due to the boredom of repeating the same mistake or the possibility of shyness from falling into the trivial mistakes in written production.

Item 3.13: describe the corrective feedback you receive from your teachers?

The answer	Response	Percentages
a) Oral	10	20
b) Written	4	8
c) Clear	2	4
d) Immediate	4	8
e) General	30	60
Total	50	100

Table 3.13. The students' description of teachers' corrective feedback.

The table **3.13** is intended to identify students 'descriptions of their teachers'' feedback that use in classroom. The majority of participants (30%) affirmed that their teachers 'give the corrective feedback in general way. While (18%) from the population their teachers offer their correction feedback in clear way but a few of them (6%) affirmed that their teachers' feedback is immediate. Whereas the rest of them about (20%).Their teachers make the corrective feedback orally during the written expression just in general explanation or some specific remark.

Item 3.14: ***How do you like to have your Written Errors corrected by Teachers?***

The answers	The response	Percentage
(A)	07	14%
(B)	36	72%
(C)	06	12%
(D)	02	04%
Total	50	100%

Table 3.14: The Students' way that prefer for correct their Written Errors.

The table represent the majority of student about (72%) that are like to have their written errors corrected by the teachers in which marking all the errors in order to know their level in writing however about (14%) they prefer giving only mark or grade ,while we found (12%) who are like to marking only few of errors of the major errors ,whereas a few of them about (4%) rate of students want to marking no errors and just the teacher respond only the ideas and content.

Item 3.15: ***when do you prefer to be corrected?***

The answers	Responses	Persontage
(A)	**07**	**14%**
(B)	**36**	**72%**
(C)	**06**	**12%**
(D)	**02**	**04%**
Total	**50**	**100%**

Table 3.15 the stage that student prefer to be corrected

The table **3.15** above show the most important stages in the writing process ,which the statistic have recorded (30%) who want to be corrected after drafting and revising stage however half of population (50%) prefer to have the correction in drafting stage after moving to the revising stage whereas (20%) they want to be corrected at the revising stage

.Item .3.16: How does your teacher react about your errors?

The answers	The response	The percentage
(A)	**12**	**24%**
(B)	**30**	**60%**
(C)	**8**	**16%**
Total	**50**	**100%**

Table 3.16: the teachers' reaction about students' errors.

As it is visible in the table above **3.16**, the majority of participants (60%) affirmed the reaction of their teachers' about their mistakes be as follows; by underlining the errors then correcting them. Then, we found another way about (24%) tell us that their teachers just written exclamation or question mark without correcting the errors .Whereas (16%) a few of them inform us that their teachers only crossing on their errors .

Item 3 .17: do you keep making the same errors before being corrected?

The answers	Responses	percentages
A) Yes	**04**	**08%**
B) No	**45**	**90%**
No answers	**2**	**04%**
Total	**50**	**100%**

Table 3. 17 participants' repetition of the corrected mistakes

As appears in table **3.17.** Above, the majority of the student (90%) did not keep making the same mistakes before being corrected. Indeed, students understand the question itself and they are very concentrated with their teacher' feedback during the correction. While the rest of them (8%) are still keep making the same errors every time. Because this due to the Lack of both concentration and understanding the teachers' explanation during correction .However the result included about (4%) from the whole population who are not give us their opinion.

If "yes" say why?

About (30%) from our population give us the same answer.

- Sometimes we forget the answer because we are not concentrated with our teacher correction in his or her and explanation.

Section four: Motivation.

Item 3.18: ***what really motivated you to promote your level in the written?***

The answers	Responses	Percentages
(A)	**20**	**40%**
(B)	**15**	**30%**
(C)	**02**	**04%**
(D)	**13**	**26%**
Total	**50**	**100%**

Table 3.18: Students 'attitudes towards Teachers ways of Motivation to improve their written performance.

