People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Chadli Bendjedid El Tarf

Faculty of letters and Languages

Department of English

Enhancing Learners' Writing Skills Through Teachers' Feedback

Case Study of Third Year Secondary School Pupils at Abdurrahman Ben Salem. Bouhadjar

Dissertation submitted to the Department of English in Partial Fulfillment of the Requirement for the Master Degree in English Didactics

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2016/2017

Dedication

First of all my thanks go to “ALLAH ” the lord of the world

To the inspiring ideal, the source of the of wisdom, who gave me strength and hope those encourage me to my father “Abdelmadjid”

To the scented rose, the candle that enlighten my darkness, the principle of my life my mother “Nadjette”

To my dearest brothers who surrounded me with their care and love, to my darling “Hammouda”, and my sweetheart “Chiheb” whom I wish successful life.

To my beloved Husband “Issame” who always encourage me in very hard moments.

To the memory of my grandfather “Hossine” God bless him. and my grandmother “wanassa”

I dedicate it to my dear grandfather “Ammar” and my grandmother “rebiha”.

To the nearest and dearest to my heart my aunts “Siham” and “Sana” and her daughters “Raounek, Roukaya” and her son “Anass” . I dedicate to my uncles Fawzi and her wife Fatima and their daughter “Rimess”.

To my lovely aunts Ghania, Zina,Dalila and Moumia and their daughters and sons “Salsabill” Tasnime,Roudaina,Ikhlass and to my dear zakaria.

I dedicate to my dear uncles “Zouhair” “Rafik” “Yassin” “Adel” and their wives “Nadia” “Fadila” “Amina” “Abla”.

To my sister my best friend “Takwa”

Words can never express to my deep love to my sisters and my best friend

“Wahida” “ Sara” “ Achouak” “ Fatma” “Imene ” “Lobna” “Lilia“ “Amal“ “Sarra “Anfel”.

Ms. Hadjer Nouri

Dedication

I dedicate my work :

First of all to “Allah” the lord of the world, I am also thankful to my lovely stars parents « Mohamed » and «Fadila» who have always prayed for me. I am thankful to raise me to be person I am today and shared me the happy and sad moments “ my sunshine of my life thank you for all your patience, love and guide”.

To my precious brother “Aymen”,I wish successful life for him.

I would lik e to give special thanks to my fiancy “Hichem” who always supported and encouraged me in very hard moments. and his

family: “Mabrouka”, Mabrouk”, “Hanan”, “Nabil” , “ Bilel” and his wife “laila” and her daughter “Istabrak

To my uncles “Abderrahmene” “Amar” “soltane” “Mohamed” “Nabil” to the memory of my uncle “Bachir” God bless him, “Abdallah” “Mostafa” and to their wives “Laila” “Arifa” “Fatima” “Fadila” “Rbia” and “Dhab”, “Masouda” “Zoubaida” .

To my aunts who have prayed for me:

Nabila,Ghania,Saida,Salwa, Noura lilia and their daughters and sons:

Fareh,Ghofrane,Nizar,khalil,Houdhaifa.

To the sole of my dears grandmothers amd grandfathers.

Tomy beloved friends: Siham,Hadjer,wahida,Imen,Imane.

Finally,to al those Iknow and love, but those name have not mentioned.

Ms. Sarra Maloum

Dedication

I dedicate this work specially to Allah the Almighty, the most Merciful and beneficient, my greatest.

I would like to give special thanks to my parents, to my beloved mother ”Cherifa” and my lovely star ”Mouhamed”. Who made me what Iam and they have shown me what nobody else would ever have, Iwould not have accomplished this work without their support,patience,help and encouragement in very hard moments.

Idedicate this work to my dear sisters:Mounia,Karima with their husbands Wafi,Fathi,and to my dear sister ”Asma.”

For their whole-hearted support especially my lovely sister ”Mounia”, who pushed me forward with her great motivation.

And to my precious brothers: Bilal,Hamdi.

To my wonderful nephews: Saif,Raid,Abd djalil.

To all my family: my Aunts and Uncles. I never forget to thank all my best sisters: Ghania,Fatima,Yamina,Akila,Noura, Souad, with their daughters and sons.

Ishould also like to express ,y sincer thanks to all my best friends: “Hadjer, Sarra, Imene,Imane,Hanen ,Samah, Sarra,Anfal,Nihed,Boutheina “.

To all knowing me andlove me,and to all those who have always prayed for me and besought God to help me.

Ms.Wahida Meradi

Acknowledgements

All prices are to “ALLAH” the Almighty, the most Merciful and Beneficent without his blessing and miracles, we would never have finished our dissertation.

We are also thankful to all those who have always prayed for us and besought God to help us. Our greatest gratitude goes to our supervisor Mrs. **Nouri Imene**. We appreciate her patience, guidance and endless support throughout this dissertation. We would also thank all members of the jury Mrs.**Bouras** and Mrs.**Ouis**

We acknowledged with the profound gratitude many people who have contributed in this modest work. We would like to express gratitude to Mr. **Nouar Benzdira** and all teachers and pupils who give a help on secondary school of Abdurrahman Ben Salem at Bouhadjar.

Abstract

The purpose of this study is to investigate the effectiveness of teacher's corrective feedback in Written Expression (WE) whether to pushes learners to be well mastered or not. This study deals with the third year secondary school Pupils at Abdurrahman Ben Salem in Bouhadjar, El Taref. To achieve this aim, this research is based on data analysis of learners and teachers questionnaire. Furthermore, hypothesis that the teachers corrective feedback increase pupils level of performance are ensure through the results of questionnaires. In addition, the results indicate the application of teacher's feedback is an efficient technique to improve learners writing ability and to reduce their problems when they produce a piece of writing. Teachers should be aware of their way of feedback to motivate learners to write effectively. Corrective feedback is beneficial strategy to point out pupil's errors or mistakes to guide them in achieving acceptable writing performance.

ملخص

الغرض من هذه الدراسة هو استكشاف فعالية ردود الفعل التصحيحية للمعلم في التعبير الكتابي ما إذا كانت هذه العملية تدفع التلاميذ لإتقان التعبير جيدا أم لا. تتناول هذه الدراسة تلاميذ الصف الثالث الثانوي في عبد الرحمن بن سالم في بوحجار، الطارف. لتحقيق هذا الهدف، يقوم هذا البحث على تحليل بيانات استبيان المتعلمين والمعلمين. وعلاوة على ذلك، فإن فرضية أن ردود الفعل التصحيحية للمعلمين ترفع مستوى أداء الطلاب تظهر من خلال نتائج الاستبيانات. بالإضافة إلى ذلك، تشير النتائج إلى أن تطبيق التغذية المرتدة للمعلم هو تقنية فعالة لتحسين قدرة التلاميذ في الكتابة والحد من المشاكل التي تعرقل عملية التعبير الكتابي.

يجب أن يكون المعلمون على بينة من طريقهم في التغذية الراجعة لتحفيز التلاميذ على الكتابة بفعالية. كما إن ردود الفعل التصحيحية هي إستراتيجية مفيدة للإشارة إلى أخطاء التلاميذ لتوجيههم في انجاز عمل كتابي مقبول.

Résumer

Le but de cette étude est d'étudier l'efficacité du feedback correctif de l'enseignant dans Expression écrite (WE) pour pousser les apprenants à être bien maîtrisés ou non. Cette étude porte sur les élèves de troisième année à Abdurrahman Ben Salem à Bouhadjar, El Taref. Pour atteindre cet objectif, cette recherche est basée sur l'analyse des données du questionnaire des apprenants et des enseignants. En outre, l'hypothèse selon laquelle les commentaires correctifs des enseignants augmentent le niveau de performance des élèves sont assurés par les résultats des questionnaires. En outre, les résultats indiquent que l'application des commentaires de l'enseignant est une technique efficace pour améliorer la capacité d'écriture des apprenants et pour réduire leurs problèmes lorsqu'ils produisent une écriture. Les enseignants doivent être conscients de leur façon de faire des commentaires afin de motiver les apprenants à écrire efficacement. La rétroaction corrective est une stratégie bénéfique pour indiquer les erreurs de l'élève pour les guider dans la réalisation de performances d'écriture acceptables.

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List of Abbreviations

L2: Second language

ESL: English second language

OCF: Oral corrective feedback

WCF: Written corrective feedback

WE: Written Expression

Q: Question

%: Percentage

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General introduction

It is widely recognized that four skills including reading, listening, speaking and writing should be well-balanced for teaching / learning English as foreign language. Writing is one of the productive skills, it is an important tool which enables writers to communicate with others in many ways and helps them to share their thoughts, ideas and express their feeling for different purposes. Then, learners have to master the writing skill, because it has several functions for them especially for a daily communication and academic purposes and it can help them study other skills in English more effectively. Writing is a complex process which demands full mastery of all aspects of writing. It is not an easy task to achieve since it requires more practice from teachers and pupils. Thus, pupils face many obstacles when trying to produce a piece of writing.

Moreover, teachers provide feedback on learners writing to support learner's development and increase their confidence as writers as well as they motivate them to care about their writing. It is most effective when they do not have proficiency or mastery. Teacher's feedback to the learner written work becomes the important aspect in the writing process, since it can help the learner to develop and enhance their writing skills by pushing them to discover their errors and try to correct and learn from their mistakes.

Hence, teacher's corrective feedback is a way to write proficiency in L2 learners, it plays an essential role to create some kinds of interaction between teachers and pupils and it provides them with motivation to write more and better.

Statement of the problem

This study investigates the impact of teacher's feedback on pupils's writing. Foreign language learners have a willingness to master the writing skill effectively, the presence of teachers is necessary in EFL classrooms by providing them with feedback and appropriate mistake's correction. Unfortunately, the learners have several barriers that obstruct their ability in writing which reflect negatively on their performance. Thus, it needs considerable effort and time.

Aims of the study

The present study deals with the third year secondary school pupils at Abdurrahman Ben Salem in Bouhadjar, El Taref. It presents different factors. This research aims at exploring how teachers of English language teach writing to third year EFL pupils, and whether teachers consider using corrective feedback as an effective way to enhance and improve learner's achievement in written expression. Its aim is to help learners overcome the difficulties they face when they write. Teacher's feedback improves the learners' awareness to make writing acceptable also it can contribute positively to the process of writing.

Research questions

This study aims to answering the following questions to reach the objectives of this study:

1) Do EFL learners face difficulties in the writing task?
2) How can teachers use feedback in order to improve the learners' writing competence?

Research hypothesis

In the light of these research questions the hypotheses that are stated:

Teacher's role enhances learner's written production by motivating and engaging them with the value of the written task. Since, teachers should be available in the writing classroom and prepare to overcome student's difficulties.

Research Methodology

Participants

The sample population of this study presents 70 learners and six teachers from third year secondary school at Abdurrahman Ben Salem in Bouhadjar. El Taref.

Data collection

Questionnaire:

To collect the necessary information of this study, questionnaires addressed to the learners and their teachers in order to evaluate their attitudes toward writing process and teacher's feedback.

The Structure of the Study

The dissertation is a whole of three chapters. The chapter one is devoted to writing in general starting by highlighting various definitions of writing skills, its stages and its main types. Also, it discusses the distinction between writing and speaking. Finally, it sheds light on the importance of writing with an emphasis on the teacher's role.

Chapter two provides deep discussion about teacher's corrective feedback and their influence on learner's writing performance. Since, it is a kind of assessment that concern to give information about learner's writing performance, enhances their learning and enables them to identify where they needed more practice.

Chapter three is designed to gather data from teacher's and pupil's questionnaires. The results finding indicate that teacher feedback is a model to provide information in several ways to make learners interested in learning writing.

Chapter one:

Teaching writing skill

Introduction

This chapter deals with the writing skills, starting by highlighting certain definitions of the writing skills, its stages and its main types .In addition, it mainly tackles the distinction between writing and other skills (speaking). Moreover, this section also presents the different difficulties that English Foreign language pupils encounter during their writing and its main reasons. It sheds light on the teacher's role in writing process.

1.1. Definitions of writing skill

Writing may defined as the use of graphic symbols or reproducing in written from something which has been heard or read. (Oxford Dictionary, 2005).

Accordingly, writing is the act of forming these symbols in which combination of letters, which relate to the sounds we make when we speak.

As reported by Miller (1989) writing is productive skill; it is a way of communication which enables students to communicate with others. Because writing is not only an academic skill, but it is also a skill that translates into any career fields.

In addition, as cited by Mandal (2009) "it is an important tool, which enables man to communicate with others people in many ways" (p.95).

Jim, A. P. (2010) pointed out that "Learning writing skill is a complex and difficult for students. It is not merely to know grammatical rules, but also to master the organization of ideas and choosing the appropriate vocabularies and sentences" (p.02).

Therefore, writing is a creative process; it doesn't mean an easy task to express his / her ideas with full mastery of grammatical rules. But, it requires other elements such as thinking and creativity.