At appears in the table **3.18** we found (40%) from the whole population informed that Teachers' errors correction is the main ways to motivate them and attaining their written performance; whereas (30%) see that teachers' discussion motivate them to enhance their levels in written production whereas about (26%) they have seen that teachers' comment increase their level, but a rest few of them (4%) tell us that their teachers used the praise to motivated them .and make them desirable to write. Thus their writing performance will increased.

Item : 3.19: are you motivated to write in English?

The answers	Responses	Percentages
a) By internal motives	26	52%
b) By external motives	24	48%
c) No answers	0	00%
Total	50	100%

Table 3.19: Students' Types of Motivation.

As a matter of fact, all of the learners study only to gain some benefits and this, what we have notice from this question. about (52%) from the whole participants informed that internal activities they are doing in the classroom help them to motivate their desire to write while the rest of them about (48%) tell us that cannot motivate without external activities such (reading books or peer work and families, pairs) .this result obtain that the student at least are motivating with their classmate by their teachers' internals activities.

- **Item 3.20*: do you think that the teachers' errors correction improve your Motivation?***

The answers	Responses	Percentages
a)Yes	44	88%
b)No	6	12%
Total	50	100%

Table 3.20: the effect of the teachers' error correction on students' motivation

The table**3.20.** above introduce the percentage (88%) from the population , see that their teachers corrections improve their motivation , while the rest of them (12%) tell us that their teachers' errors correction does not influence on their motivation .

Item3.21*: the motivation refers to:*

The answers	Responses	Percentages
a)the effect of succeed	17	34%
b)the desire to succeed	28	56%
c)the fact of rewards	02	04%
No answers	02	04%
Total	50	100%

Table 3.21: the meanings of motivation.

As it is visible here, the meaning of motivation are multiple, and changing from one students to another. 34 % of our participants think that the motivation is the source of their Effort to succeed, while (56%) from sample tell us that the real meaning of motivation included in the desire to succeed. Around (4%) of the students have chosen the motivation to be the fact of rewards. whereas a few from the rest (4%) did not give us their opinion about the meaning of motivation.

Item 3.22: which teaching strategies motivate you to write?

The answers	Responses	Percentages
a)Individual work	09	18%
b)Peer work	12	24%
c)Cooperative work	31	62%
d) A+B+C	08	16%
Total	50	100%

Table 3.22: Students' source of motivation.

As it is appears here, the sources of motivation are multiple, and changing from one Students to another. (18 %) of our participants agree that their individual work is the source of their motivation to learn, while only (24%) from the sample, see that the peers work motivated them in the process of learning. Around (62%) of the students have chosen the

cooperative work to be their first source of motivation; this may refer to the teachers teaching strategies. The rest of the sample (16%) choose all of those elements as their sources of motivation.

3.2.1. Description of Teacher's Interview:

It consists of nine open ended questions which are designed to get more insights and Information about:

- Their degrees.
- The period that was teaching at university level.
- The period of their experience in teaching written expression course.
- The most common errors that they committed by their student in written expression.
- The written expression program.
- The feedback as a good motivator in written.
- The corrective feedback.
- The relation between corrective feedbacks to the motivation of students.
- The main motivational strategies that used in teaching writing.

3.2.2. The Analysis of the Teachers Interview

- **Item one:** ***What is your degree?***

3.2.1.Teacher's academic degree

The result in the interview reveals that only one teacher has got PhD degree, while three teachers are qualified with the magister, whereas two of them are preparing for the PhD degree. Only one teacher has got license.

- **Item two:** ***How long have you been teaching English at university level?***

The result above indicate that three teachers in our sample have been teaching the English subject at University level during Ten years. While two of them have been experienced it in a duration of six years.