Thus, when pupils intend to write, they should be competent and selective which demands conscious intellectual efforts from learners to write coherent and meaningful paragraphs. (widdowson ,2001).

So, writing is unified paragraphs, or organization of ideas, development of a logical argument, provision of specific examples, use of complete sentences and correct spelling, in order to maintain a consistent tone and express ideas precisely. (New Jersey College basic skills placement test, 1978).

Finally, on light of previous definitions, it can be said writing is very important skill that all English foreign language student should master in order to produce effective and sufficient pieces of Work.

1.2. Stages of writing process

The process of writing skill is too complex and consists of a number of stages each stage is essential, these operations or stages allow writers to get successful final product.

There are four steps that are described by Byrn (1979): Prewriting / planning, drafting, revision and editing.

1.2. 1. Pre-writing (planning)

Planning stage is the process of coming up with ideas to write. Most writing requires some preparations, this preparations rely on your reader, your purpose, the content and the writing situation .

Brainstorming is a strategy or a technique use in pre-writing stage, this means that you storm or search your brain for ideas and write them down very quickly. As cited by Galko (2001) “Brainstorming is to let your ideas flow without judging them” (p.10). Then, don't

worry about them, don't worry about how useful they will be and don't worry about neatness and correctness.

The purpose of pre-writing is to generate notes and ideas either individually or groups, that would give student some strategies for writing a draft.

Thus, for well-structured writing students need to pass through this stage before moving to the next one.

1.2. 2. Drafting

Drafting stage is where the students really begin writing after some preparations (notes, brainstorming). It is the way to get their ideas and thoughts on paper without worrying about making mistakes in spelling, grammar, punctuation or the best wording,

Since, they can go back to correct and improve them, because their first aim is to write down information and ideas about the topic. In addition, the draft stage is very messy and different from the final product.

Once students have finished drafting they have to move to the following stage which is revising.

1.2. 3. Revision

It is the most important step in the writing process. The writers look again and evaluate their writings to add, substitute, omit and modify the content to clarify meaning and expand ideas to ensure that their content and purpose are clear and appropriate.

As reported by Broun and Hood “The revision stage is where you check that:

_ You have said what you want to say.

_ You have said it in a clear and appropriate way”.

Revision is a way for improving a work in progress. This step is a crucial procedure designed to reevaluate and reexamine the choices that have created a piece of writing.

1.2. 4. Editing

Editing is the final step in which there is a great emphasis on language in terms of grammatical accuracy and correctness of form.

As well as, the writer tends to check that there are no errors of spelling, punctuation, grammar, word choice and word order. At this, it can be assumed that learners have reached their final work to be shared with others, through publishing it. (Harris, 1993).

1.3. Types of writing

Types of writing can be divided into a number of categories that are generally used. According to Hoop and Pearsall (1984) all writing can be categorized by:

1.3.1. Exposition

Expository writing is one of the four rhetorical modes of discourse along with argumentation, description, and narration. It clarifies, explains, instructs or exposes some material. Expository writing talks about a subject without giving opinions. The purpose of this type is to provide some background and inform the readers about the plot , character , setting and theme of the essay, story or motion picture .

1.3.2. Argumentation (persuasion)

It is the interdisciplinary study of how humans can reach mutually acceptable conclusions through logical reasoning. Argumentory type is the act of convincing the reader that the writer’s view is the correct one. It includes debate and negotiation. Persuasive writing tries to

change the reader's mind and uses analysis, data and other factual material as tools to achieve this change.

Unlike expository writing the main aim of persuasive writing is to convince others to agree with the writer's point of view. It contains justifications and reasons.

1.3. 3. Description

Descriptive writing focuses on communicating the details of a character, event or place. It conveys information through the five senses: sight, hearing, taste, touch and smell. Descriptions can be part of either expository writing or narrative.

The main purpose of this type is to re-create or usually present a person, place, event or action.

1.3.3. Narrative

So that the reader may picture what is being described. It is one of four rhetorical modes of discourse. This type has some kind of retelling often in words of something happened.

Narration takes place when at least some of the following parts are present; time, place, character and plot.

The main purpose of this type is to shapes history; the scene of events, the story of what happened.

1.4. The importance and purposes of writing skill

Writing is one of the four skills of listening, speaking, reading, and writing. It is the important skill in teaching English as second language. Moreover, due to its fundamental

value, several Purposes are suggested by Harmer (2004) in which he argues that writing can help students in learning other skills in English more effectively.

In addition, it is the process to transmit thoughts or ideas to the other people and encourages students to focus on accurate language use, because they think as they write. This skill may contribute to language development to resolve their problems.

Practicing writing skill helps students to get background with new types of writing in order to uniform their writing skill. i.e. the writing skill is a way to help learners to learn or to discover how to compose a piece of writing. Then, it makes them understand, remember, summarize, what they have written.

Subsequently, it plays a crucial role in preparing needed things for pupils. For instance: grammar points, content, vocabulary. Thus, this productive skill requires conscious intellectual efforts that eases learning English as second language.

To sum up, the most significant feature that writing skill may offer is that writing is a complex and difficult process for EFL learner's and cannot taught alone without other skills , but usually with the incorporation with other skills.

1.5. Writing and other skills

1.5.1. Writing and speaking

Foreign-language skills are classified into two main categories: the productive skill (speaking and writing), and receptive skill (listening and reading).

Furthermore, even if writing and speaking belonging to the same category, they are different in both origin and practice. Listening and speaking are naturally acquired without specific formal instruction, and every one can acquire it .While, reading and writing must be

learned at schools and universities, and not everyone can learn to read and write. (O'Grady, Dobrovolsky, & Katamba, 1996).

Here are some various aspects to prove that writing and speech are different. They are summarized by Hyland (2003).

Table.1.1. Difference between speech and writing. (Hyland, 2003, p.50).

Speech	Writing
1. More hesitations, interruptions, and self corrections. 2. Spelling and punctuation conventions. 3. Relies on gestures and paralanguage. 4. Concrete, fragmented, informal and context dependent. 5. Characterized by turn- taking.	1. More subordination and passive. 2. Longer sentences. 3. More explicit coding of logical relations . 4. Less model modification. Structurally elaborate, complex, abstract and formal. 5. Characterized by monologue.

Virtually, spoken language has dialect variations that represent a region. Speakers use their voices and their bodies to communicate their message. Speaking is often spontaneous and unplanned, emphasizing communication. They have immediate reaction from their audiences who interrupt questions and comments. Speech is usually informal and repetitive. Whereas,

written language is more restricted and generally follows standardized form of grammar, structure, organization and vocabulary.

Moreover, writing is more formal and compact; it progresses more logically with fewer explanations and digressions. In writing skill, writers are often solitary in their process. Thus, both spoken and writing dialects are linked to the social backgrounds, age, race, and gender of the writer, speaker, and audience.

1.6. Problems affecting learner`s writing skills

Writing is difficult as a productive skill, teaching writing becomes very hard task for both teacher and students. They face many obstacles during their writing.

Tribble (1997) claimed that “Writing is a difficult skill to acquire “(P.65). There are several problems that encounter students during their writing:

Lack of vocabulary: is the biggest problem that most students usually have during their writing work. Vocabulary limitation also affects the learning's results of other skills.

Lack of grammar: most of students often have mistakes about grammar when writing a work. This second problem is that students have difficulties in studying grammar. Also, grammar limitation affects the ability of using language in most of the students. For instance, She / He goed instead of went. Or S / He play instead of plays.

The students find the topics of writing lesson in text book very difficult to do: There are many topics require students a large source of vocabulary. Such as: students are asked to write a paragraph to describe the population in formation in the chart.

The correction of student's written works is limited: The teacher does not have enough time to correct the student’s written works. They only correct some typical written ones and ask students to follow them as those models. This leads to many typical mistakes. So, students can commit mistakes again and again if they have nothing corrected.

Lack of materials: This problem will influence the learning's result of the student, especially when teachers do not have time for teaching student's ways of writing effectively. So, students can consult more on advanced books or other essential materials. Thus, most students have difficulties in ordering ideas in writing or lack of grammar accuracy.

Student's lack of time for learning writing skill: When the time for learning writing skill is little and cannot afford the demanding, this can affect not only students learning but also teacher's teaching.

Another learner's problem in writing :As reported by Coe and Rycroft (1983) who added other problems that student may encounter:

-The sentences may not have clear punctuation.

-Difficulties in the selection and ordering of the ideas that easily make sense to the reader.

-The writer may have ideas that are not appropriate to the topic or what he wants to express.

- Problem of misunderstanding, noise, uncompleted lessons and programs may increase.

1.6.1. Reasons of learner's problem in writing

Here are some of the main reasons that lead to these problems:

Many students have a limitation of vocabulary because they rarely look for dictionary and check the meaning of new words as well as the way to use them.

Many students are not aware of the importance of grammar in studying writing skill. Since, they don't have enough time to study it. Therefore, there are no activities outside classroom to improve student's grammar knowledge.

The topics and activities of writing lessons in textbook are an appropriately designed to many students level. The difficulty of topics and some exercises make student feel

complicated and bored in which they find a lot of new words and its grammar points. Thus, they do it thanks to the help from their teacher.

The lack of time during writing exercises, so the teacher cannot correct all students' written works. That leads students to repeat the same mistakes. Thus, they cannot correct if they do not know the correct form, they may be able to correct but they may not be certain that they are correct.

Students are unaware of the importance of writing skill, and most of them live in the countryside, and they do not know how much about material sources. In addition, students have not any useful materials for studying writing skill as well as materials that suit their level.

The time for learning writing skill in most secondary school schedule is not enough to help students to improve their writing and the time consuming may not support teachers to fulfill their objectives or even presenting their tutorials. However, the time for learning other objectives takes a lot of students learning time. This creates many difficulties for students in improving their language knowledge.

Group work is likely to be an interaction pattern which is typical full of noise (Harmer,2001). Moreover, some teachers feel that they lose control over the whole class. In addition, not all learners enjoy group work since they would prefer to be the focus of the teacher's interest rather than work with their classmates.(Huy,2015).

1.7. The role of teacher in writing process

Teachers play a vital role to perform in the development of student's performance in their written work. As cited by Harmer (2004) there are five roles of teacher before, during and after students writing which are:

Demonstrating

The teacher's role is to assist students to write better through learning language rules and showing their awareness, attention about conventions of writing for instance: (including spelling, grammar, punctuation …) in order to become effective writers.

Motivating and provoking

The teacher here motivates students to write better and guiding them when they find themselves lost in writing.

Sometimes teachers can give them the words they need to start a writing task as way of getting them going. Also, the teacher provokes them to have valuable ideas by asking and checking their responses with prepared suggestions. Hence, these can help learners to overcome the fear of making mistakes for making them motivated and convincing to write efficiently.

Supporting

Teacher plays a very essential role in supporting students to produce better production. Learners need support from their teacher when they are doing their tasks in classroom by given them ideas and means because learners always need an assistance and encouragement in order to be better writers.

Responding and evaluation

Evaluating and responding are not just ways to grade learners but also as a learning opportunity. In one hand, in responding the teacher reacts to learner's piece of writing and gives them suggestions and comments about the content and the form. In the other hand, evaluation is regarded as an important tool to assess learner's written work and to indicate whether they write well or they make mistakes.

Conclusion

Throughout what have seen in that chapter, the writing skill should be given great emphasis in order to help EFL learners to develop and improve their production also to overcome the difficulties that faced learners when they learn to produce piece of writing. It is a deliberate conscious procedure which can and should be planned and organized. EFL learners have the opportunity to practice the skills that are needed in order to write well. Thus, teaching / learning of the writing skill need the necessary information from both teachers and learners that would enhance and make it easier and important.

Chapter Two:

An overview about

Teacher’s Feedback

Introduction

In teaching writing skill, the teacher has many tasks to do in order to develop his learner's writing performance. Since, the learners commit a lot of mistakes, their teacher should act as controller, helper, corrector, or providing feedback to correct these mistakes as well as he examines his learners writing production. This chapter tackles the teacher feedback and highlighting main definitions, types with its advantages and disadvantages. Also, it presents the feedback characteristic. Finally, this chapter deals with the importance of feedback.

2.1. Definitions of feedback

Feedback is one of the most important professions that teachers do during doing tasks to respond to their students' mistakes. As reported by Harmer (2004), feedback can be defined as "the input and means that provides writers with a set of information such as the reader's need and expectations and whether student's writings have met such expectations". According to him, teacher's comments that give to their students is to develop their level to write more or to make certain variations and effects on their production.

Dheram(1995) argued that "feedback seems to be as central to the process of teaching and learning writing as revision is to be a process of writing "(p.160).

Accordingly, Feedback is a fundamental aspect of ESL writing programs to encourage and consolidate learning.

As cited by Reid and Kroll (1995) claimed that "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" (P.18).

So, teacher plays a fundamental role in the feedback process in order to produce a much improved piece of writing. As reported by Hattie and Timperley (2007) define it as “feedback is conceptualized as information provided by an agent regarding aspects of one’s performance or understanding” (p.81). Therefore, it has the greatest impact to enhance classroom learning and teaching.

2.2. Types of feedback

2.2.1. Oral corrective feedback (OCF)

Teachers’ role in oral corrective feedback is to find out students strengths and weaknesses and get better idea about how best to revise their writing. As cited by Williams (2002), the interaction between teacher and students can enable students to develop their writing ability that oral feedback comes through. According to Nassaji and Swain (2000) argued that “social activity involving joint participation and meaningful transaction between the learner and the teacher” (p.35). It involves a dynamic assessment that providing students with mediated learning experience. Using this type the students can extend zone of proximal development (Poehner, 2008).

OCF has to be graduated when learners learn to identify and correct errors and gain self regulation. It is an effective way which can help students to change attitudes and approaches. It can be used in individual or groups by giving more explanation that comes through body language, facial expression, tone of voice and feedback situation. Teacher’s role of giving feedback is to have immediate feedback on how their messages are getting across to students, in order to tell a lot about how they are reacting to the teachers’ feedback. Teacher can give feedback to the whole class about the task directly after collecting their work from them. Hence, the task is still fresh in their minds.

Here are some advantages and disadvantages of given oral feedback in individual or in groups:

The strengths

1. It is efficient process that allows teachers to assess each individual student's needs, strengths and weaknesses.
2. Teacher can provide a lot of feedback to a lot of students in a short time.
3. Giving feedback to small group of students can be less frightening to them than one to one feedback especially when critical.
4. It encourages students to learn from the detail of feedback to others in group, prevent them from repeating the other's mistakes and put their work into context.

The drawbacks

1. Giving feedback to individual student can be extremely frightening when critical.
2. When classroom is too large, teacher cannot remember exactly what he / she said to whom.
3. The teacher has difficulty to justify their feedback when the students become more defensive when receiving critical feedback.
4. Teacher only focuses on the principles feedback matters and ignore the specific details.

2.2.2. Written corrective feedback (WCF)

WCF is one of the most efficient areas in L2 writing, which teachers cannot obtain from giving WCF on student writing. (Bitchener.&Ferris, 2012; Storch, 2010). There two different approaches in WCF:

The former, considering that the teachers should respond to errors in student writing and WCF strategies should be used to improve student's learning opportunities and to raise the maximum student improvement. The later based on teachers should be more selective in their approach. So, both of them are referred to as comprehensive (or unfocused) and selective (focused). (Ferris et al., 2013). Thus, focused written corrective feedback is more manageable for L2 students and can easily lead to information over load (Bitchener, 2008).

Moreover, according to Ferris (1990); Hendrickson (1980) argue that focused WCF can enable L2 students to learn from their errors they make during their writing for better understanding and improving. Students have the opportunity to mark and to understand the feedback when some error categories are targeted (Ellis et al., 2008).

As cited by Beuningen (2010) claimed that a comprehensive approach deals with learners who do not make a lot of errors in writing.

To conclude that, selective focused approach to WCF students have a greater chance to develop their written accuracy in a focused and structural manner.

Advantages and disadvantages of WCF

In many L2 contexts, the written mode of teacher feedback has become the major kind of feedback in written classrooms. WCF has own advantages and disadvantages in the particular contexts:

Advantages

The written feedback can be personal, individual and directly specifically related to the student's written work. It may be considered as definitive and authentic. Also, it can be more

adequate to justify an accompanying assessment judgment in which students can refer to the feedback again and again and continue to learn from it.

Disadvantages

Despite of the various advantages, there are several disadvantages in which handwriting feedback can be hard to read. Since, it is slow and time consuming to write individually about student's work. Thus, students cannot obtain teacher's feedback unless they keep photocopies of student's written work and comments. So, it seems that the advantages of feedback are much more significant than the disadvantages.

According to Neild, Karol & and carysforth (2002) the written and oral corrective feedback are summarized as the following:

Table .2.2. Advantages and disadvantages of oral and written communication. (p.112).

	Oral	Written
Advantages	• Rapid • Relatively cheap • Voice can be used for emphasis or to show feelings • Immediate feedback possible • Can check listener(s) paying attention	• Has formal authority • Provides a permanent record as evidence • Can be retained for future reference • Can be studied at leisure • Can be copied for other people • Crates a distance between sender and recipient • Useful for difficult communication (ex: bad news)

	• Body language (gestures, facial expression) emphasis meaning	• Can include visual information and color to aid understanding \ emphasis.
Disadvantage	• Clear speech essential. • Message must be clear and unambiguous to be understood. • Person must be able to hear the message without distractions. • Long and complex messages easily forgotten. • External factors may distract speaker or listener. • Can be difficult to handle if open hostility or disagreement shown by listener.	• Takes time to produce particularly if long or complex. • Keyed-in documents need skill to be produced quickly and accurately. • Will be spoiled by poor command of language, spelling or punctuation. • Must be legible- may depend on hand writing, ability of writer. • Delivery may take time. • Permanency may prove a disadvantages if contents are inaccurate out-of-date or writer later regrets sending message.

2.3. Characteristics of feedback

Anderson (2009) feedback is valuable information that students receive from their teacher about their performance that aims to take student self correction and guide them to accomplish their goals. There are some characteristics of giving effective feedback for both encouraging and consolidating learning as the following:

1. **Objectivity**

Effective feedback is designed to seek on student's level performance not on the teacher's personal opinions, likes or dislikes. Hence, feedback must be honest to be objective, it based on actual performance not on what the teachers and students wish it had been.

2. **Acceptability**

Students have the opportunity to respond efficiently to their teacher's feedback when they accept their teacher, his teaching ability sincerity, competence and authority. So, teacher's authority and student's acceptance build structural acknowledged feedback.

3. **Constructiveness**

Constructiveness is a combination of positive and negative feedback by highlighting the student's needs for self-esteem, recognition, confidence and the agreement of others. Teacher's role is to identify student weakness and provide positive guidance to improve their levels.

4. **Flexibility**

The teacher should remain flexible in giving feedback and should be honest enough to assess each student's production. This can help learners to be skillful writers.

5. **Organization**

Feedback is an essential element for learners in an organization's work. The teacher should provide students with pattern in order to improve their comprehension of the feedback and whatever the organization of feedback. The teacher should be willing to change if the learner cannot understand it.

6. **Comprehensive**

Feedback requires the necessary information on the areas that need improvement or on the areas that expect a learner to improve that means when writing technically all the information should be provided. Its background must be described and clear description of any process or method of carrying out a specific work should also be given. The objective is to provide guidance by supplying information is useful manner.

2.3. The importance of feedback

The teaching and learning process expands through the influence of productive feedback. Feedback is an effective approach to develop learner's progress, provides directions and helps to boost confidence, raise student's motivation and self-esteem. (Greenwood, and n'ha winifreyda, 1995; Athens and Williams, 1995; board and Neville, 1996; Begley & White, 2003).

According to Cathill (1996) and Glover (2000) when feedback is not given to students, they will evaluate and compare themselves in appropriately with more elder colleagues; this can lead to reduce levels of student's self-esteem which may have negative effect on such practice. In addition, It stipulate a means that student can contribute toward activity in a good manner. Feedback is more effective when it focuses on content and form rather than on form or content alone. (Biber, et al.2011). Moreover, feedback plays a fundamental role in developing writing process among L2 learners. (Hyland & Hyland, 2006; Magno & Amarles, 2011; & Alamis, 2010).

Teacher's feedback can give general guidelines to improve students writing skill, since Lee's (2008) argues that learners prefer teacher's response to their errors by given marks in order to know which one should be avoided in the next one. It can also motivate the form of praise in

the oral or written form, and help pupils to revise their mistakes for learning the correct form of their errors.

Rahmini (2010) stated that feedback can make learners to know or understand their strengths and weaknesses. In addition, the interaction between the teacher and pupil develops and grows in progress, especially when a teacher gives feedback to the learner's writing they discuss together which one is correct and also responding to each learner's writing, this enhances the interaction between both to make it better.

Hence, the feedback is to provide information that helps learners to improve their performance by correcting themselves when they make errors in order to write successfully and appropriately in the future, it plays an important role in motivating learners to increase their level to write efficiently.

Conclusion

Feedback is a process of getting responses from whom you are communicating with. It is an important and essential part of teaching and learning, that helps learner to avoid misunderstanding in their piece of writing. This way offers the teacher an opportunity to evaluate and increase the learner level in the writing process. Moreover, it allows the teacher to plan the learner's needs. Hence, corrective feedback gives the learner a clear idea about their strengths and weaknesses in order to build corrective acknowledged success.

Part two:

Practical work

Part two: Practical work

Chapter Three: Research methodology

and Data Analysis

Part two: Practical work

Chapter three: Research Methodology and data analysis

Introduction

This chapter is concerned with gathering information about learners' opinions and teachers' insights concerning learning / teaching writing. In addition, this present chapter is aimed to collect data about teachers' feedback and its influence on their students' written performance.

The purpose is to collect data about students needs to identify pupils' problems that encounter them in writing and to identify the role of teacher's feedback in improving learners' written production.

3.1. Research design and methodology

In this study quantitative research method was used. It is an approach that deals with members. Its main purpose is to explain, predict and examine a process through the identification of variables.

3.1.1. Population sampling

The sample population in this research was EFL teachers and pupils of third year secondary school at Abdurrahman Ben Salem in Bouhadjar. El Taref. The investigation contains six teachers working in the above mentioned secondary school who were choosing for gathering valuable information. Furthermore, the study deals with 70 pupils from third year secondary school who are enlist in the academic year 2016/2017

3.1.2. Research Instruments:

This study, the questionnaire was the research instrument that has been used in order to collect information about the topic. This study is based on the use of two questionnaires. The first one is designed for 70 pupils who are enlisting in the third year secondary school. However, the second is addressed to six (6) teachers from secondary school at Abdurrahman Ben Salem in Bouhadjar. El Taref. In fact, the questionnaire is a technique that is used to gather data about the research questions, it is an effective way to investigate learner's strengths and weaknesses and the effect of teachers within their classroom in order to focus on the interested points.

3.2 Description of the questionnaire:

The questionnaire contains of 22 questions. It includes pupils and teachers' questionnaire that divided into two types of questions multiple choices and yes / no questions.

3.2 .1 The learner's questionnaires

First section is about learners's background information (Q1-Q4): It is about student's gender, streaming, interest and whether they find the written expression a difficult or an easy task.

The second section deals with pupil's attitude toward writing expression (Q5-Q11): They are designed to collect information about the writing skill, the pupils practice of the writing skill, and their opinions about teacher's correction of their production. It is also tends to investigate the obstacles that they face during writing tasks and learners preferences to achieve piece of writing whether working in individual, pairs or groups. The two questions 10 and 11 shed

light on the time allocated in classroom and the learners view toward the topics in the text book.

The third section is an overview about teacher's feedback (Q12-Q15): This section is used to gather information about teacher's feedback on pupils written work and how teachers evaluate their production. The aim of asking these questions is to show the significance of teacher's feedback to improve learners writing proficiency.

3.2.2. The teacher's questionnaires

The teacher's questionnaire includes seven questions.

Section one: The effectiveness of Teacher's feedback to enhance learners writing (Q1-Q3): This section is used to gather information about whether teacher's corrective feedback has a main impact on learner's acceptance of teacher's guidance.

Section two: Learners response to their teachers' feedback.(Q4-Q7):
Giving feedback in the learners writing help them to develop their writing skills by learn from their mistakes and errors. There are two types of teachers' feedback (Oral and written) to evaluate learners writing by showing where they wrote well and where they made mistakes, even individually or in group.