- **Item three:** ***For how many years have you been teaching written expression?***

3.2.2.Teaching experience in teaching writing expression

In this item, we attempt to know how many years' teachers have been teaching written expression module. We can notice the diversity from three years to nine experience in this module .As a result to this item, teachers are competent to promote their students level in written expression,

- **Item four:** ***What are the most common errors that you mark when correcting students' written papers?***

Teachers responded as follows:

- **Teachers 01 :**in fact**,** all the errors exist, but the common errors are the errors of sentence structure
- **Teacher 02: errors** at different levels; accuracy, capitalization, punctuation, sentence structure, the choice of words, formal and informal aspect.
- **Teacher 03:**grammatical errors, spelling mistakes; choice of words, tenses (form and use)
- **Teacher 04:** grammar errors (verbs' tense ,punctuation, sub-verb agreement) , and the incorrect use of some vocabulary (because of French interference , meaningless sentence of faulty translation)
- **Teacher 05:** the spellings mistakes, words order and transition signals.

3.2.3.Teachers' experiences in teaching

From teacher's responses, we observe that the main difficulties their students face in written expression vary from grammatical mistakes, spelling mistakes and vocabulary mistakes so that third year students at the university level suffer from both the competency and the capacity to compose form and content in written expression.

- **Item five*: do you think that written expression program which you are teaching is enough to improve students' written competency? Justify you answers***

❖ **Teacher 01:** the program in class alone is not sufficient, students need to frequently practice an academic activity to promote their competency.

❖ **Teacher 02:** It is not, it need to include other necessary aspects to fully develop the learners' written performance, it should be given more time to devote a large part for practice.

❖ **Teacher 03:** Yes, because students are taught the writing process step by step; they first learn part of speech then sentences; how to write a sentence, and how to write a paragraph which is a group of sentences and after that how to write an essay, a group of paragraph.

❖ **Teacher 04 :** no ,it is not because it does not cover all the point needed to improve students' competence (mainly because of time , or 02 session per week is not enough , in addition to the program leaves little space for practice .

❖ **Teacher 05:** it is not sufficient because almost of student need to practice more.

We deduce that every teacher use his or her own techniques that suit his or her way of teaching written expression. Thus, making the feedback effective in order to improve the student writing is not a matter of the sufficient in the program , however teacher should rely on some strategy or technique; in which a series of methods should be taken and be used in order to successes the program of writing.

- **Item six: *what is your opinion about feedback as a good motivator for EFL students in the written process?***

❖ **Teacher 01:** in fact feedback is not seen in a good way by many students. They are afraid to be judge criticized or blamed because of their mistakes .However, for other students, receiving feedback (constructive one) is motivating as it reveals their

weaknesses (not to be repeated) but also their strengths (and this enhances their confidence , motivation ,and self-esteem).

- **Teacher 02:** yes it is a good motivator.
- **Teacher 03:**it is a real motivator for students to ameliorate their performance , it represent a good reference for the teachers' review towards that main weakness found in their writing and how it is suggested to overcome them .
- **Teacher 04:** the feedback is very important to motivate student for writing skill
- **Teacher 05:** feedback helps learners understand and cope with their writing errors .It also encourage them to improve their written production.

3.2.4.The role of feedback as a good motivator

Through our analysis of this question, we note that all the five teachers confirmed that the feedback for student mostly is very important to enhance their motivation to write in addition to ameliorate the students' performance, and also increase their confidence and self -esteem.

- **Item seven:** ***how do you provide the corrective feedback in the session of written expression to your students?***

- **Teacher 01:** generally speaking, I write remarks at the end of the work and I signal their errors using codes .I sometimes explain orally to them, or rarely do I write my explanation on the papers.
- **Teacher 02:** through a general reference to the main mistakes repeated and within the corrected copies, individual discussion with each student about his performance. Peer correction, a close discussion by presenting one piece of writing to the whole class then we try to collaborate and correction.
- **Teacher 03:** I read the student work then, I will comment on their mistakes.