3.3. Data analysis and interpretation

3.3.1. The analysis of learners ' Questionnaire

Question 01: Gender distribution

Table.3.3 Students' Gender

The answer	Response	Percentage
Female	45	64,29
Male	25	35,72
Response	70	100

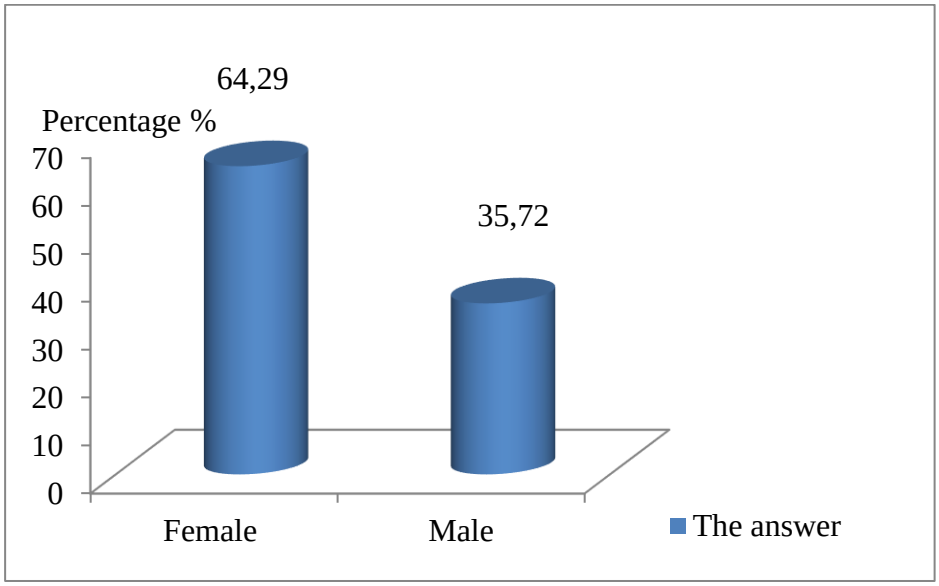

Figure.3.1. Learners' Gender

According to student's response the majority 64, 29 % (45) of them are females, whereas the rest ones are males 35,72 % (25), which means that females are more interested than males in learning foreign languages.

Question 02: Streaming

Table.3.4. Learners' streaming

The answer	Response	Percentage%
Letters	22	31,43
Languages	30	42,86
Science	18	25,72
Total	70	100

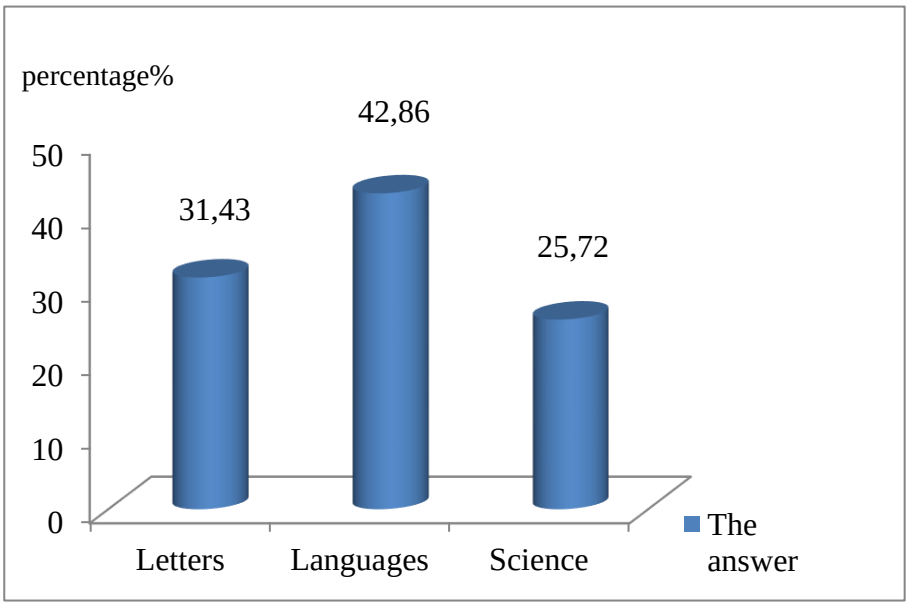

Figure.3.2 Learners' streaming

It is noted from the figure (02) that 31,43% is devoted to students whose streaming was letters, 42,86% is devoted to pupils who studied languages and 25,72% is devoted to students science branch.

Question 03: Which of the following skills do you like best?

Table.3.5. Learners' interest toward writing skill

Skills	Response	Percentage%
Writing	15	21,43
Speaking	20	28,57
Listening	25	35,71
Reading	10	14,29
Total	70	100%

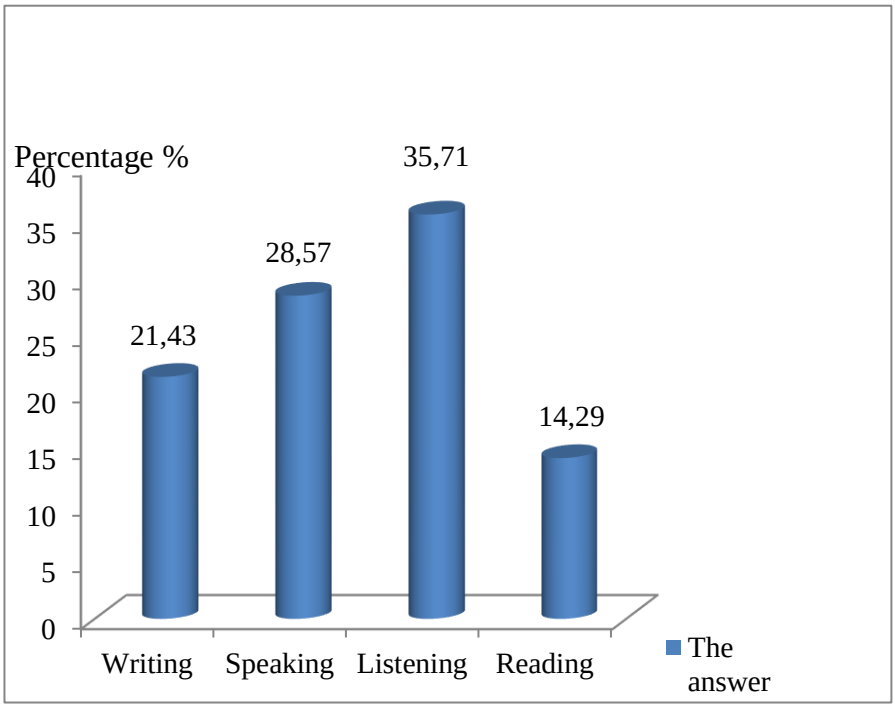

Figure.3.3 Learners' interest toward writing skill

According to student's response only 21, 43% of them interested in written work. This means that the writing skill is not a favorite subject to most students, this is due to facing some obstacles when writing such as: limitation of vocabulary, lack of grammar, fear of making mistakes…etc

Question 04: Do you think that writing in English is:

Table.3.6. the Learner's response towards the difficulty of writing

The answer	Response	Percentage%
A difficult task	60	85,71
An easy task	10	14,29
Total	70	1OO

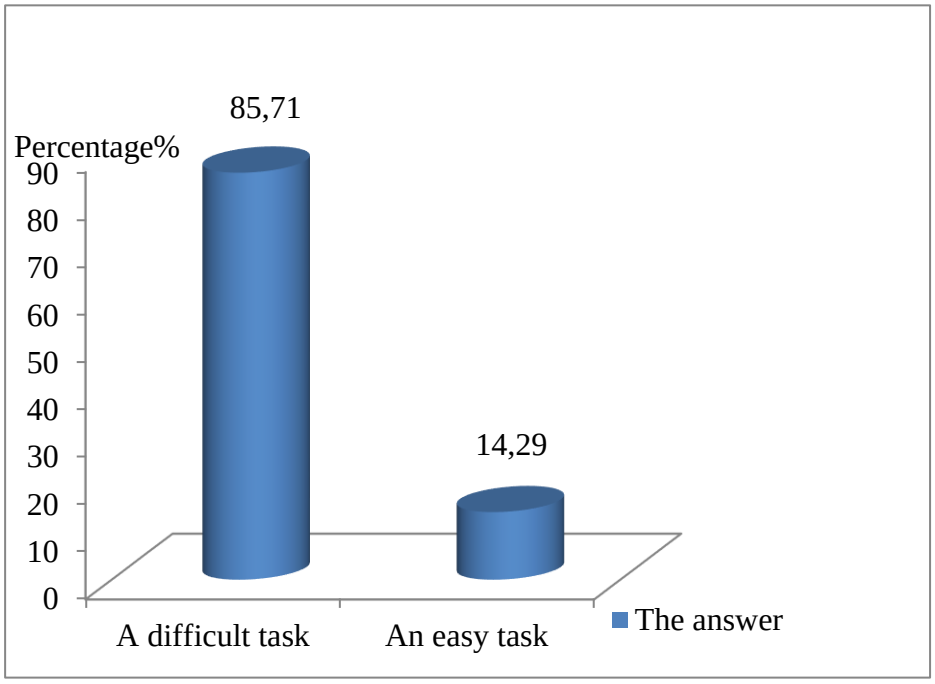

Figure.3.4. the Learners' response towards the difficulty of writing

As table and figure (04) indicate that the majority of students 85, 71% considered the writing skill as a difficult task which refers to the occurring difficulties when they write. So, Learners need a help from their teacher to overcome these difficulties through controlling them.

Furthermore, the teacher should give some encouragement, advice and suggestions in order to write effectively and correctly. While only (10) students 14, 29 % states that the writing skill is an easy task; they are motivated to learn English language and to practice it. They are aware about their mistakes and they have the chance to correct them whether by themselves or by them.

Question 05: Do you practise writing at home? Whether your choices explain why?

Table.3.7. Learners' practices of the writing skill

The answer	Response	Percentage%
Yes	30	42,86
No	40	57,14
Total	70	100

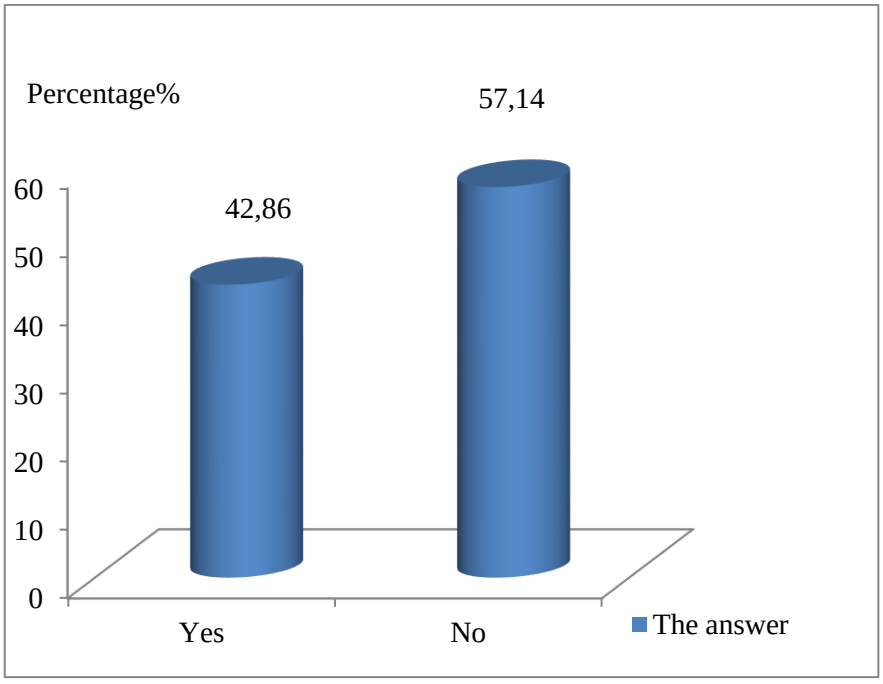

Figure.3.5. The Learners' practices of the writing skill

The results of this question show that students 42,86% answer by yes, and give several reasons; they think that through writing students can solidify ideas, thoughts, and learn how to form language, how to spell, how to make a logical argument and extending deeply their knowledge. Practicing writing outside classrooms assists learners to prepare needed things such as: grammar points, content and vocabulary. Also, it helps them know how to write coherent paragraph or essay.

Whereas, most of students 57, 14 % answer by no, they don't study hard and they don't do all the exercises. Those given by the teacher and prepare for new lessons because, they are unaware of the importance of the written work. Then, they give some reasons; many students only spend a little time for self study at home and they focus only on the other subjects. This can affect their ability when writing a sentence, paragraph or essay and can prevent them from writing well.

Question 06: Do you think your teacher mark all the mistakes in your work is helpful strategy?