- **Teacher 04:**it can be orally and written depending on the task .Sometimes , students are asked to write a paragraph then to read it aloud .Here the teacher (of other mates) gives his opinion about the production by praising the students (using expression like “good”, or “ well done “) or by pointing to repeated mistakes and correcting them (direct teacher correction or asking other students to try to correct or even asking the write himself to try to correct) -Feedback (and this is the most common use)can be written, the teacher writes general comments , gives correction or simply underlines errors .
- **Teacher 05 :**orally as: good, nice ,and excellent, by praising learners. Or written one: keep going, good, good style, excellent word choice .Or peer feedback correction to encourage the learner or you can do better, correct this and that to show their where is corrected and they will correct it.

- By adding extra mark for the one who find the correct answer.
- Offering gifts for the excellent ones.
- Feedback can be positive or negative
- Feedback can be direct or indirect.

3.2.5.The ways to providing feedback

All the five teachers explain how they are providing the corrective feedback in written expression module , generally almost of them use two methods first way , is orally feedback such praising their student like :(good , excellent and so on) then the second way is written corrective feedback such writing a comments on the papers and by underlining the mistakes and give the correction such as the teacher write some words (good style ,excellent word choice…)in addition to peer correction feedback or collective feedback such presenting one paper from the whole class then correct the paper by the cooperation with student . However some teachers was offering gift to encourage their excellent student and

motivate them to doing more.

Item eight :*do you think that corrective feedback motivates students to develop their written performance? Justify your answer.*

- **Teacher 01:** yes
- **Teacher 02:** certainly the majority of students, when they know their mistakes, they will do their less to avoid them
- **Teacher 03:** yes but not all ,some students don't like or accept to be corrected or criticized .However ,it is still motivating tool because students feel that their work has been corrected (taken into consideration) .Moreover ,being corrected means learning from ones mistakes .it is an encouragement towards progress and improvement .
- **Teacher 04:** yes of course because CF may be the most important activity on which teachers explicitly focus on form and explain more -CF is the interactional strategy; moment which each learner can be benefit from the teachers' attention .in addition that the teacher show to his students that he cares.
- **Teacher 05:** yes I do, if students view their mistakes or errors and understand why they are harmful to their production, they try to avoid them in the next writing task.

3.2.6.The corrective feedback motivate students to improve their level in writing

According to the teachers' answers, we find that they think that corrective feedback motivates students to developed their written performance which, they try to guide students, to solve the problem of grammatical and spelling mistakes by check to correct the same errors to avoid to repeating them another time in addition to considering that the CF is an interactional strategy any students any EFL student can benefit from it and develop their written performance.

- **Item nine*: what are the main motivational strategies that you often use in teaching writing?***

❖ **Teacher 01:** cooperative learning (groups activities) – freedom of choice about what to write and with whom to work or write. The teacher must be flexible, be friendly.

❖ **Teacher 02**: providing a safe environment where students feel at ease to learn, make mistakes and interact with the teacher and their classmate.

- Engaging students in providing feedback themselves and be autonomous on their writing skill improvement.
- Choosing interesting topics to write about.
- Using group /pair work (cooperative learning) to share ideas, opinions and encourage challenge and peer feedback.
- Reducing anxiety through tolerating errors and mistakes
- Using an appropriate method to introduce grammar rules, vocabulary …etc.

❖ **Teacher 03 :** generally I depend on two ways internal motivation such I ask my students to write their paragraph and essays in classroom and we correcting them together or external way of motivation by asking them to write an interest topic at home depending on the internet books , articles, etc. ..

❖ **Teacher 04:** -suggest an interesting topic for writing, give students freedom to choose their own topics and work about it.

❖ **Teacher05:** praising the student – using the cooperative work giving them the freedom to choose their topic to work about.

3.2.6.The motivational strategies

All the teachers use different types of motivational strategies in teaching written expression. The most important motivational technique used by teachers to raise students' level and motivate them in writing are first giving them the freedom to choose their topic to use pair or collective work and praise them about their works in addition to giving them the

chance to take their writing work at home and complete them there benefit from an external motivation strategy such as: asking parent , using internet ,extra books or articles) and finally all suggestions can reduce the anxiety.