Table .3.8. Teacher's correction towards learners production

The answer	Response	Percentage %
Yes	65	92,86
No	5	7,14
Total	70	100

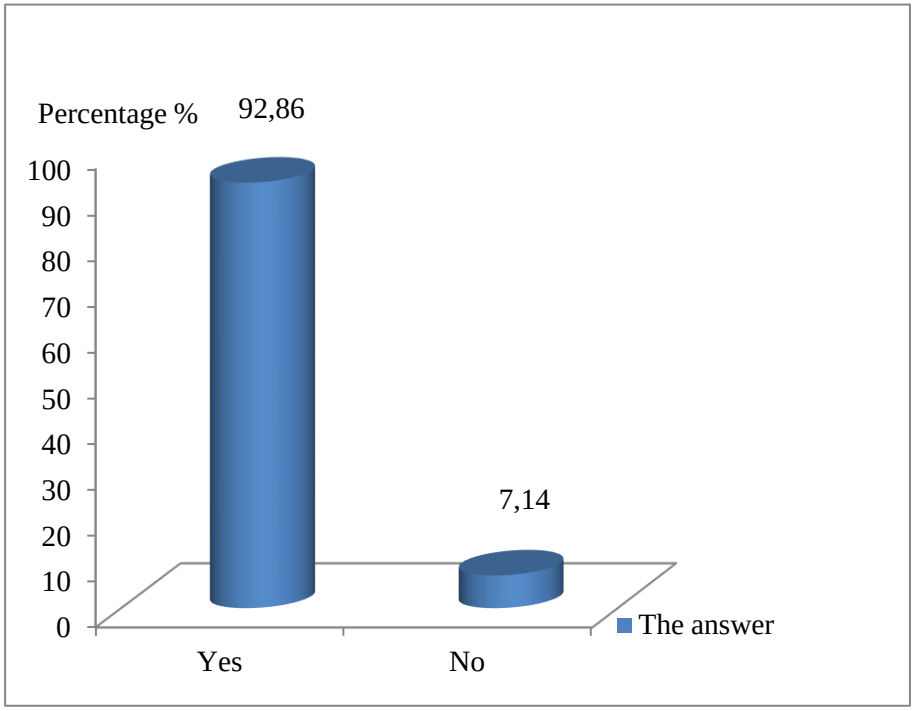

Figure.3.6. Teacher's correction towards learner production

In one hand, from the results obtained in the table and figure indicate that the majority of students 92, 86 % answer positively that their teachers are aware of their student needs to improve their proficiency in writing and encourage them to write as much as they can. Thus, teacher's correction of students written work help them to ovoid the repetition of the same mistakes, and provide them with the correct form, On the other hand, some students 7,14 % answers declared that teachers doesn't provide students with the correct form, they just indicate their mistakes by many ways such as: inserting the missing word, crossing out unnecessary word, phrase, or sentence ,since the time for class is very little and not enough to correct all the student's mistakes. So, this can lead students to make these mistakes again and again, because students do not give the correct answer if they do not have the correct form.

Question07: Do you want the teacher to write comments about the strengths or weaknesses in your piece of writing ?

Table.3.9. Teacher's comments about pupil's written production

The answer	Response	Percentage %
Yes	70	100
No	00	00
Total	70	100

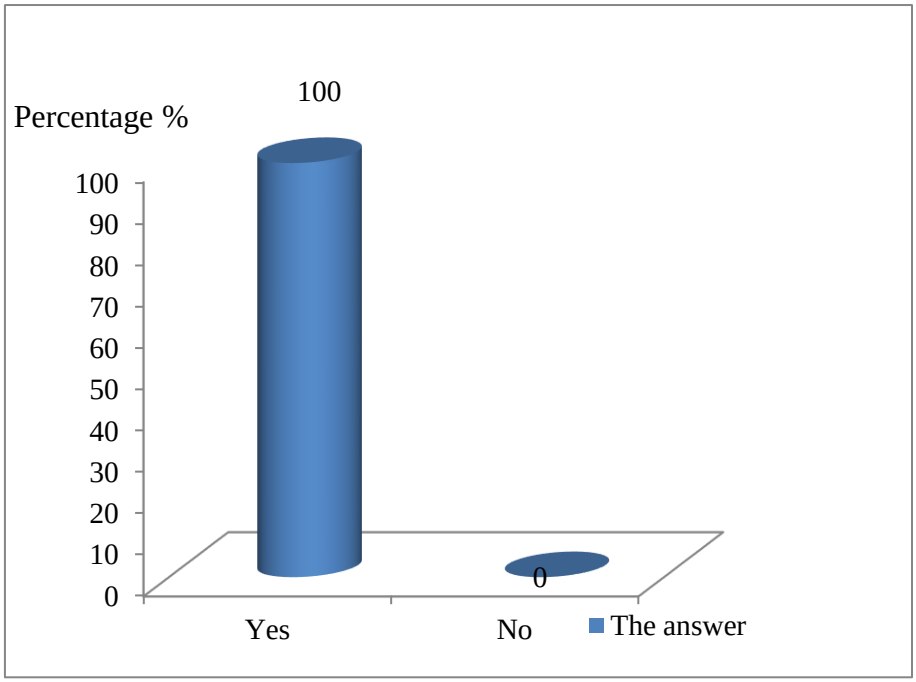

Figure.3.7. Teacher's comments about pupil's written production

The results of this question show that all learners prefer teacher written comments to learn from their mistakes. Teacher's correction is through showing the mistakes of each learner work such as: vocabulary, grammar rules, mechanics of writing (style, spelling, hand writing…..) and providing them with the correct form. Hence, pupils think that these

comments as a mean to help them in learning more about language from their errors and to develop their writing performance. In addition, students empower the negative points and trying to increase their English language proficiency by learning new points. So, they might benefit from these the written comment.

Question08: What are the difficulties that students encounter when they write?

Table .3.10. the difficulties which the pupil's encounter during writing.

The answer	Response	Percentage%
• Lack of vocabulary.	18	25,71
• Problem in grammar rules.	18	25,71
• Mechanics of writing (handwriting, spelling, style.)	05	7.41
• Organization of their ideas.	10	14,29
• They think in 1st language and translate to 2nd language.	19	27,14
Total	70	100%

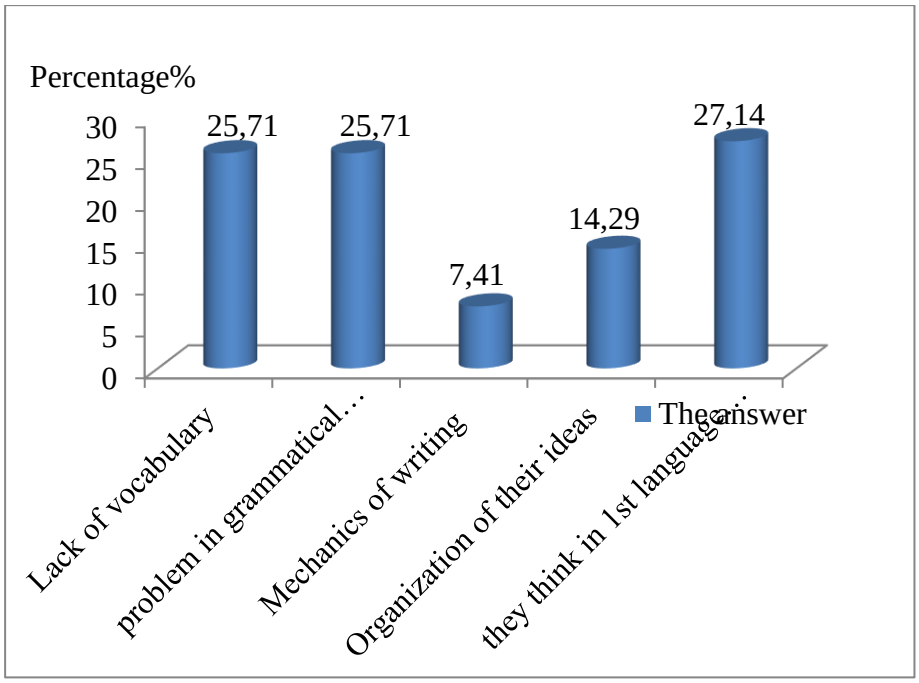

Figure.3.8. the different difficulties which the pupils encounter during their writing

It is noted from the figure 08 that the majority of pupil's views 27, 14 % (19) stated that they faced difficulties in the transfer from the first language to the second language, they think in L1 and write in L2 (code switching to L1).

While, 51, 42 % (36) of pupils show that they face equal difficulties in both: the lack of vocabulary and grammar. This is due to spending little time on studying vocabulary like dictionaries, reading books… and they do not search meaning of new words as well as the way to use them. Also, besides vocabulary difficulty, most of students often have grammatical mistakes on grammar when writing; this can affect learner writing ability. Then, the minor 7,1% pupils represent that they have problems in mechanics of writing (such as: hand writing, spelling, punctuation, style and so on). But, some of them 14.29 % (05) argued that they don't know how to organize their ideas and put them in meaningful context.

Question 09: When your teacher asks you to achieve a piece of writing you prefer:

Table.3.11. Students' preferences of writing way

Answer	Response	Percentage%
• Individually.	15	21,42
• Working in pairs.	25	35,71
• Working in group	30	42,86
Total	70	100%

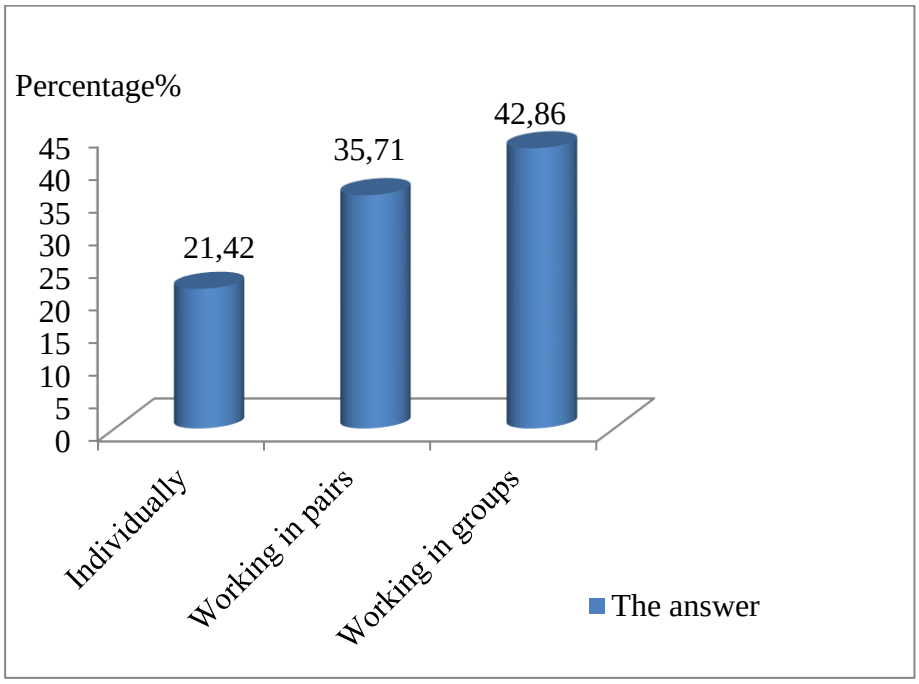

Figure.3.9. learners' preferences of writing way

The results of this question show that 42,86 % (30) generally prefer to work in groups, working in pairs equally seems to be preferred by them 35,71 % (25).

Whereas, the minor students 21, 42 % (15) prefer to work individually.

Whatever your choice is, please explain:

According to students response show that pupils prefer to work in groups or in pairs, because it allows students to work independently without help toward the teacher and their achievement is prompted. The attitudes learning are improved and willingness to work hard is increased. Furthermore, some learners argued that group work can prevent them from getting bored when writing, and teaches how to respect different ideas and opinions, also how to ask and to respond to more questions. Students have the opportunity to exchange ideas with other partner. This cooperative writing helps to improve learner's progress. Hence, one student states that working with a partner makes him feel more comfortable in the learning process.

Unlike, some pupils 21, 42% (15) do not enjoy group work they prefer to work individually. Since, they would prefer to be the focus of the teachers' interest rather than work with their classmates. Then, working individually gives them the chance to express their ideas freely and without any intervention from other students who may disturb them. Some pupils explain his \ her choice saying that writing is something personal and needs to be done individually, and learning from one another.

Question10: Does the teacher provide you by feedback?

Table.3.12. Teacher's feedback during learner's performance

answer	Response	Percentage%
Yes	70	100
No	00	00
Total	70	100

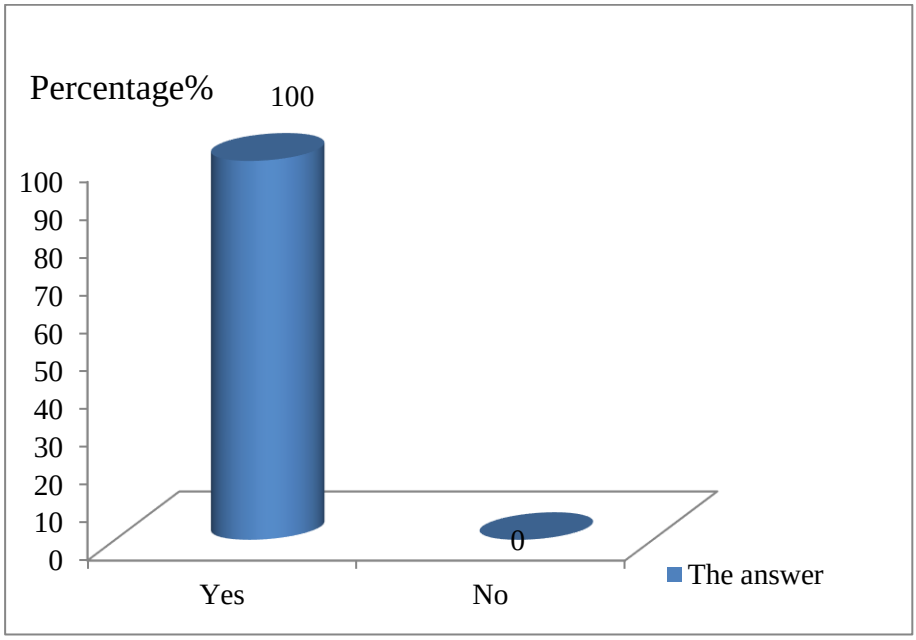

Figure.3.10. Teacher's feedback during learner's performance.