Conclusion

In this part we go deeper to the description and the analysis of student's questionnaire as well as teacher's interview, in order to affirm and confirm the hypotheses of the subject matter. As the different answers of students and teachers (our participants) gave in this part revealed the effect of teachers' corrective feedback on students' motivation for improve their written. We can say that the data collection of learners' questionnaire and teachers' interview are in the direction of our hypotheses, which let us notice that the effect of teachers' feedback can really motivate the students while writing.

3.4.Discussion of results :

3.4.1 .Students Questionnaire:

In general, the results obtained in this research reveal from the analysis of both students' questioner and teachers' interview provides data about the learners' motivation and teachers' corrective feedback in order to increase the level of student in the writing process.

Section one: in which general information about student. The first question show the diversity and the dominate age of our selected population ranging from 20 to 24 This fact demonstrates the tendency of many youth have a medium level in learning foreign language and this may convey the needed motivation to learn English and improve their level in writing.

When we speak about the second section , the majority (90%)of students choose which see that the good writing are lies in (correct grammar ,correct spelling precise vocabulary and good ideas) are the good writing , Also this section reveals the majority of students face problems with their writing in brainstorming stage .However, third section is about teacher' corrective feedback, when use to improve their students written level, we find the majority (82%).Teachers of written expression use the corrective feedback.

Furthermore in this situation most of students 36% showing that their teachers indicating the place where the error occurred by underline or circling and comment on it, but some of students about (36%) have a difficulties in revising the paper after receiving the feedback because due to inability to correct all the grammatical mistakes and revise the content of ideas that the teacher point out .in addition the participant have different reaction towards receiving feedback from the teacher of written expression in which the results show the majority of them (78%) respond positively towards feedback because they feel to be motivated when they have been corrected.

The way of feedback that students receive are mostly (30%) general ,oral discussion 20% , written comments30% ,clear and immediate 10% in addition to this result above ,the majority (72%) prefer to have their written errors by marking all the errors that are corrected by their teacher in ways that teacher cross or underling on the errors and write the correction ones .in the final of this section we asked the participant about the repetition of the same corrected mistake and we found that the majority did not keep making the same mistakes before being corrected; this means that student really understand the question itself and they are very concentrated and motivated with their teacher' feedback during the correction

While the last section, is about the students motivation, from our population we found (40%) teachers praise and correction really motivate them to promote their level in writing because they often are motivated during class activities, approximately (88%) of them be sure that their teachers corrections improve their motivation because they are seen the real meaning of motivation is the desire to successes furthermore about (62%) informed that the cooperative work learning in writing expression is an informative strategy to attaining their level .

3.4.2. Teachers interview.

Concerning the analysis of the interview .that adopts some personal information about teachers, meanwhile the majority of teachers in our department are qualified with license the magister, and others have PhD degree ,this result deals to the teachers' experiences in teaching English subject at the university level which diverse from three to ten years .

The finding result of the third item show that our sample have an experience in teaching the writing expression module here the teachers are competent to improve their students' level in writing, while the most common errors that are made by students are varied from the grammatical mistakes, spelling mistakes and vocabulary mistakes, all of this difficulties

marked by the teachers when corrected their written papers**.** Whereas the result of fifth item deduce that every teachers use their own techniques that suit their way of teaching written expression program, moreover it is not matter of the sufficient in the program, but teacher should rely on some strategy or technique; in which a series of methods should be taken and be used in order to successes the program of writing.

The result of item number six indicate that, the majority of teachers 'opinion about consider the feedback as a good motivator since it is important to enhance their motivation to write in addition to ameliorate the students' performance, and also increase their confidence and self-esteem. Through the corrected work. According to the result of the item seven, our teacher informed that they are using two main types of feedback in order to provide their correction in their secession of written expression, first one is oral feedback by praising students or make discussion and give comments .Then the second one is written corrective feedback by correct the errors and write a comments

In addition to the result of item eight which indicates the justification of the teachers' thinking about the corrective feedback as motivator to develop the students' written performance where they inform that the CF is an interactional and informative any EFL student can benefit from it and develop their written performance. Finally, teachers were asked to give the main motivational strategies that often they use in teaching writing, the most important of them the first one is giving students the freedom to choose their topic. The cooperative learning and use the praise technique.

To sum up the teachers' interview results, the teachers use different ways of giving feedback to students. Preference for feedback methods varies between direct correction of errors, underlining of errors or a combination of both methods. We can see that the process of giving feedback is incomplete as it is limited to giving corrections, underlining or comments. If teachers underline the error then write comments and correct it, they will raise

the need for specially designed training programs in teaching the L2 writing and giving feedback.

After analyzing the finding of our study we have hypothesized that if teachers using an effective corrective feedback, may enhance their students motivation and improve their writing performance Since the results serve the research hypothesis, we can argue that the effect of teachers' corrective feedback is an important technique to motivate students for improving their writing performance.

Pedagogical Recommendations

On the basis of the theoretical part and the field work (the analysis of teacher's interview and student's questionnaire)**,** we are going to suggest some recommendations and solutions in order tohelp both students and teachers to provide adequate corrective feedback in the written expression course.

For Teachers

- Teachers should be more concerned about using different types of feedback in their classroom. Because all the students are not similar intelligent or same feedback may not work for all the students, for this reason, most of the time feedback depends on students. So, teachers should provide that feedback which one is more effective for the students

- Teachershould be aware about the advantages of feedback and the best ways to implement it and give it to their students.
- It is important for the teacher to use from time to time some pedagogical praise such as giving the positive feedback orally **(**good **,**excellent **,**keep going good **,**excellent word choice **)** or such offering gifts for the excellent ones in addition to adding extra mark for the one who find the correct answer.
- Teacher should makes the learners have a positive view about their own effort, some rewards such as grade, degree, and any sort of educational, scholastic, and academic encouragement should be given to them, because the designed encouragements for the classes play an important role for achieving a good or a positive learning outcome.

For Students

- When students receive corrected feedback to their writing,they should be careful of falling into the repetition of the same mistake another time.

- Students should be aware about which way of feedback the have been benefits from it

- It is important to student participated in classroom activities, and they should be motivated and interactive with their teachers' feedback.

- Students should be reacted positively towards their teachers' errors correction.inorder to promote their written performance

- They always should be motivated especially in cooperative learning in order to get a successful and positive outcome in their written performance.

General Conclusion

Feedback is one of the most important factors for the student and their learning. This study is highlightedon exploring the effect of teachers' feedback on students' motivation to improve their writing performance through different tasks. In addition, it tried to explore the main causes which lead to the lack of motivationand the low writing performance. Therefore, to suggest some solutions to defeat those difficulties, we opted to choose both (interview and questionnaire) for teachers' and student' of EFL third year students at Biskra University. As a sample of our study. The study is a total divided into threechapters. The firsttwo theoretical parts reviewed the literature about teachers' corrective feedback and ELF learners' motivation. Thethird practical part; however,covered the analysis of the data and the results.

As far as the results are concerned, Teachers consider the usage of corrective feedback in classroom as a crucial way to motivate student to learn. Furthermore,the data collected from the teachers' surveyed revealed that writing skill is the core of each class and the support of the other skills. However, they stated that the most of students' problems occur in this skill such as deficiency in vocabulary, the problem of interference use, lack of interest in the topic and background information, fear of making spelling and grammatical mistakes and repeating the same errors, which are caused mostly by the lack of motivation to learn and to write. In this sense, the correction feedback that are used by teachers give more opportunities to students by providing their motivation to avoid repeating the same mistakes enhance their vocabularies improve their mistakes in writing performance.