According to students' response all of them answered by "yes" which stated that teacher always gives feedback to students. This refers that the teacher provides students with more suggestions, explanations, to correct their mistakes in order to examine and help them to improve their writing proficiency.

Question11: Does your teacher often give you feedback when working with groups?

Table.3.13. Teacher's feedback toward pupil's written work

The answer	Response	Percentage%
Yes	70	100
No	00	00

Total	70	100

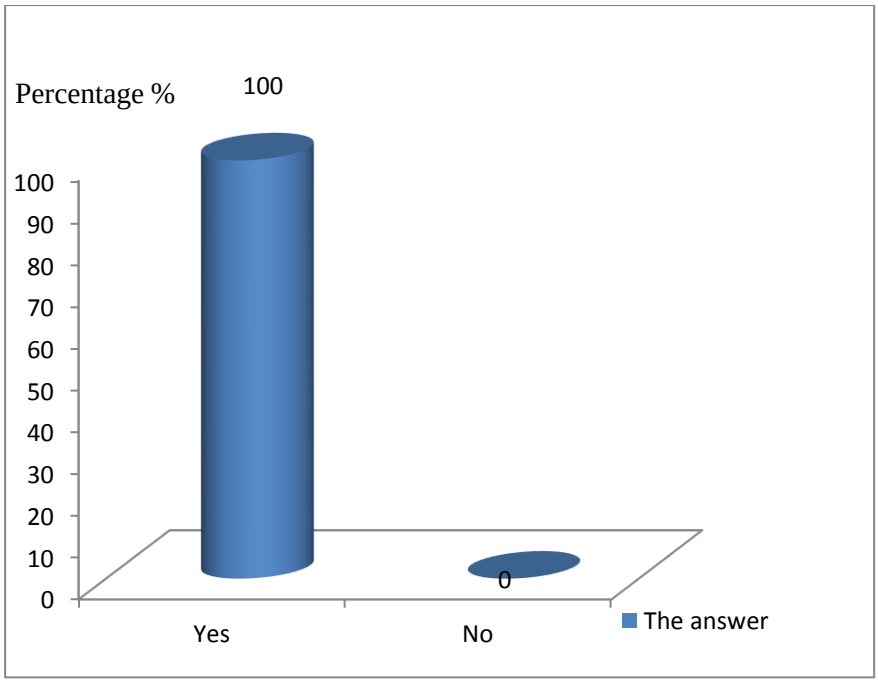

Figure.3.11. Teacher's feedback toward pupil's written work

The students' answer to this question indicates that their teachers provide them with the necessary knowledge and correct their mistakes whether work in groups. Then, teacher gives them comments to each group individually.

Question 12: Does you teacher give you feedback during or after the writing task?

Table.3.14. the learners' attitude towards the time of teacher's feedback

The answer	Response	Percentage %
During	30	42,86

After	40	57,14
Total	70	100

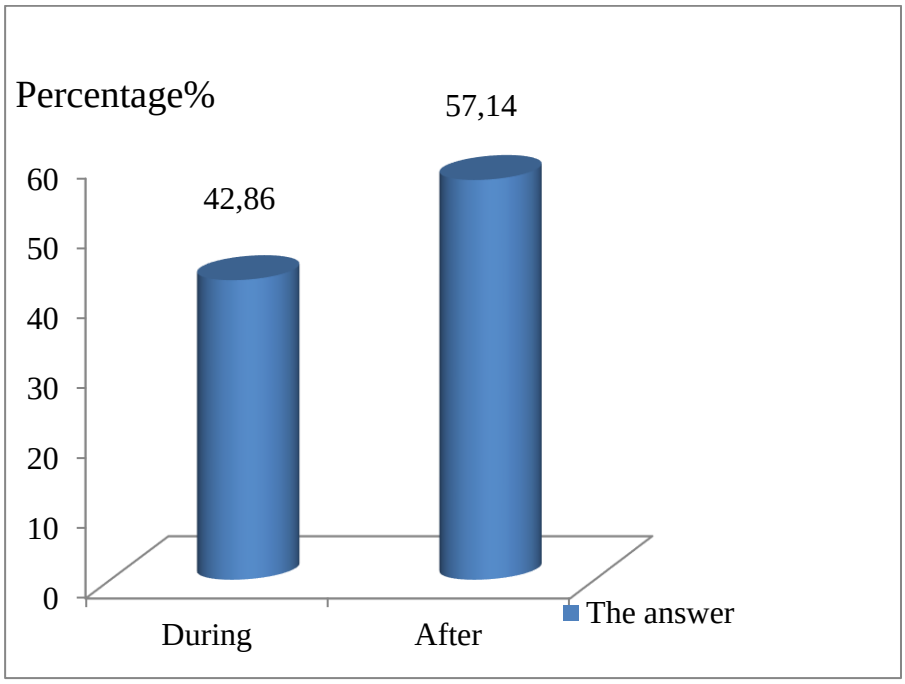

Figure.3.12. The learners' attitude towards the time of teacher's feedback

According to this table 42, 86 % (30) students think that teacher's feedback in writing task is an effective way to produce well structured writing. This means that the learners receive the teachers' instructions effectively and learners show their awareness about its importance. More than half of students 57, 14 %(40) answered that the teacher's feedback should be at the end of the learners writing performance in order to not confuse them during their writing. Also, it may create stress and less concentration.

Question13: Does your teacher asses your writing individually or in general ?

Table.3.15. Teacher's assessment to pupils' written work

The answer	Response	Percentage %

Individually	55	78,58
In general	15	21,42
Total	70	100 %

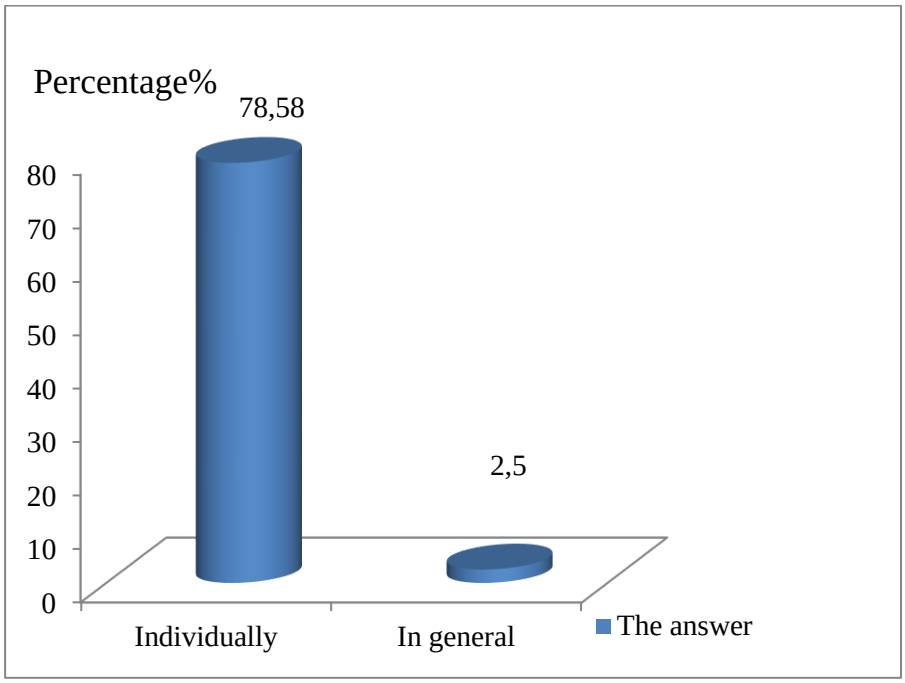

Figure.3.13. Teacher's assessment to pupils' written work

According to students response, more than half 78, 58 % (55) answer that teacher's evaluation of each student's written work is an appropriate way to attract students' attention to their mistakes. This way motivates students to learn from their mistakes and never repeat what they have been done. Teachers assess writing tasks individually in order to know each student level in writing. While; the rest of students 21,42 % (15) declared that teachers' evaluation in general make them aware to the others mistakes and avoid to make it.

Question 14: Do you think that the practicing writing skill in classrooms, is enough?

Table.3.16. The Learner's attitude towards the time of practicing writing skill in class

The answer	Response	Percentage %
Yes	5	7,14
No	65	92,86
Total	70	100 %

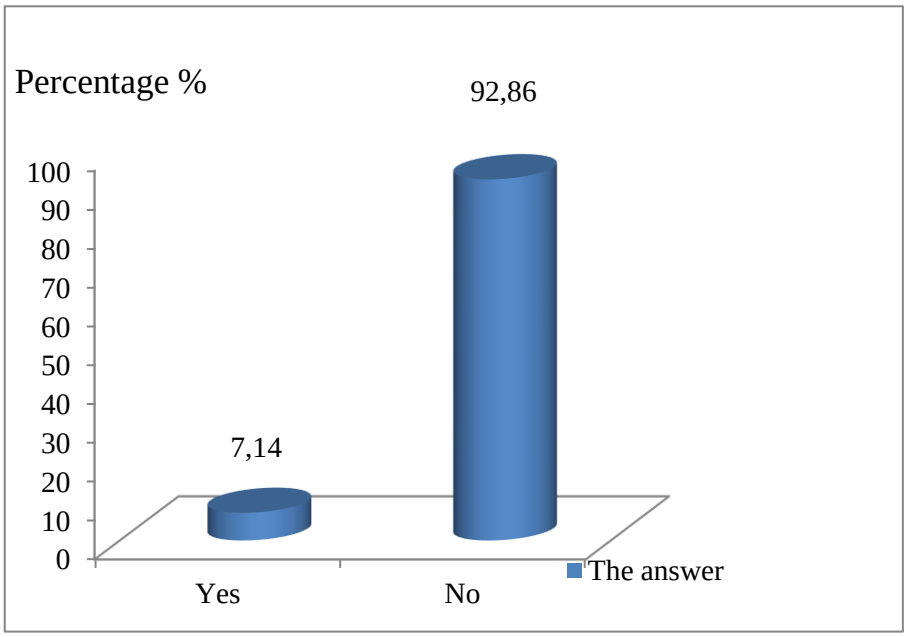

Figure.3.14 The Learner's attitude towards the time of practicing writing skill in class

The figure above shows that the majority of pupils 92, 86 % think that the time is not enough for practicing writing skill, because pupils only have one period for writing every week. In fact, it is very little to improve students' level in the writing skill; this reason to get low marks in the exam. It can prevent learners from writing well. So, they make efforts at home to increase their levels. Whereas, according to the answers of this question only 7, 14 % (5) students show that practicing writing in classrooms is enough for short-term learning.

Question 15: Do you think the topic of writing in text book is:

Table.3.17. The Learner's attitude towards topics of writing in text book

The answer	Response	Percentage %
Easy	07	10
Normal	21	30
Difficult	42	60
Total	70	100 %

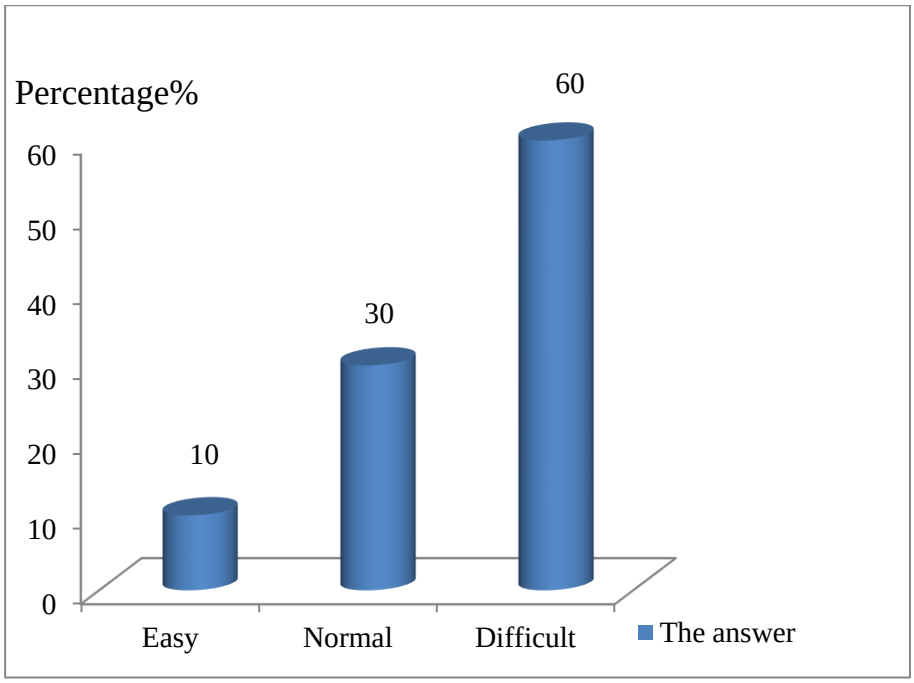

Figure.3.15. The Learner's attitude towards topics of writing in text book

The results of this question indicate that most of students 60 % (42) find writing productive skill and learners find difficulties to produce an effective piece of writing such as:

organization, coherence, clarity, accurate language, and word choice. However, the rest students consider the topics of writing in text book are normal, suitable and easy to their level.