Thus, the findings confirmed the truth of the hypotheses that had beenset out for the study and which claimed that: Teachers using an effective corrective feedback, may enhance their students' motivation to write effectively in English.

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Appendices

- Appendix one : Students' Questionnaire.
- Appendix two : Teachers' Interview.

Students' Questionnaire

The main aim of this questionnaire is to shed light on the effect of teachers' corrective feedback on students' motivation for promoting the written process. Indeed, the questionnaire investigates corrective feedback, and motivation.

You are kindly requested to fill this questionnaire by ticking the appropriate box/ boxes.

- **I .Section one : personnel information**

1- Age……

2-How do you assess your level of English?

A-Excellent ☐

B-Medium ☐

C-Poor ☐

3-Your level in English writing is

A-very good ☐

B-good ☐

C-Average ☐

D-poor ☐

4/In which way do you prefer to write in English outside classes?

A- chatting with others ☐

B-home work ☐

C- E-mail ☐

D-Daily diaries ☐

- **II- Section two: The writing Process**

5-According to you good writing is?

A- correct grammar ☐

B-correct spelling ☐

C-Precise Vocabulary ☐

D- A good ideas ☐

E-All of these ☐

F-Others ☐

6/which stage of the writing process is the most difficult for you?

A- brainstorming ☐

B-generating the initial draft ☐

C-Revising ☐

D-Editing the final draft ☐

III/ Section three: Teachers' Corrective Feedback.

7/Does your teacher of written expression correct your errors?

A- Yes ☐ B- No ☐

8/How often does your teacher give his or her corrective feedback?

A-by making only comments without correcting errors. ☐

B-By Correcting errors without giving comments. ☐

C-By Indicating only the place where the errors occurred by underling /circling. ☐

D-letting the student evaluate each other's work in pairs or with whole place. ☐

E-By discussing the written errors with students. ☐

9/Do you have difficulties in revising the papers after receiving the feedback?

A/ Yes ☐ B/ No ☐

If "yes" do you think it is because:

A-You cannot correct all the grammatical mistakes that the teacher point out ☐

B- You cannot revise the content of ideas ☐

C- The teachers' written corrective feedback is not helpful ☐

10-Your teacher's feedback helps you to improve your writing:

A-Strong agree ☐

B- Agree ☐

C-Don't know ☐

D-disgree ☐

E-Strongly disgree ☐

10-Do you like to be corrected by your teacher of written expression?

A- Yes ☐ B-No ☐

11/What do you do when you get your paper back?

A-Ask for an explanation. ☐

B-Ask some other teacher for help. ☐

C-Ask your classmate for help. ☐

D- Make correction by yourself. ☐

F-Others. ☐

12/How do you feel when you are corrected?

A-Demotivated. ☐

B- Discouraged. ☐

C-frustrated ☐

13/ Describe the corrective feedback you receive from your teachers.

A-Oral ☐

B-Written ☐

C-Clear ☐

D-Unclear ☐

E-Immediate ☐

F. General ☐

G. focused ☐

14-How do you like to have your written errors corrected by the teacher?

A-By giving only mark or grade. ☐

B-By marking all the errors. ☐

C-By marking only few of errors of the major errors ☐

D-by marking no errors and respond only the ideas and content ☐

15/When do you prefer to be corrected?

A-At the outlining stage. ☐

B- At the drafting stage. ☐

C-At the revising stage. ☐

16/How does your teacher reacts to your errors?

A-By writing a question. ☐

B-By underlining the errors . ☐

C-By crossing the errors ☐

16/ How does your teacher react to your errors?

A-By drawing questions or exclamation marks ☐

B- By underlining the errors and correcting them ☐

A- By crossing the errors ☐

17/Do you keep making the same errors after being corrected?

Yes ☐ B-No ☐

If "yes," say why? ……

IV/ Section four: The motivation

18-What really motivate you to promote your level in written?

a- teachers' errors 'correction. ☐

b- Teachers' discussion. ☐

C-teachers' praise ☐

D-teachers' comments

19-Are you motivated to write in English:

a- By internal motives (class activities) ☐

b- By external motives (books internet peer family) ☐

18-Do you think that the teachers' errors correction influences your motivation?

A-Yes ☐ B-No ☐

19- Motivation refers to:

A-The effort to succeed ☐

B-The desire to succeed

C-The fact of reward ☐

20-Which teaching strategies motivate you to write:

A- Individual work ☐

B- peer work ☐

C- cooperative work ☐

Teachers' Interview

Dear teachers.

The present interview attempts to focus on your teaching experience in providing corrective feedback, and motivating your students to write. This research deals with the effects of Feedback on Students' motivation for promoting their written performance.

You are kindly requested to answer the following questions, and your answers will be very important for the validity of the present research work.

1. What is our degree?

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2. How long have you been teaching English at university level?

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3. For how many years have you been teaching written expression?

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4. What are the most common errors that you marke when correcting students' written papers?

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5-Do you think that written expression program which you are teaching is

enough to improve students' writing competency? Justify your answer.

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6-What is your opinion about feedback as good motivator for EFL students in the written process?

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7- How do you provide the corrective feedback in the session of written expression to your students?

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8- Do you think that corrective feedback motivate students' to develop their written performance? Justify your answer.

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9/What are the main motivational strategies that you often use in teaching writing?

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الملخص

حاولت هذه الدراسة اكتشاف تأثير رد الفعل التصحيحي للمعلمين على طلاب اللغة الإنجليزية كلغة أجنبية، والدافع لذلك هو تحفيز الطلبة وتحسين الأداء الكتابي لهم. وهذا البحث ينقسم الى ثلاثة فصول. قسمين نظريين يتمحور الفصل الأول على: ردود الفعل التصحيحي للمعلمين في حين أن الفصل الثاني يكشف لنا الجوانب التحفيزية لمتعلمي اللغات الأجنبية في حين أن الجزء الثالث يتضمن الفصل التطبيقي والذي يقدم التحليل والنتائج، فالمنهج المستخدم في هذا البحث هو المنهج الوصفي فحصولنا على البيانات تم من خلال استبيان موجه الى (50) طالب وطالب في اللغة الانجليزية لسنة الثالثة من قسم اللغات الاجنبية في جامعة بسكرة وكذلك مقابلة مع (05) مدرسين والذين تم اختيارهم عشوائيا من قسم اللغات الأجنبية بجامعة بسكرة. للتحقق الفرضيتين المطروحتين كالتالي: عندما يستخدم المعلمون رد فعل تصحيحي فعال، من شأنه أن يحفز دوافع طلاب اللغة الانجليزية، وايضا بالإضافة إذا كان المعلمون يعرفون كيفية استخدام رد فعل تصحيحي بشكل لائق فبإمكانهم تعزيز مستوى الطلاب وتحسين اداءهم الكتابي، وتشير النتائج إلى أن الأغلبية العظمى من الطلاب: كان الرد الفعل التصحيحي من طرف اساتذتهم ناجح لتحفيزهم وتحسين أداءهم الكتابي. فقد أشارت الدراسة أيضا ان بعض الاستراتيجيات المستخدمة للمعلم لتحفيز الطلاب على الكتابة وكذلك استنادا إلى النتائج والتوصيات التربوية واقتراحات للمعلمين فالأكثر أهمية هي أنه لابد للمعلمين من جميع المستويات والوحدات أن يكونوا على علم حول مزايا ردود الفعل وطرق استخدامها. وحوصلة القول ان نتيجة البحث والعمل التطبيقي المستند للفرضيتين تنطبق على الحقائق المتحصل عليها.