3.3.2. The analysis of teacher's questionnaire

Question 01: Do you think that teacher's way of teaching motivates student's to write?

Table.3.18. teacher's motivation

The answer	Response	Percentage %
Yes	06	100
No	00	00
Total	06	100 %

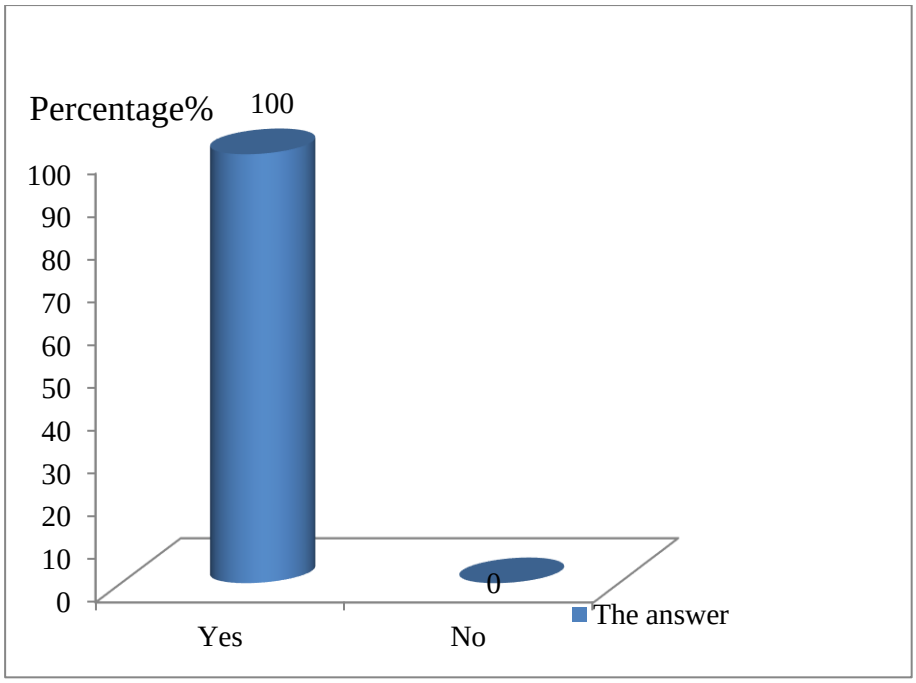

Figure.3.16. Teacher's motivation

All teachers 100 % argue that the teacher should be eclectic and vibrant. They should be aware of the great role of motivation in teaching \ learning process in order to foster learner's motivation and ensure linguistic accuracy. Enhancing the student's motivation in writing is not an easy task for teachers as well they need to know the best way on how to tackle the students' interest especially for the EFL class.

Question02: Do you often provide your pupils by feedback during the writing task?

Table.3.19. Teachers feedback during writing task

The answer	Response	Percentage %
Always	06	100
Sometimes	00	00
Never	00	00
Total	06	100 %

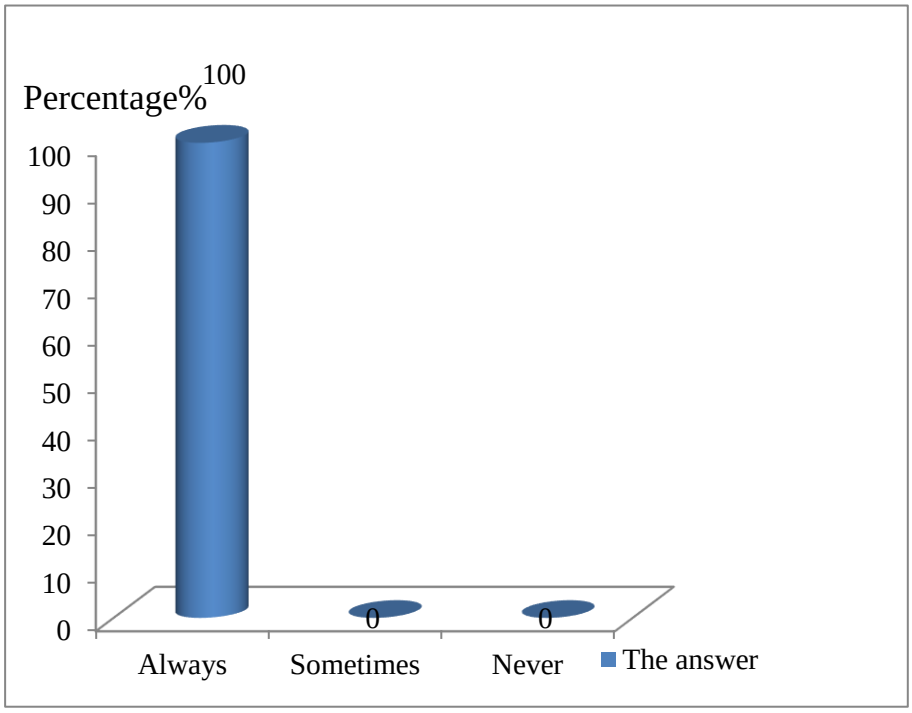

Figure.3.17. Teachers feedback during writing task

According to teacher's questionnaire, all teachers 100% (6) said that they always give comments to their pupils in order to guide them, indicate their errors and prevent them to make it again. This means that, teachers are aware of the effectiveness of feedback as a strategy for recognizing and shaping the quality of students' performance.

Question03: Do you feel that using feedback enhance students writing?

Table.3.20. the importance of feedback

The answer	Response	Percentage %
Yes	4	66,66
No	2	33,34
Total	06	100 %

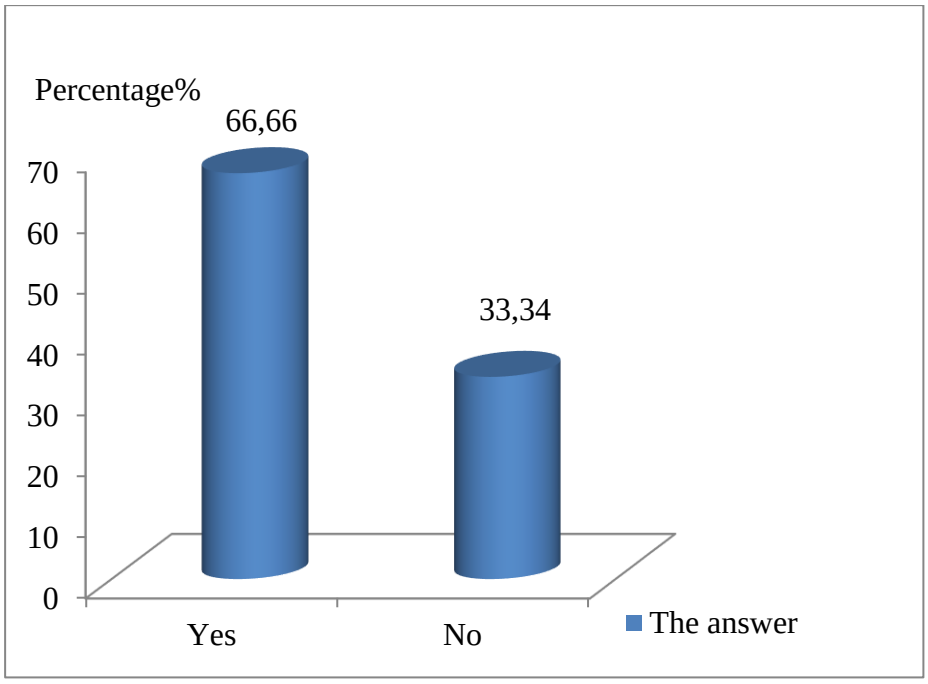

Figure.3.18.the importance of feedback

After considering the results of this question, the majority of teachers use feedback to develop pupils' progress and highlight their weaknesses or strengths. Teacher remarks and positively comments can give powerful effect in motivating the students improve and produce good writing. However, two teachers are against using feedback; teachers who refuse to give comments to learner see that it is time consuming. They give them instructions and ask them to follow it.

Question04: Do your students respond to your feedback?

Table.3.21. Learners response toward teachers' feedback

The answer	Response	Percentage %
Yes	05	83,33

No	01	16,67
Total	06	100 %

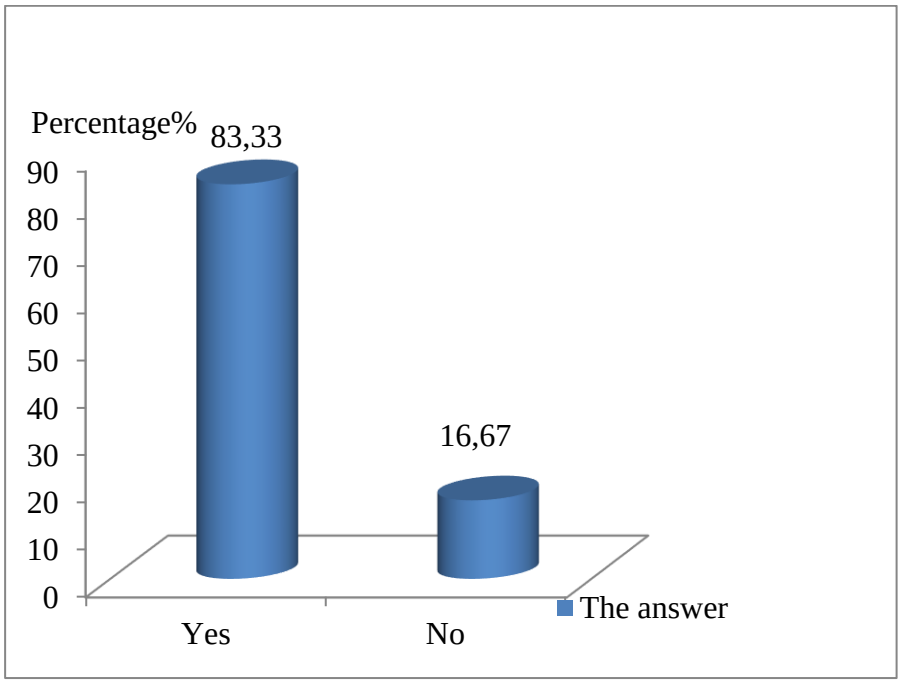

Figure.3.19. Learners response toward teachers' feedback

According to the table above 83,33% (05) of teachers said that their learners respond to their feedback which is clear from the changes and the formulation that they do when they repeat what they said by corrective feedback. By contrast, only one teacher said their students don't react to teacher's feedback and they repeat the same mistakes, because they cannot be corrected by another one.

Question05: Do you undertake the feedback as tool to correct pupil's error?

Table.3.22. the correction of learners error through teacher feedback

The answer	Total	Response
Yes	06	100
No	00	00
Total	06	100 %

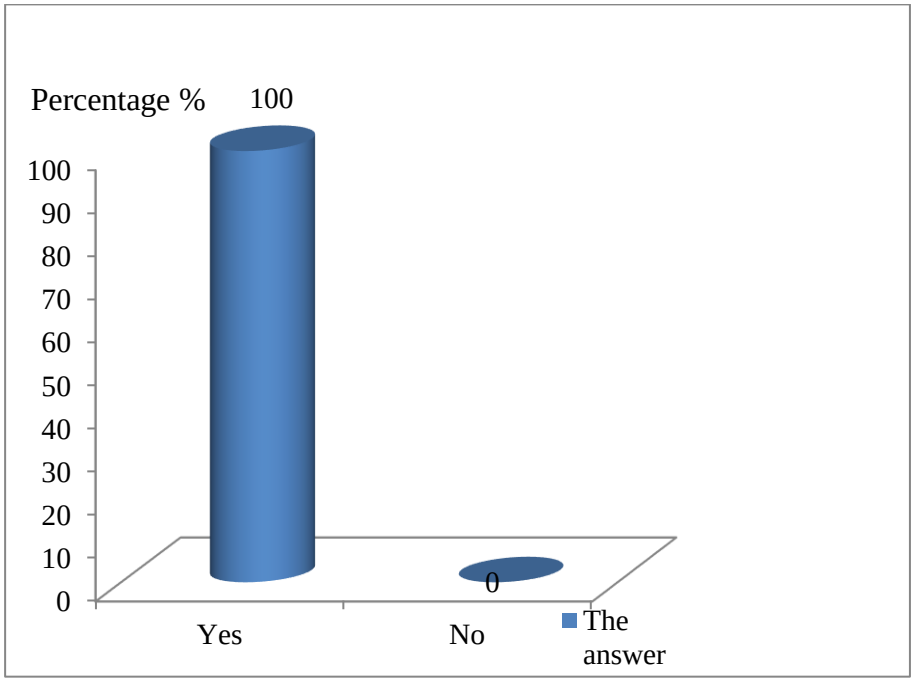

Figure.3.20. the correction of student error through teacher feedback

According to teachers answers, all teachers notice that teacher guide to the learner when facing some difficulties in different ways in order to guide them, solving problem and encourage them to reduce their anxiety to correct and to overcome their errors.

Question06: Which kind of feedback do you provide to your students?

Table.3.23. Different types of teacher's feedback

The answer	Response	Percentage %

Oral feedback	02	33,33
Written feedback	04	66,67
Total	06	100 %

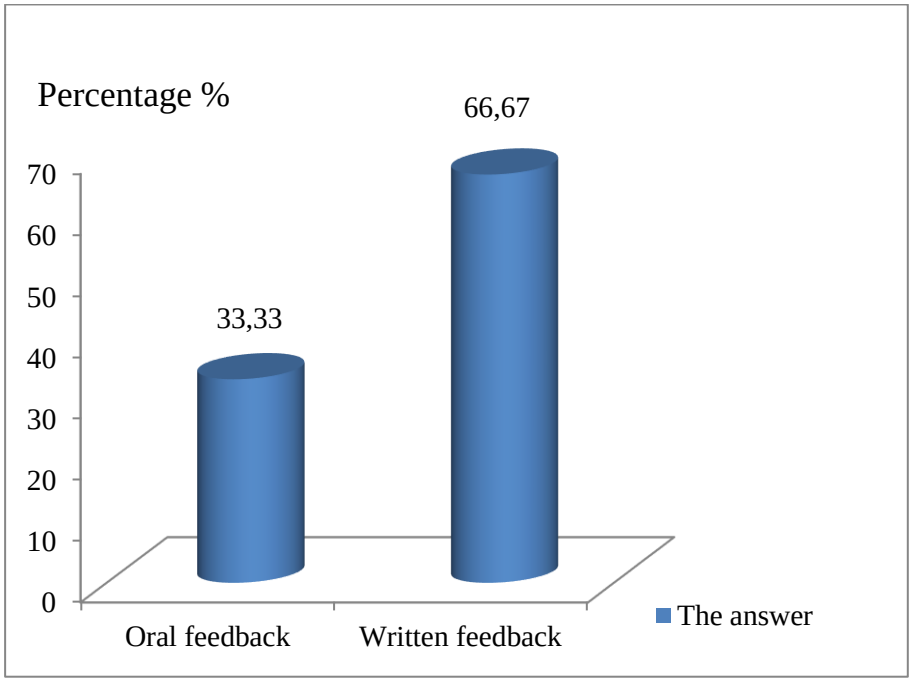

Figure.3.21. Different types of teacher's feedback

According to teachers answers 66,67 %(4) teachers state that feedback done through writing the wrong word on the board, then they show to them their errors and they try to correct them. On the other hand , it can be orally by saying the correct word pronunciation, by giving more explanation, by asking them to think again or to check their dictionaries.

Question07: Do you focus on the form or the content when providing your students with written feedback?

Table.3.24. Teacher's way of correction

The answer	Response	Percentage %
The form	00	00
The content	00	00
Both	06	100
Total	06	100 %

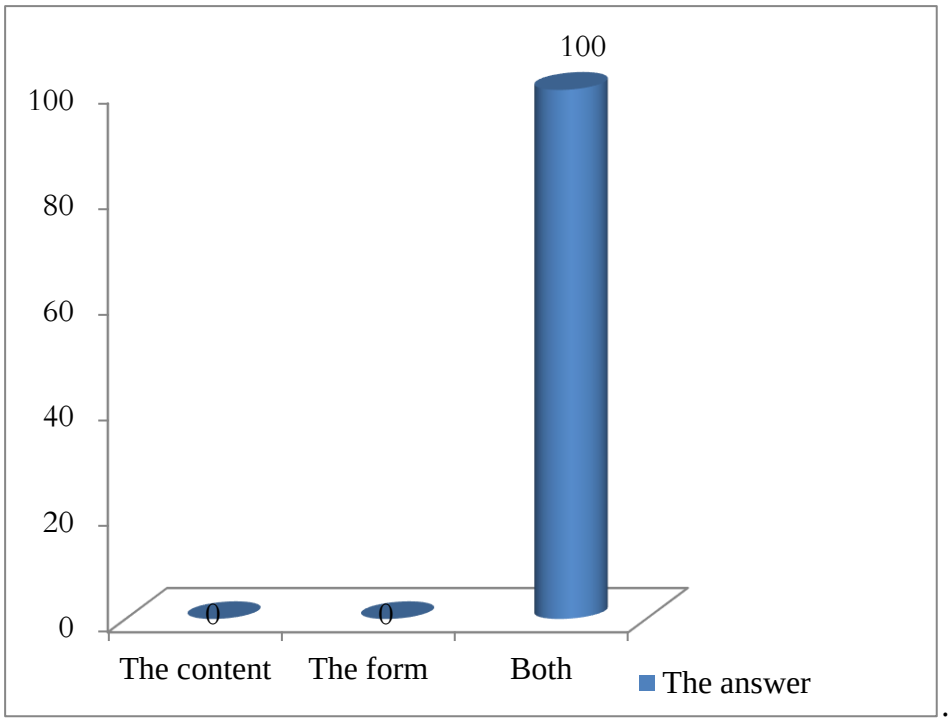

Figure.3.22.Teacher's way of correction

According to teachers' response, all teachers argue that both the content and the form are two major elements in any written production as it is replayed by teachers, a good teacher cannot focus on the form only, but an effective teachers asses their learners through the focus on both aspects.

3.4. Research finding:

In this study, the current research aims to investigate the relationship between learner's writing and teacher's feedback. According to the analysis of learners' and teachers' questionnaires demonstrate the learner's strengths and weaknesses when they write. The findings gathered in this study showed that learners are weak and face a lot of problems during the writing activity, which prevent them to be good writers.

In addition, learners are not aware of the Importance of the written task that is to say there are a lot of mistakes in learner's written work this is due to the less concentration on the writing skill. For this reason, teacher feedback is an effective technique that helps learners to overcome the fear of making mistakes in order to produce acceptable writing. Also, teacher should provide a balance of positive and negative feedback because when she / he gives only positive or negative feedback, learners distrust the feedback and it becomes useless. Hence, teachers' corrective feedback enables learners to increase their writing competence and providing them with positive or negative way to build learner's confidence to achieve their general goal to master the writing skill and to write more and better.

3.5. Suggestions and recommendations:

After conducting this research, this part includes some recommendations and suggestions to provide valuable information about teacher's corrective feedback as an effective tool to enhance student's written work, that increase teachers awareness towards learners level in writing.

The present study is based on the investigation of the written skill and the effectiveness of corrective feedback in English as a foreign language context.

Also, teachers should give different types of feedback for instance: Oral and Written feedback in order to increase learner's interest to have appropriate way to make well mastered piece of writing.

Teacher's written feedback takes many forms such as electronic feedback in enhancing learners self correction. A lot of feedback can now be given electronically either via e-mail or through text editing programs.

Its main aim is to encourage learner's independence and fostering learner autonomy. Moreover, Teachers guidance motivates and helps learners to write better. Learners should concentrate on their teacher's comments and remarks to avoid errors and mistakes and to have writing competence.

Conclusion

This chapter has presented the results from the analysis of teachers and students' questionnaires. The results from both questionnaires confirm that writing is a challenging and complex skill, since students showed that they have difficulties when dealing with the different aspects like grammar, vocabulary, content and organization, also the other mechanics of writing like spelling and punctuation. So, students need a help from the teacher when commit these difficulties by providing a feedback through different forms realize all weaknesses, in order to improve students' EFL writing performance.

General conclusion

Learners of English foreign language (EFL) need to develop the writing skills. Writing is a powerful process of thinking since it provides learners with a way of gaining control over their thoughts. It is one of those skills that deeply requires students to be motivated and help them to put their thoughts into words in meaningful context. Writing skills help the learner gain independence; comprehensibility, fluency and creativity in writing. Learners in classroom can be motivated to write when topics are interesting and appropriate to them. It is an accuracy focused activity as well as an act of communication where one can practice their skills of using of using grammar, vocabulary. Also, through writing learners can express themselves and put their ideas in a coherent context. EFL learners find writing as more complicated process and a difficult skills to master.

Therefore, the learner needs a lot of assistance and feedback from their teachers especially pointing out the errors and the mistakes that they make. Teachers' feedback has a greater influence on learners writing to support learner writing development and their confidence as writers. It is an important component in developing learner writing proficiency. The best means for teacher and student interaction provide feedback which has a dual effect on both improving student written production and motivating them to write more and better.

Teacher's feedback is a key component and crucial part of the process of writing.

Hence, the effective role of corrective feedback is to improve students writing competence. Also, it is appropriate to offer the learners' information, suggestions and cues to improve their performances.

Appendix 1

The student's questionnaire

Dear pupils,

We are preparing a research on the impact of teacher's feedback on enhancing learners writing performance, and this questionnaire is a part of it .we will be very grateful if you could answer these questions to help us getting your opinions about your writing performance and about your teacher's feedback. (Feedback is advice or criticism that the teacher gives to his learners when they make mistakes).

Thank you, in advance, for your collaboration.

Section one: Learner's background

1) Gender distribution
   a) Female ☐
   b) Male ☐

2) Learner's streaming
   a) Letters ☐
   b) Languages ☐
   c) Science ☐

3) Which of the following skills do you like best?
   a) Writing ☐
   b) Speaking ☐
   c) Listening ☐

d) Reading ☐

4) Do you think that writing in English is

a) A difficult task ☐

b) An easy task ☐

Section two: Learner's attitude toward writing expression

5) Do you practice writing at home?

a) Yes ☐

b) No ☐

Whether your choice explains why?

……

……

……..

6) Do you think that your teacher mark all the mistakes in your work is helpful strategy?

a) Yes ☐

b) No ☐

7) Do you want the teacher to write comments about the strengths or weakness in your piece of writing?

a) Yes ☐

b) No ☐

8) What are the difficulties that students encounter when they write? please explain?

a) Lack of vocabulary ☐

b) Problem in grammatical rules ☐

c) Mechanics of writing (Hand writing, spelling, style) ☐

d) Organization of their ideas ☐

e) They think in 1st language and translate to 2nd language ☐

please explain?

……

……

……..

9) When your teacher asks you to achieve a piece of writing you prefer

a) Individually ☐

b) Working in pairs ☐

c) Working in groups ☐

10) Does your teacher provide you by feedback?

a) Yes ☐

b) No ☐

11) Does your teacher often give you feedback when working in groups?

a) Yes ☐

b) No ☐

Section three: Teacher's feedback

12) Does your teacher give you feedback during or after writing task?

a) During ☐

b) After ☐

13) Does your teacher assess your writing individually or in general?

a) Individually ☐

b) General ☐

14) Do you think that the practicing writing skill is enough?

a) Yes ☐

b) No ☐

15) Do you think the topics of writing skill in text book is:

a) Easy ☐

b) Normal ☐

c) Difficult ☐

Appendix 02

The teacher's questionnaire

Dear teacher

We are conducting an investigation about enhancing learner's writing skill through teacher's feedback. The questionnaire is part of our research work. You are kindly requested to answer the following questionnaire. Please tick the appropriate box or write full statement if necessary.

Thank you very much in advance

Section one: The effectiveness of teacher's feedback to enhance pupil writing.

1) Do you think that teacher's way of teaching motivates pupil to write?

   a) Yes ☐
   b) No ☐

2) Do you often provide your learners by feedback during the writing task?

   a) Always ☐
   b) Sometimes ☐
   c) Never ☐

3) Do you feel that using feedback enhance learners writing?

   a) Yes ☐
   b) No ☐

Section two: Learners response to their teacher's feedback.

4) Do your learners respond to your feedback?

   a) Yes ☐

   b) No ☐

5) Do you undertake the feedback as a tool to correct learner's error?

   a) Yes ☐

   b) No ☐

6) Which kind of feedback do you provide to your learner? please explain?

   a) Oral feedback

   b) Written feedback

Please explain?

……

……

……

7) Do you focus on the form or the content when providing your pupils with written feedback? please explain?

   a) The form ☐

   b) The content ☐

   c) Both ☐

Please explain?

……

……

……

…

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